Course teaching plan

1. Introduction

This course entitled *Techniques of Statistical Analysis (I)* is aimed to provide the basic statistical knowledge for the use and the analysis of quantitative data in empirical social science research. Techniques of statistical inference and modelization (simple and multiple linear regression models)\(^1\) will be the main topics. The course is problem-based, in that the theory is always presented in the context of practical problem solving.

The course aims to support the compulsory “Final Research Project” at the end of the master’s degree. Moreover, through the more practical concepts it provides a useful toolbox for doing quantitative research in different compulsory courses. In order to have an applied background required for professionals in the social sciences, statistical software will support all the concepts introduced.

2. Prerequisites

Participants are supposed to have an updated basic knowledge of descriptive statistics. With that purpose the department offers an intensive course in September. No other additional prerequisites are required.

3. Skills to be achieved in the course

- General skills (Instrumental, Interpersonal and Systemic)

  **Instrumental skills – participants will develop their ability to:**
  - Analyze and synthesize
  - Effectively plan and manage time
  - Apply basic computer skills and use statistical software

  **Interpersonal skills - participants will develop their ability to:**
  - Be constructively critical and self critical
  - Productively work as a team member. Work within an interdisciplinary team
  - Communicate with people that are not experts in the subject

  **Systemic skills – participants will develop their ability to:**
  - Do research
  - Work autonomously
  - Generate new ideas (creativity)
  - Design and manage projects

\(^1\) Students who need a deeper knowledge in modeling techniques (logistic regression and other topics) should take the additional optional course entitled *Techniques of Statistical Analysis (II).*
• Specific skills

Basic statistical competence involves the following components:

1. data awareness
2. knowledge of the basics of collecting data and generating descriptive statistics
3. an understanding of basic concepts related to probability and inference
4. interpretation skills (ability to describe what the results mean in the context of the problem)
5. communication skills (being able to explain the results to someone else)
6. understanding the hypothesis involved in modeling the relationship between two or more variables

4. Contents

• Four content blocks or modules


5. Methodology

Even though this is an applied course, some techniques may be a little cumbersome for the students. Thus, attendance to the theoretical sessions entitled Large group sessions is required as well as to the Seminar sessions or small group sessions. There will also be Tutorial sessions for more personalized questions on the final statistics project or related to conceptual questions. Individual assignments outside the classroom will be needed to obtain a solid working knowledge of the techniques and methods introduced in the course.

In this course there will be three types of sessions: Large group sessions, Seminar sessions and Tutorial sessions. The activities related to each of these sessions are as follows:

1. Large group sessions: These will be sessions for the whole group where the teacher will introduce and explain the course contents defined in the previous section. These sessions will include definitions, introduction to the most relevant results and methodologies and examples of each concept. These large group sessions will take a total of 18 hours.

2. Seminar-lab sessions: These will be sessions for half of the group. These sessions will be used to deepen and to practice the concepts explained in the theory sessions. Seminar sessions will take place in the computer lab. Each student will attend 4 seminar-lab sessions (8 hours) as minimum.

3. Tutorial sessions: Students will conduct a final statistics project. During the last three weeks of the course there will be some extra tutorial sessions in order to address students’ questions. Some recommendations, from the teacher will also be provided in order to improve the quality of the projects, as needed.
6. Assessment

In the following, the most relevant assessment criteria are outlined:

- Continuous assessment will include a compulsory final statistics project on data analysis. More information on the general structure of this project will be provided.

- Students will have four homework assignments throughout the course. They will be a mixture of conceptual and applied activities. Assignments will be individual.

- The final statistics project must be done in pairs. The second week of the course working groups will be established.

- At the end of the course, students will demonstrate their achievements in a two-hour final exam. The exam will include some questions and exercises related to the topics of the course as well as some questions concerning the final project.

- The weighting/assessment of each task within the overall value of the course will be: 30% for homework, 40% for the final project and 30% for the final exam. Final evaluation is conditioned to a record of attendance: participants must attend at least 80% of the scheduled classes.

7. Sources of information and didactic resources

- Basic bibliography


- Complementary bibliography


  Any SPSS basic manual (and specific manuals for regression analysis) for versions 10 and higher.

  Other teaching resources (as data for the statistics projects) in:

  http://www.upf.edu/materials/politiques/tsa1/resources.html

8. The programming of activities

A complete view of the activity to be carried out each week of the term will be presented the first day of the class.
1. Objectives

The course explores the development and application of qualitative research designs and methods in political analysis. The aim is to introduce students to the theory and techniques of qualitative research through readings, discussion and practical exercises, in order to reinforce their capacity to design and implement their own research projects. The course therefore connects with the previous subject “Techniques of Statistical Analysis I” and aims to support the “Final Research Paper” as two of the core courses of the Master’s degree. Moreover, through the more practical issues it provides a useful toolbox for doing qualitative research on different compulsory courses.

The course begins with an introduction to qualitative research, focusing on the major terms of the debates about research design and issues of inference and interpretation. It then covers some issues around conceptualization and looks at a variety of approaches and techniques for data collection and data analysis. By producing a brief piece of empirical research, the students have to deal with the knowledge acquired and they can also develop skills to present, explain and defend the research approach and results.

2. Prerequisites

As the course is based on the development of a qualitative research project, it requires students to have initial knowledge of how to formulate hypotheses and articulate research questions connected with the theoretical concerns of political science. Both seminars and tutorial sessions will help the development of these capacities.
3. Competences to be achieved in the subject

Due to its methodological nature, the course is mainly oriented towards developing general competences such as:

**Instrumental Competences**
- Ability to analyse and synthesise
- Planning and management of time
- Written and oral communication in one’s own language
- Information management abilities (ability to search and analyse information coming from a variety of sources)
- Problem solving
- Decision-making

**Interpersonal Competences**
- Critical and self-critical ability
- Team work
- Interpersonal abilities
- Ability to communicate with people that are not experts in the subject
- Commitment to ethics

**Systemic Competences**
- Ability to put knowledge into practice
- Research abilities
- Ability to learn
- Ability to adapt to new situations
- Ability to generate new ideas (creativity)
- Leadership
- Design and management of projects
- Interest on quality
- Result-oriented

The empirical approach of the course will also support the development of specific competences in the field of political analysis where the research project will be located. More specifically, the large group will be divided into sub-groups in order to develop brief pieces of qualitative research in two different areas: public policy evaluation and political attitudes. This academic year, the sub-fields selected are: local development policies (LDP) and public policies on immigration (PPI), both at local government level. This means that several specific competences will be connected with both fields, such as public policy analysis and policy evaluation.
4. Contents

1. Introduction to qualitative research.

2. An approach to collecting qualitative data: concepts, techniques and strategies.

3. An approach to analyzing qualitative data.
   Dealing with field notes, interview transcripts, and focus group reports. Discourse analysis. Inference and interpretation of qualitative data. Clarifying findings and connecting qualitative evidence with theoretical and conceptual research questions.

4. An approach to submitting a qualitative research report.
   Writing a research report and communicating it effectively to the intended audience.
5. Assessment

The course requirements are:

Initial memo about the student’s interest in the course (length: 250-500 words)
Compulsory initial group assessment (10% of final grade)

This memo is due in the second week of the course. By then the composition of the group has to be already decided. The memo should outline students’ substantive research question on Local Development Policies or Public Policies on Immigration and explain the preliminary ideas they may have about a research design involving qualitative methods.

Research Portfolio (around 10 pages)
Compulsory mid-term group assessment (30% of final grade)

Students are required to develop and produce a research portfolio that will serve as their personal guide for the implementation of their qualitative research projects. They will develop it during the seminar sessions on research design and pre-field preparation.

There will be a partial presentation (in the 1st tutorial session) as on-going informal evaluation previous to the final one. In this first tutorial session students should present:

a) A clear articulation of the research question;
b) A description of what kinds of information and data will need to be collected;
c) A research design including a description of the context in which it will be conducted;
d) A description of the methods and techniques to be used to collect data.

The final research portfolio (around 10 pages or 3500-4000 words) will include the following parts:

a) Introduction;
b) Presentation and explanation (theoretical basis) of the topic and objectives (research questions and/or hypothesis);
c) Research Design:
   1) Description of the information and data that will be collected (indicators, information blocks);
   2) Description of the field (context and relevant characteristics of the object of research) and units of information (cases and/or stakeholders that have been selected);
   3) Description and justification of the methods and techniques that will be used;
d) Data collection instruments (questionnaires);
e) Explanation of the access to the field and to the units of information;

Qualitative research report (around 15-20 pages)
Compulsory final group assessment (40% of final grade)

This report must include the main results achieved in terms of arguments and empirical evidence. It will focus on the theory and concepts and their verification through the field work developed and the analysis of data. There will be a partial presentation (in the 3rd tutorial session) as on-going informal evaluation and a formal group presentation on the due date for the final assessment.
The final research report will include the following parts:

a) Introduction;

b) Presentation and explanation of the topic and objectives (research questions and/or hypothesis);

c) Description of the information and data that has been collected;

d) Description of the field (context and relevant characteristics of the object of research) and units of information (profiles of the stakeholders that have been selected);

e) Description and justification of the methods and techniques that have been used in the research;

f) Explanation of the access to the field and to the units of information;

g) Explanation of the kind of data analysis that has been applied (including categorisation and codification);

h) Results of the analysis;

i) Conclusions answering (and/or developing or expanding) your hypothesis or research questions;

j) Bibliography;

k) An annex that will include the interview questionnaire, the protocols for observation or selecting your documentary sources, the interview summaries, the field notes (if you have used observation methods) and/or the list of documents you have analysed (if you have used documentary methods).

Final memo about a critical evaluation of qualitative research methods (around 2-5 pages or 1000-1500 words)

Compulsory final individual assessment (20% of final grade)

The objective of this Individual Assessment is to evaluate your methodological learning in terms of three different sources: reading, lectures and empirical work (your group research project). The format of the assessment will be a methodological essay reviewing the three main aspects of a qualitative inquiry: a) research design, b) data collection techniques, and c) data analysis techniques.

Review your notes from your reading and lectures and read through your collective research work in order to assess what you have learned from a methodological point of view. Are there any similarities between what the literature recommends and what you did in your research project? Was your research design good enough to produce relevant findings? Were the results of using the different techniques and research methods similar to those described in the methodological literature? You must critically describe the potential and the limits of the qualitative research you have done and state what you would do better in future.

The final memo will be assessed on the extent to which it makes good use of the course reading material and discussions and provides clear explanations and arguments regarding the use of qualitative methods and techniques in the research. A bibliography should be included.
6. Methodology

Due to its methodological character, the course is based on a balance between conceptual and empirical approaches. The development of sessions reflects this balance and the importance of the field research component of the course.

The beginning of the course is designed to ensure a common basis for qualitative research, dealing with theoretical and conceptual issues. The main large group sessions (lectures) with compulsory attendance and the more extended required readings are the methodological basis of this initial part (two weeks). A first assessment based on an initial memo about students’ interests aims to consolidate this common knowledge basis.

The following weeks will be used to introduce qualitative methods and techniques and to initiate the research design to be done by each group (through seminars addressed to LDP and PPI groups). In order to organize the research activities, students must select one of the two fields into which the large group will be divided to develop their qualitative research (local development policies –LDP– and public policies on immigration –PPI–). At the same time, the two groups will be divided into four subgroups of four to five students each. Each group will receive a simulated “order” from the local government to develop a piece of research on the topic (this is the final report to be submitted at the end of the course).

These sessions start the applied block of the course (weeks 2 to 8), which will be complemented with required readings (readings 2.1 and 2.2) and activities outside the classroom such as the preparation of the research portfolio (with two partial presentations).

The final part of the course (weeks 9 and 10) will be addressed through lectures and discussions about how to analyze qualitative data and how to draft and submit the final research report. Finally, there will be an assessment based on the presentation of research results, an individual résumé and an evaluation of the qualitative methods and techniques used in the research. This final stage is designed to critically discuss the potential and the limits of the qualitative research developed.
7. Sources of information and didactic resources

- Basic bibliography
  - And Compulsory Readings 1, 2, 3 and 4 (see reading list).

- Complementary bibliography

- Teaching material for the subject
  - During the course, some teaching materials will be distributed to complement lectures.
## 8. Programming of activities

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<thead>
<tr>
<th>Week</th>
<th>Classroom activity</th>
<th>Activity outside the classroom</th>
<th>Results that are object of assessment</th>
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<tbody>
<tr>
<td>12/01/2010</td>
<td>Lecture: <em>Introduction to qualitative research</em>. <em>Introduction to the “order”</em></td>
<td>Required readings 1 (see Reading list). Work on research interests</td>
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<td>Lecture: <em>Research designs</em></td>
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<td>19/01/2010</td>
<td>Lecture: <em>Qualitative methods and techniques. Interviews</em></td>
<td>Required readings 1 (see Reading list)</td>
<td>Initial memo about interests</td>
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<td>Lecture: <em>Interviews</em></td>
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<td>26/01/2010</td>
<td>Lecture: <em>Focus groups</em></td>
<td>Required readings 2.1 (see Reading list). Work on research design Draw a first draft of the research design</td>
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<td>Seminars and tutorials</td>
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<td>02/02/2010</td>
<td>Lecture: <em>Access to the field</em></td>
<td>Required readings 2.1 (see Reading list). First draft of research protocol and questionnaire.</td>
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<td>Seminars and tutorials</td>
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<td>09/02/2010</td>
<td>Lecture: <em>Observation methods. Overview</em></td>
<td>Required readings 2.2 (see Reading list). Research protocol and questionnaire. Work on the research portfolio.</td>
<td>Research portfolio: Research question (LDP and PPI), research design and interview questionnaires</td>
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<td>Lecture: <em>Participant observation and “citizen X”</em></td>
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<td>16/02/2010</td>
<td>Lecture: <em>Documentary Research</em></td>
<td>Required readings 2.2 (see Reading list). Field-work, interviews and documentary research</td>
<td>Research portfolio: Research question (LDP and PPI), research design and interview questionnaires</td>
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<td>23/02/2010</td>
<td>Lecture: <em>Content and Discourse analysis</em></td>
<td>Required readings 3 and 4 (see Reading list). Field-work, interviews and/or focus groups.</td>
<td>Research portfolio: Research question (LDP and PPI), research design and interview questionnaires</td>
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<td>02/03/2010</td>
<td>Lecture: <em>Grounded Theory. The research report</em></td>
<td>Required readings 3 and 4 (see Reading list) Analysis of data. Work on the final research report</td>
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<td>Seminars and tutorials</td>
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<tr>
<td>09/03/2010</td>
<td>Research results presentations</td>
<td>Required readings 4 (see Reading list) Work on the final research report and individual memo.</td>
<td>Final research report and presentation of research results</td>
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<td>16/03/2010</td>
<td>Research results presentations</td>
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<td>Final research report and presentation of research results</td>
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<td>Lecture: <em>The quality of qualitative research. Concluding remarks</em></td>
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## 9. Structure of the programming of activities

<table>
<thead>
<tr>
<th>Week</th>
<th>Learning activities</th>
<th>Didactic resources</th>
<th>Time scheduled</th>
<th>Activity outside the classroom</th>
<th>Estimated time</th>
<th>Items for assessment</th>
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<td>Learning activities</td>
<td>Didactic resources</td>
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<td>12/01/10</td>
<td>Lecture: Introduction to qualitative research</td>
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<td>Research design</td>
<td>Readings 1</td>
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<td>Lecture: Introduction the &quot;assignment&quot; (LDP and PPI)</td>
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<td>Readings 1</td>
<td>4 hours</td>
<td>Initial memo about interests</td>
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<td>Research portfolio</td>
<td>Readings 1</td>
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<td>Initial memo about interests</td>
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<td>Lecture: Interviews</td>
<td>Teaching materials and Readings 2.1</td>
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<td>4 hours</td>
<td>Research portfolio (I) and research question</td>
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<td>Seminars and tutorials I: Research design for LDP groups</td>
<td>Teaching materials and Readings 2.1</td>
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<td>Research protocol and questionnaire</td>
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<td>Research portfolio (I) and research question</td>
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<td>Research protocol and questionnaire</td>
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<td>Lecture: The research report</td>
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<td>Research portfolio (final), Research report and Final memo</td>
<td>3 hours</td>
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<td>Tutorial for each group of LDP and PPI</td>
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<td>Research portfolio and research report</td>
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<td>Seminar II: Presentation of research results for PPI groups</td>
<td>2 hours</td>
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<td>Research portfolio and research report</td>
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<td>Lecture: Analyzing qualitative data</td>
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<td></td>
<td>Lecture: The quality of qualitative research</td>
<td>1 hour</td>
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9. Reading list

**INTRODUCTION TO QUALITATIVE RESEARCH. RESEARCH DESIGN**

**Readings 1**


**AN APPROACH TO COLLECT QUALITATIVE DATA: CONCEPTS, TECHNIQUES AND STRATEGIES**

**Readings 2.1 – Interviews and focus group**


Readings 2.2 – Participant observation and Documentary research


**AN APPROACH TO ANALISING QUALITATIVE DATA**

Readings 3


**AN APPROACH TO PRESENTING A QUALITATIVE RESEARCH REPORT**

Readings 4

Fundamentals of Political and Social Research
Robert M. Fishman
Universitat Pompeu Fabra, 2010

1. Introduction to the subject:

This course is designed to introduce students to practical problems and options encountered in the course of social and political research as well as to underlying theoretical issues posed by social science investigation.

2. Prerequisites

There is no formal prerequisite for this course other than admission to the UPF’s graduate program. Students with a relatively limited background in political science and sociology would find it useful to read Arthur Stinchcombe’s Constructing Social Theories as advance preparation for the course.

3. Competences to be achieved in the subject

The course also serves to familiarize students with several research strategies including comparative work and interviewing with both a survey and qualitative format. We will examine all these themes from the standpoint of the decisions to be made when designing research and when evaluating the work of others. The logic of social research and causal analysis will be emphasized throughout the trimester along with the difficult challenge of building our research efforts on the twin foundations of theoretical generalization and the constant effort to understand empirical reality in all its substantive complexity.

4. Assessment

Course requirements include a number of brief written assignments, participation in seminar and tutorial discussions, as well as a final paper offering a methodological critique of a major scholarly publication. The final paper will represent 50% of the course grade. The other 50% will be based on student participation in class and the short exercises.

5. Contents

The course focuses most heavily, but not exclusively, on problems and issues that emerge at the design stage when one is formulating the goals, scope and setting for research. The course covers a number of the fundamental components of the overall research process including the delineation of research problems, the collection of evidence, the elaboration or selection of categories to group together discrete observations, and the development of causal interpretations. Among these issues,
considerable attention will be devoted to differing strategies for the formulation of categories and concepts, a problem which -- in both its practical and philosophic dimensions -- deserves much attention in graduate study. The attempt throughout the course will be to link practical research choices with broad theoretical issues in the methodology of the social sciences.

6. Methodology

The course is built around a series of components: lectures, readings and individual exercises that will be discussed in seminar sections, and tutorial sessions. Although class attendance is not formally required as such, student grades will be based in part on contributions to class discussions.

7. The programming of activities

First Session  Tuesday April 6
Lecture class. Introduction to the course. Presentation of rationales and approaches for the use of interviews in social science research. Discussion of closed ended and open-ended questions.

Second Session  Tuesday April 13
Lecture class. Presentation on Recurrent Issues in Social Science Methodology: The Formulation of Categories and of Causal Interpretations

Reading: Max Weber, "'Objectivity' in Social Science and Social Policy", pp. 49 - 112 in The Methodology of the Social Sciences, and Emile Durkheim, Author's Preface and Book II Ch. 1 in Suicide.

Assignment: Write a brief paper of no more than five pages comparing the arguments of Weber and Durkheim on the meaning and the status of categories or classifications in social science. If possible (a tall order in five pages) discuss the fit between their arguments concerning categorization and their views on the sort of causal analysis possible in the social sciences.

Third Session  Tuesday April 20
Lecture class. On Quantitative, Qualitative and Comparative Approaches to the Design of Social Research.

Reading: Henry Brady and David Collier (eds.): Rethinking Social Inquiry: Diverse Tools, Shared Standards.
Fourth Session: **Tuesday April 27**

Lecture class. On quantitative, qualitative and comparative approaches to the design of research.

Recommended reading: Charles Ragin, *The Comparative Method*, and Gary King, Robert Keohane and Sidney Verba, *Designing Social Inquiry*

Fifth Session: **Tuesday May 4**

Seminar: Discussion on the implications for research methodology of the “James Scott problem” which is to say the danger that many sentiments, attitudes, discourses and behaviors may be hidden from public view.

Reading: James Scott, *Domination and the Arts of Resistance: Hidden Transcripts*.

Sixth Session: **Tuesday May 11**

Seminar: Discussion on methodological issues in modern classics of social science.

Reading: Robert Putnam, *Making Democracy Work*

Seventh Session: **Tuesday May 18**

Seminar: Continuing discussion on methodological issues in modern classics of social science.

Reading: Theda Skocpol, *States and Social Revolutions*.

Eighth Session: **Tuesday May 25**

Seminar: Interviews and Surveys

Assignment: Draft a questionnaire designed, if possible, to be used in a project you would be interested in pursuing. The questionnaires will be distributed and discussed in the seminar.

Ninth Session: **Tuesday June 1**

Seminar: Coding
Assignment: Code the responses to an open ended survey question. The survey responses to be coded will be distributed at least one week prior to the due date for this assignment. Seminar discussion will focus on both the concrete difficulties of coding and the broader issue of the challenge posed by formulating categories and classifications.

Tenth Session: Tutorials on final assignment. To be scheduled individually.

Final Assignment: Write a methodological critique, roughly ten pages in length, of a major social science work.
1. Presentation

This subject deals with the analysis of the main theories and institutions of democracy and political liberalism, focusing specially on the current debates on socioeconomic and cultural justice in diverse societies. The democracy of Ancient Greece and different conceptions of political liberalism and modern and contemporary democracy will be addressed from key concepts of political legitimacy: equality, liberty, pluralism, justice, federalism, representation, and participation. Political theory, applied empirical comparative politics and history are the main approaches included in this subject.

2. Prerequisites

A general overview of the main institutions of Ancient and liberal democracy, as well as of the history of political liberalism (from Locke to Rawls and Taylor) and the basic elements of the current debate on justice, liberal democracy, federalism and cultural/national pluralism.

3. Competences to be achieved

At the end of the term, students must be familiar with the main concepts, historical experiences and normative and institutional references and challenges of present day liberal democracies. Students are also expected to have ability to write a research paper on the subject, focusing on current debates on theories of democracy, political liberalism, federalism, cultural/national pluralism or theories of justice. Oral presentations, ability of reasoning and critical discussion are expected in the development of this subject, as well as the ability to identify and develop new conceptual and analytical ideas in the field.
4. Assessment

The following criteria will be taken into account for the final assessment:

a) Presentations and comments of the discussants (15%)

b) Participation during the sessions (credit will be given for the quality of comments) (10%)

c) Students should hand in a minimum of 6 summaries of the compulsory readings for the sessions (two for Part One and four for Part Two (15%)

d) Paper (max. 9000 words) (60%)

5. Methodology

a) Teaching Language:

English is the official language in this Master programme. Papers may be also written in Catalan, Spanish, Italian and French.

b) Basic structure of each session:

Lecture (Ferran Requejo) (60-70 min)

Initial discussion (15-20 min)

Break (10-15 min)

Presentation of the two-three compulsory reading texts (2-3 students) (20-30 min)

Introductory comments by the discussant (1 student) (15 min)

Open discussion and conclusions led by the discussant (25-35 min)

Presentation of the readings for the next session (Ferran Requejo)(10 min)

c) Contact:

ferran.requejo@upf.edu
Office 20.113 (Jaume I building)

Office Hours: by e-mail appointment to cristina.sanchez@upf.edu
6. Contents

"In political and philosophical theories as well as in persons, success discloses faults and infirmities which failure might have concealed from observation”

J. Stuart Mill, *On Liberty*, 1859

“No doctrine which inspires a movement or a party has ever to my knowledge been refuted by argument –it expires as a result of changes in the world”

I. Berlin, *To Nora Beloff*, 1988

6.1 Compulsory readings

PART ONE

Session 1. Presentation

Presentation of the subject: aims, methodology and academic organisation

Democracy, political liberalism, socio-economic justice and cultural/national pluralism: introductory remarks

Comments on the bibliography

Readings:

None

Session 2. Democracies: concepts, theories and models. The democracy of Ancient Greece (I)

Readings:

Sartori, G 1987: chaps 2 and 10 (for the completed references, see section 7 “General bibliography” at the end of this programme)

Thucydides, *History of the Peloponnesian War*, Book II, 35-46 (Pericles), Book V, 85-114 (Melian) (editions recommended: in English, The LOEB Classical Library; in Catalan, the Fundació Bernat Metge’s; in Spanish, the Gredos’ and Alianza’s)

Session 3. The democracy of Ancient Greece (II)

Readings:

Hansen 1991: chap 4

**Session 4. Liberal democracy (I)**

**Readings:**


**Session 5. Republicanism**

**Readings:**

Offe C-Preuss U, "Instituciones democráticas y recursos morales", *Isegoría* 2, Madrid 1990

Pettit Ph, 1999: chap 1: 35-75

**PART TWO**

**Session 6 Liberal democracy (II). J. Rawls and contemporary theories of socio-economic justice.**

**Readings:**


**Session 7. Liberal democracy (III). J. Rawls and contemporary theories of socio-economic justice.**

**Readings:**

Taylor Ch, Multiculturalism and "the Politics of Recognition", Princeton University Press, New Jersey 1992

Session 8. Liberal democracy (IV). Theories of cultural/national justice. From communitarianism to cultural and national pluralism.

Readings:


Session 9. Liberal democracy (V). Federalism and national pluralism

Readings:


Session 10. Democracy at the beginning of 21st Century

Readings:

To choose three among the following readings:

Resnick Ph, “Twenty-first Century Democracy, or Cleisthenes Revisited”, in Resnick 1997, chap1


Phillips A, "Must Feminists Give Up on Liberal Democracy?", in Held 1993, cap 4

Parekh B, "The Cultural Particularity of Liberal Democracy", in Held 1993 , cap 7


6.2 Recommended Readings:

PART ONE

Session 1

None

Session 2

Requejo 1990: chap 2-4

Dunn 1995: chap 1-2

M.I.Finley, The Ancient Greeks, 1963 (Los griegos de la antigüedad, Labor, Barcelona 1992


Session 3

Plato, Protagoras; Republic (422e-427d, 437b ff, 514a, 518b-519d, (Gredos, Madrid 1981)

Aristotle, Politics, 1279a, 1280b-1281a, 1282b-1283a, 1286b, 1293b, 1294a, 1323b, 1328b-1329a (Política, Centro de Estudios Constitucionales)


F.Gschnitzer, Historia social de Grecia , cap 4, Akal, Barcelona, 1987

C Mossè, Historia de una democracia: Atenas , chap 1-4, Akal, Barcelona 1987


Session 4

B. Constant, "De la libertad de los antiguos comparada con la libertad de los modernos" a Escritos Políticos, C.E.C., Madrid 1989

A.Tocqueville, La democracia en América 1st vol 2nd part, chap 8; 2nd vol, 2nd part, chaps 1-4

J.Stuart Mill, Representative Government, chap 12 (several ed)

J.Stuart Mill, On "La democratie en Amérique" (Sobre la libertad y Comentarios a Tocqueville, Espasa Calpe, Madrid 1991)


Session 5

K. Marx, *La guerra civil a França*, part III (several ed)

JJ Rousseau, *Contrato Social*, I, 1-3, 6-7; II, 1-3; III, 1-4


D. Beetham, "Liberal Democracy and the Limits of Democratization" in Held 1993 (also in *Political Studies* 1992, vol XL, Special Issue)


R. Dahl 1992: chap 20


F. Requejo, "Democracia competitiva. La obra de Schumpeter 50 años después" *CLAVES* n. 30, Madrid 1993

**PART TWO**

**Session 6**


P. Neal, "Vulgar Liberalism", *Political Theory*, vol 21, n.4: 623-642, 1993


F. Requejo, "El cuadrado mágico del liberalismo", CLAVES de la razón práctica, n. 46, oct 1994: 2-12

Session 7


S. Lukes, "Cinco fábulas sobre los derechos humanos", CLAVES de la razón práctica, n. 41 abril 1994


U Preuss - F. Requejo (eds), European Citizenship, Multiculturalism and the State, Nomos, Baden-Baden 1998

F. Requejo (ed), Pluralisme nacional i legitimitat democràtica, Proa, Barcelona 1999


Session 8

Watts 1999: 1-20


W. Norman, Negotiating Nationalism, Oxford University Press, 2006

F Requejo, “Pluralismo de valores y federalismo multinacional”, Claves de la razón práctica, n.126, October 2002


Session 9


**Session 10**

None

**7. General bibliography**


Castiñeira, A (dir) *El liberalisme i els seus crítics*, Proa, Barcelona 1996


Fossas E - Requejo F (eds), *Asimetría Federal y Estado Plurinacional, El debate sobre la acomodación de la diversidad en Canadá, Bélgica y España*, Trotta, Madrid 1999


Gagnon A - Guibernau M - Rocher F (eds), *The Conditions of Diversity in Multinational Democracies*, Institute for Research on Public Policy, Montréal 2003


Held, D *Prospects for Democracy*, Polity, 1993


Preuss U - Requejo F (eds), European Citizenship, Multiculturalism and the State, Baden-Baden, Nomos 1998


Requejo, F., Las democracias. Democracia antigua, democracia liberal y Estado del Bienestar, Ariel, Barcelona 2008


Tamir Y, Liberal Nationalism, New Jersey, Princeton University Press 1993

Taylor, Ch., 1997, La Liberté des Modernes, Paris, PUF

Taylor Ch, The Sources of the Self, Cambridge, Harvard University Press 1989


8. Finally, some quotations from works of literature and political theory:

"lo sabemos igual que lo sabéis vosotros: en el cálculo humano, la justicia solo se plantea entre fuerzas iguales. En caso contrario, los más fuertes hacen todo lo que está en su poder y los débiles ceden"

"... en general los hombres más simples gobiernan mejor la ciudad que las grandes inteligencias. En efecto, suelen estos querer aparecer más sabios que las leyes y triunfar sobre todas y cada una de las propuestas presentadas en público, como si no hubiera otras ocasiones más importantes de mostrar su juicio, y a resultas de tal comportamiento terminan frecuentemente por arruinar a la ciudad"

Tucídides. Historia de la guerra del Peloponeso

“La tragedia fue una invención griega porque en Grecia el pensamiento era libre. Los hombres pensaban con frecuencia y profundidad en la vida humana, y empezaban a percibir cada vez con mayor claridad que ésta era inseparable del mal y que la injusticia estaba en la naturaleza de las cosas

Los sentimentales somos nosotros. Nosotros, para quienes la poesía y todo el arte no son sino una decoración superficial de la vida, los volvemos un refugio ante un mundo demasiado rudo para enfrentarlo, sentimentalizándolo. Los griegos lo miraron de frente. No fueron, en absoluto, sentimentales. Fue un romano quien dijo que era dulce morir por la patria. Los griegos nunca dijeron que fuera dulce morir por nada. No conocían mentiras vitales”

E. Hamilton, El camino de los griegos
"Per tal que la vida dels homes no fos trista i llòbrega, Júpiter els dotà bastant més de passions que de raó: en la proporció de mitja unça a una lliure"

"mai no hi ha hagut prínceps tan perjudicials per a un estat com quan el govern ha recaigut en algun afecionat a la filosofia o a la literatura"

Erasme, *Elogi de la Follia*

“Life’s but a walking shadow; a poor player that struts and frets his hour upon the stage, and then is heard no more: it is a tale told by an idiot, full of sound and fury, signifying nothing

("La vida no és sinó una ombra ambulant, un pobre actor que es mou enrigidit i consumeix el temps que li toca d’estar a escena i després ja ningú no el sent més. És un conte explicat per un idiota, ple de soroll i fúria que no significa res")


"It is only simple conceptions which take old of a people's mind. A false but clear and precise idea always has more power in the world that one which is true but complex"

A. Tocqueville, *Democracy in America*

- “I always want to know the things one shouldn’t do”
- “So as not to do them?” asked her aunt
- “So as to choose”, said Isabel”

Henry James, *The Portrait of a Lady*

"Te olvidas de que mentir es parte del combate por la supervivencia -dijo él-. Es la manera que tienen los seres humanos de manipular las circunstancias para que se ajusten a la imagen preconcebida que tienen de sí mismos como figuras del mundo. Su venganza contra los dioses siniestros”

W. Faulkner. *Banderas sobre el polvo*

“Los hombres quieren demasiadas cosas: quieren lo que es lógicamente imposible. Este es el motivo de que símbolos sagrados como ‘libertad’ o ‘democracia’ y ‘derecho’ de autogobierno cubran tal cantidad de ideales que están en conflicto los unos con los otros. Más vale darse cuenta de esto. Las cosas son lo que son, el status es una cosa, la libertad es otra, el reconocimiento no es igual a la no interferencia. Al final, todos pagamos demasiado caro nuestro deseo de desviar la mirada de dichas verdades, de
ignorar estas distinciones en nuestro intento de acuñar términos que cubran todo lo que deseamos, en definitiva, por nuestro deseo de ser engañados”

I. Berlin, *La búsqueda del 'status’*

"Mi identidad es lo que hace que yo no sea idéntico a ninguna otra persona"

"A mi entender, la tiranía de la mayoría no es mejor, desde el punto de vista moral, que la de la minoría"

Amin Maalouf, *Identidades asesinas*

"Ara comprenç que l'encís real de la vida intel·lectual es la seva facilitat ... Viure és molt més difícil que el sanscrit, la química i l'economia.... I és per això (entre altres motius) que hi ha tanta demanda d'alta educació. L'afluència cap als llibres i les universitats és com l'afluència cap els cafès i les tavernes. Les gents necessiten ofegar llur comprensió de les dificultats de viure convenientment en aquest grotesc món contemporani, necessiten oblidar llur deplorable ineficiència com a artistes de la vida ... Els llibres i les conferències serveixen millor per a ofegar les penes que no pas la beguda i la fornicació; car no deixen mal de cap, ni cap d'aquelles desesperadores sensacions de post coitum, triste. ... He comprès, també, que la recerca de la veritat no és sinó un nom més refinat per a la diversió favorita de l'intel·lectual, de posar simples i, per tant, falses abstraccions, al lloc de les vivents complicacions de la realitat".

A.Huxley. *Contrapunt*

**Ferran Requejo**
**Barcelona, July 2010**
1. Course Description

This course is intended to review public policy analysis from its theoretical and methodological dimensions: which have been the theories and their contributions? Which their foundations? Which their explanatory variables? Which the criticisms? Based upon a selection of readings, we will thoroughly depict, analyze and discuss theoretical approaches, their contributions as well as their methodological shortcomings.

The course is structured into 2 sections:

Section 1 includes the first six sessions (from January 11th to February the 15th) and will be devoted to present and deeply analyze the different theoretical approaches applied to explain policy-making. We will pay special attention to the two currently most-used approaches: the new-institutionalist (both historical and sociological) and the rational choice perspectives (both behavioural and normative). Departing from identifying formal and informal rules the former and clarifying subject’ interests and motivations the latter, both approaches, with different analytical frameworks, build up models that pretend explain policy outcomes. However, both approaches share the aim to better understand policy making processes, considering that purposive actors interact within particular institutional settings.

Section 2 (from February 22nd to March 15th) will turn to consider the comparative dimension of public policy analyses. In fact, most theoretical perspectives have approached comparisons, so, in this sense, this second part is built up upon the grounds of the previous one. On these grounds, the focus of the second part will be centred on the comparative method applied to the public policy field. The objective will be to identify the focal issues, mainly methodological, of cross-country comparison through the analysis of different contributions which, in turn, are representative of the theoretical approaches revisited in the Section 1. In addition, some preliminary aspects about the comparative method will be discussed.

2. Prerequisites

Students are expected to have a general knowledge of political science essentials. These involve a basic understanding of methodological aspects, as well a minimum knowledge of the basic explanatory strategies of the different theoretical approaches. In case of non-familiarity with such approaches, it is highly recommended to read some introductory readings in advance.
The course is taught in English. However, students may use other languages for the essays and classroom debates (Spanish, Catalan).

3. Competences to be achieved

General competences (Instrumental, Interpersonal and Systemic)

- Written and oral communication in own/foreign language (Instrumental)
- To strength Information management (instrumental)
- To strength the capability to do academic and professional presentations to particular audiences (instrumental).
- To find adequate arguments to defend own particular views and preferences on scientific debates (interpersonal)
- To stimulate debates and critical discussions on scientific issues (interpersonal).
- Ability to identify and appreciate new scientific ideas (Systemic)
- To improve the ability to derive empiric interpretations based on different theoretical perspectives (systemic).
- To enforce writing skills for public policy diagnoses and analysis (systemic).

Specific competences

- Students should be able to understand the logic of current research on public policy analysis, and to distinguish the theoretical basis of different perspectives.
- Students should be able to identify the main theoretical and methodological problems related to public policy research, particularly, from a comparative point of view.
- Students should be capable at the end of the course to consider particular topics and new areas of interest for innovative research in this field. Students should be able to prepare policy papers based on sound analytical work and coherent argumentation.

4. Requirements

The final mark will be based upon the following criteria:

- Papers prepared in advance (6 papers in total): 45%.
- Exercises discussed and prepared in class (4 in total): 35%
- Participation in debates: 20%

Students must attend at least 80% of the sessions to obtain the final grade. Papers have to be handed the very same day of the session (or sent by email before the session). Papers handed out of deadline will absolutely be NOT ACCEPTED.
5. **Organization of the Course**

The course will consist in individual work (papers) and collective work (debates, group discussion). Each session will be organized according to some concrete objectives that will usually be pursued through
a) an introductory lecture;
b) the debate and discussion of the compulsory readings
c) ad hoc group discussions
d) in-class exercises (in groups)

For more details, see section 7 of this syllabus.

6. **Bibliography**

**Preliminary readings**


**Compulsory readings**

**BLOCK 1**

**Session 1 (January 11th): Analytical Frameworks in Public Policy Analysis: Basic Aspects (i)**


**Session 2 (January 18th): Analytical Frameworks in Public Policy Analysis: Basic Aspects (ii)**


Session 3 (January 25th): Institutions and public policy: interpretative frameworks.

Hall, Peter and Rosemary Taylor (1996): “Political Science and the Three New Institutionalisms”, Political Studies 44., 936-957


Session 4 (February 1st): Collective action and cooperation: actors’ aims and preferences


Session 5 (February 8th): Explaining policy change by institutional mechanisms


Session 6: (February 15th) Explaining policy change by the actors’ behaviour


BLOCK B. COMPARATIVE PUBLIC POLICY

Session 7 (February 22nd): Comparative Public Policy: Methodological Aspects


Session 8 (March 1st): Features, problems and puzzles of comparative public policy analysis


Session 9 (March 8th): Does Europe induce policy change? Explaining change and stability from a comparative perspective


Session 10: (March 15th) Institutions, actors and preference formation in public policy


## 7. Structure of the Course: Session Objectives, Requirements and Activities

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Objectives</th>
<th>Requirements that students must prepare in advance for the session</th>
<th>Paper to be prepared and handed?</th>
<th>Activities during the Session</th>
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</table>
| 1 Jan. 11th | • Making clear structure, requirements and objectives of the course.  
• To present the basic structure of policy research: the understanding of the research questions, the dependent and independent variables in the different analytical frameworks. | • Readings Session 1  
• Short paper: explaining a policy issue (from news) using the common sense: institutions or actors?. The paper must be handed by the end of the session. | YES | • Initial presentation of the structure and organization of the course  
• Lecture  
• Discussion of the papers and their main issues |
| 2 Jan. 18th | • The analysis of the common and different aspects of the main analytical frameworks  
• The identification of the strong and weak points of the frameworks | • At the light of readings (session 1 and session 2) and of the discussion in the previous session: how would you reframe methodologically the short paper you prepared for Session 1? Think about the differences between explaining a policy issue using common sense and using an analytical framework. Prepare a paper (4-5 pages max.) to be handed. | YES | • Lecture  
• Discussion of the readings according to the objectives of the session  
• Discussion of the reframed papers |
| 3 Jan. 25th | • To understand the rationale of the basic structure, differences and explanatory strategies of the new-institutionalist approaches  
• To clarify the definition of key concepts: institutions, games, rules, collective action  
• To understand the relationship between actors' interests and institutions | • Readings Session 3  
• On the bases of the readings: paper explaining one objective of the session (5/6 pages max.) (students are free to choose) | YES | • Lecture on the explanatory strategy of new-institutionalism  
• Group discussion of the readings according to the objectives of the session (students might be asked to present their papers) |
| 4 Feb. 1st | • To place actor-centred frameworks within new-institutionalism approaches  
• To identify and define the main concepts: actors, interests, strategies, veto points | • Readings Session 4 | NO | • Lecture  
• Discussion on a case study distributed in class. Students will work in groups of 5/6. |
<table>
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<th>Sessions</th>
<th>Objectives</th>
<th>Requirements that students must prepare in advance for the session</th>
<th>Paper to be prepared and handed?</th>
<th>Activities during the Session</th>
</tr>
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</table>
| 5 Feb. 8th | • To analyze some policy studies identifying their main methodological and theoretical aspects | • Readings Session 5  
• Paper (7/8 pages) analyzing the methodological structure of the Immergut’s study (identify the research question, define variables –dependent, independent – identify hypotheses and key concepts, discuss the explanatory strategy and the findings) | YES | • Lecture  
• Discussion about the readings and papers. |
| 6 Feb. 15th | • Actors’behaviour or actors’ interest? Explaining the differences.  
• To apply the main analytical frameworks to explain an ad hoc policy case (audiovisual) | • Readings Session 6 | | • Lecture: on Advocacy Coalitions and the role of ideas and beliefs  
• Watching an episode of “Yes, Minister”. The students will work in two or three groups. Each group will have to prepare an ad hoc explanation of the events of the episode using alternative frameworks. Then, each group will have to present it. Each group can later write down the explanation and hand it by the 22nd of February (extra-points) |
| 7 Feb. 22nd | • To understand the nature of comparison in policy studies.  
• To have an overview over the research issues on comparative public policy  
• To identify and understand the problem of defining “equivalent” variables (to be followed in Session 8) | • Readings Session 7  
• After some material distributed well in advance (a case study or a newspaper article will be distributed by Session 5 – that is, by the 8th of February), students must prepare and hand a paper (6/7 pages) applying some of the main aspects of the readings to analyze it. | YES | • Lecture: the comparative approaches  
• Discussion on the analysis of the materials |
| 8 March 1st | • To stress the importance of the methodological structure in cross-country comparisons  
• To present and analyze some quantitative empirical work on comparative public policy  
• To understand the characteristics of | • Readings Session 8 | | • Lecture: on comparisons and the nature of the dependent variable  
• Ad hoc group discussion: finding “equivalent” variables to measure different policy issues. Each group will hand a summary at the end of the session |
<p>| | • Readings Session 9 | YES | | • Lecture: qualitative comparative policy |</p>
<table>
<thead>
<tr>
<th>Sessions</th>
<th>Objectives</th>
<th>Requirements that students must prepare in advance for the session</th>
<th>Paper to be prepared and handed?</th>
<th>Activities during the Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 March 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>comparative qualitative approaches on policy research</td>
<td>• Paper (6/7 pages) dealing with the following issues and questions: define the analytical framework, variables and hypotheses of the readings. In which analytical framework would they fit better? Why?</td>
<td>research</td>
<td>• Discussion: about the European Union and policy change – discussion, comment and analysis of the readings and papers.</td>
</tr>
<tr>
<td>10 March 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• To analyze some policy studies identifying their main methodological and theoretical aspects</td>
<td>• Readings Session 10</td>
<td></td>
<td>• Group discussion about the readings according to the objectives of the session</td>
</tr>
</tbody>
</table>
1. OVERVIEW

This seminar focuses on the comparative study of electoral systems and their consequences for the way governments are chosen by the mass of citizens. Substantively, the course examines how a range of electoral institutions affect the extent and ease with which party elites and voters can coordinate to provide outcomes or opportunities for transacting that improve on their status quo, but would not happen in the absence of these electoral institutions. For our purposes, the basic idea of a coordination game can be conveyed by considering a classic illustrative game, the Battle of the Sexes.

2. PREREQUISITES

This course strives to give the students a thorough and careful introduction to the essential ideas of electoral systems literature without requiring an extensive background. The prerequisites for the course include an introduction to econometrics at the level of, say, Gujarati’s *Basic Econometrics* (McGraw-Hill, 1988) or Dougherty’s *Introduction to Econometrics* (Oxford University Press, 2002), and basic research design at the level of, say, King, Keohane, and Verba’s. *Designing Social Inquiry* (Princeton University Press, 1994).

3. COMPETENCES TO BE ACHIEVED

The objective of this course is for students to be able to understand how electoral systems works. I hope that student will achieve an understanding of the basic concepts of electoral systems scholarship, some knowledge of the basic models used in the field, and the ability to write a research paper. In particular, some capacities and abilities are crucial in this course. Students should achieve or at least improve competences such as;

**Instrumental competences**
- Ability to analyse and synthesise
- Planning and management of time
- Basic knowledge of the area of study
- Knowledge of a second language

**Interpersonal competences**
- Critical and self-critical ability
- Team work
- Interpersonal abilities
- Ability to communicate with people that are not experts in the subject

**Systemic competences**
- Research abilities
- Ability to learn
- Ability to adapt to new situations
4. ASSESSMENT

The course requirements include:

**Weekly discussion of readings [20 percent of grade]:**
Students are expected to complete the assigned readings before class each week and to contribute to discussion during seminar. Good participation does not presume you understand everything in the reading – good questions make for good participation. The estimated time of dedication to prepare each session should be 1-2 hours.

**Presentation [20 percent of grade]:** Each week, there will be one or two student presentations on questions that are posed on the syllabus. Topics will be assigned on the first day of class. The presentations should be 20-25 minutes each. Each student must make at least one presentation during the course of the trimester. The estimated time of dedication to prepare each session should be 1 hour, apart from the time invested in reading the papers.

Weak presentations will simply summarize the readings on the question ("Smith says x, Jones says y"). Strong presentations will

- Describe any key conceptual issues that must be addressed by work on the question (e.g., a presentation on inequality might discuss different ways of conceptualizing inequality);
- Describe the central arguments/debates in the literature on the question (e.g., a presentation on corruption might focus on different types of variables – such as regime type, decentralization, level of development -- that influence corruption levels);
- Describe thorny methodological issues that bedevil work on the question (e.g., a presentation on social revolutions might discuss the problems created by the small-n nature of the phenomenon).
- Offer criticisms and/or suggest pathways for future research.

**Original research paper [60 percent of grade].** Each student must write an original research paper on some aspect of how electoral systems influence democratic politics. Students should consult with Professor Lago during the course of the term about potential topics. Each student should turn in a research prospectus that states the central question to be examined, and why the question is important and interesting, briefly explains how the proposed research will address the question, and includes a preliminary bibliography of related literature. The estimated time of dedication to write the research paper is 25 hours.

5. CONTENTS

1. Introduction
   
   Basic concepts. Main Debates, Role of elections in modern democracies. Theories.

2. Consequences of electoral laws.
   
3. Selection of electoral systems.


6. METHODOLOGY

The course is based on a balance between conceptual and empirical approaches.

Session 1: The beginning of the course is designed to ensure a common basis for dealing with theoretical and conceptual issues. The presentation will correspond to the professor.

Sessions 2-7: Students are expected to complete the assigned readings before class each week and to contribute to discussion during seminar. Each week, there will be one or two student presentations on questions that are posed on the syllabus. Topics will be assigned on the first day of class. The presentations should be 20-25 minutes each.

Sessions 8-10: The final part of the course will be addressed through lectures and discussions about how to draft and submit the final paper.

7. THE PROGRAMING OF ACTIVITIES

<table>
<thead>
<tr>
<th>Week</th>
<th>Classroom activity</th>
<th>Activity outside the classroom</th>
<th>Results that are object of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lecture</td>
<td>Required readings 1</td>
<td>Participation</td>
</tr>
<tr>
<td>Week 2</td>
<td>Seminar session</td>
<td>Required readings 2</td>
<td>Presentation/Participation</td>
</tr>
<tr>
<td>Week 3</td>
<td>Seminar session</td>
<td>Required readings 3</td>
<td>Presentation/Participation</td>
</tr>
<tr>
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<td>Seminar session</td>
<td>Required readings 4</td>
<td>Presentation/Participation</td>
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<tr>
<td>Week 5</td>
<td>Seminar session</td>
<td>Required readings 5</td>
<td>Presentation/Participation</td>
</tr>
<tr>
<td>Week 6</td>
<td>Seminar session</td>
<td>Required readings 6</td>
<td>Presentation/Participation</td>
</tr>
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<td>Week 7</td>
<td>Seminar session</td>
<td>Required readings 7</td>
<td>Presentation/Participation</td>
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<td>Week 8</td>
<td>Individual tutorial session</td>
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<td></td>
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<tr>
<td>Week 9</td>
<td>Individual tutorial session</td>
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<tr>
<td>Week 10</td>
<td>Individual tutorial session</td>
<td></td>
<td>Paper</td>
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</tbody>
</table>
### 8. STRUCTURE OF PROGRAMMING OF ACTIVITIES

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity in the classroom</th>
<th>Activity outside the classroom</th>
<th>Assessment activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning activities</td>
<td>Learning activities</td>
<td></td>
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<tr>
<td></td>
<td>Didactic resources</td>
<td>Didactic resources</td>
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<tr>
<td></td>
<td>Time scheduled</td>
<td>Estimated time</td>
<td>Items for assessment</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Estimated time</td>
</tr>
<tr>
<td>1</td>
<td>Lecture: Introduction to electoral systems scholarship</td>
<td>Readings 1</td>
<td>3 hours*</td>
</tr>
<tr>
<td>2</td>
<td>Seminar. Readings 2</td>
<td>Readings 2</td>
<td>3 hours*</td>
</tr>
<tr>
<td>3</td>
<td>Seminar. Readings 3</td>
<td>Readings 3</td>
<td>3 hours*</td>
</tr>
<tr>
<td>4</td>
<td>Seminar. Readings 4</td>
<td>Readings 4</td>
<td>3 hours*</td>
</tr>
<tr>
<td>5</td>
<td>Seminar. Readings 5</td>
<td>Readings 5</td>
<td>3 hours*</td>
</tr>
<tr>
<td>6</td>
<td>Seminar. Readings 6</td>
<td>Readings 6</td>
<td>3 hours*</td>
</tr>
<tr>
<td>7</td>
<td>Seminar. Readings 7</td>
<td>Readings 7</td>
<td>3 hours*</td>
</tr>
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<td>8</td>
<td>Individual tutorial sessions</td>
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<tr>
<td>9</td>
<td>Individual tutorial sessions</td>
<td>15 min</td>
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</tr>
<tr>
<td>10</td>
<td>Individual tutorial sessions</td>
<td>15 min</td>
<td></td>
</tr>
</tbody>
</table>

*Break. 15 min
9. SCHEDULE OF CLASSES AND READINGS

Classes will take place on Wednesdays from 17.15h to 20.15h with a break of 15 minutes. Attendance is compulsory.

1. Introduction: Concepts, Debates and Theories. September 22th

I will outline the course and give an overview of the topics we will cover. I will discuss three questions: the meaning of the main concepts in electoral studies, the role of elections in modern democracies, and the substantive, methodological and empirical debates in electoral systems scholarship.

Readings:

Additional Readings:

2. The political consequences of electoral laws (I). September 29th

A classic question in political science concerns what determines the number of parties that compete in a given polity. There are two answers to this question: one that emphasizes the role of electoral laws in structuring coalitional incentives and another that emphasizes the importance of preexisting social cleavages. In this session and the following we will discuss both approaches. The effects of electoral systems on party system fragmentation will be understood as a matter of electoral coordination.

Readings:

Additional Readings:
3. The political consequences of electoral laws (II). October 6th

Readings:

Additional Readings:

4. The partisan effects of electoral laws. October 13th

Partisan effects or biases of electoral systems are examined in this session. We show that there are different potential sources of partisan bias (malapportionment, district magnitude variation or gerrymandering). They are the consequence of the strategic decisions of elites when they design an specific electoral system.


Additional Readings:

5. Coordination Problems in Electoral Systems. October 20th

Studies of electoral law consequences typically accept that the impact of district magnitude on party system fragmentation takes place as Duvergerian theories predict: the number of parties running in a district decreases (increases) as district magnitude decreases (increases). The four readings here show that the basic story of district magnitude is much more complex: the existence of different coordination dilemmas generates centrifugal forces that increase the number of electoral parties.

Readings:

Additional Readings:
- Christensen, Raymond V. 1996. “Strategic Imperatives to Japan’s SNTV Electoral System and the Cooperative Innovations of the Former Opposition Parties”. Comparative Political Studies 29: 312-334.
6. The Selection of Electoral Systems. October 27th

This week and the following we will study electoral systems as dependent variable, namely their origins and the reasons for their changes. We will combine classics references with recent contributions to show how instrumental elites behave when they do not have good electoral expectations.

**Readings:**

**Additional Readings:**


The degree of party linkage, defined as the extent to which parties are uniformly successful in winning votes across districts, is an important but neglected issue in the party politics literature

**Readings:**

**Additional Readings:**

8, 9 and 10. Tutorial sessions. November 10th, 17th and 24th

Students must discuss and consult the topic of his/her paper with Professor Lago in an individual tutorial session. These sessions will be from 15h to 18h.
1. OVERVIEW

This course will be focused on the study and analysis of basic political attitudes and their effect on democracy. Departing from Easton’s and Almond and Verba’s seminal works, we will study the dimensions of political support, other basic political attitudes and the existing relationship among them. We will deal extensively with concepts such as democratic support, political disaffection, political disengagement, political discontent, social capital and other similar and basic concepts. The study of the factors influencing the different levels and evolution of these attitudes will be also covered.

2. PREREQUISITES

This course strives to give the students a thorough and careful introduction to the essential ideas of study and analysis of political attitudes.

The prerequisites for the course include and introduction to econometrics at the level of, say, Gujarati’s *Basic Econometrics* (McGraw-Hill, 1988) or Dougherty’s *Introduction to Econometrics* (Oxford University Press, 2002), and basic research design at the level of, say, King, Keohane, and Verba’s. *Designing Social Inquiry* (Princeton University Press, 1994).

3. COMPETENCES TO BE ACHIEVED

The objective of this course is for students to be introduced in the study of political attitudes. Students are supposed to achieve an understanding of the basic concepts and dimensions of political attitudes, some knowledge of the basic statistical analysis and how to model in the field, and the ability to write a research paper. In particular, some capacities and abilities are crucial in this course. Students should achieve or at least improve competences such as;

**Instrumental competences**
- Ability to analyze and synthesize
- Ability to interpret statistical results
- Planning and management of time
- Expanding the reading capacity
- Basic knowledge of the area of study
- Knowledge of a second language
**Interpersonal competences**
- Critical and self-critical ability
- Team work
- Interpersonal abilities
- Ability to communicate with people that are not experts in the subject

**Systemic competences**
- Research abilities
- Ability to learn
- Ability to adapt to new situations
- Ability to generate new ideas (creativity)
- Design and management of projects

### 4. SCHEDULE AND ATTENDANCE POLICY

Classes will take place on Monday from **18.00 to 21.00 h** with a break. 
**Attendance is compulsory.**

### 5. ASSESSMENT

The course requirements include:

**Weekly discussion of readings [20 percent of grade]:**  
Students are expected to complete the assigned readings before class each week and to contribute to discussion during seminar. Good participation does not presume you understand everything in the reading – good questions make for good participation. The estimated time of dedication to prepare each session should be 1-2 hours.

**Presentation [20 percent of grade]:** Each week, there will be one or two student presentations on questions that are submitted the week before. Topics will be assigned on the first day of class. The presentations should be 20-25 minutes each. Each student must make at least one presentation during the course of the trimester. The estimated time of dedication to prepare each session should be 1 hour, apart from the time invested in reading the papers.

Weak presentations will simply summarize the readings on the question ("Smith says x, Jones says y"). Strong presentations will

- Describe any key conceptual issues that must be addressed by work on the question (e.g., a presentation on inequality might discuss different ways of conceptualizing inequality);
- Describe the central arguments/debates in the literature on the question (e.g., a presentation on corruption might focus on different types of variables – such as regime type, decentralization, level of development -- that influence corruption levels);
• Describe thorny methodological issues that bedevil work on the question (e.g., a presentation on social revolutions might discuss the problems created by the small-n nature of the phenomenon).
• Offer criticisms and/or suggest pathways for future research.

Original research paper [60 percent of grade]. Each student must write an original research paper on some aspect of how electoral systems influence democratic politics. Students should consult with Professor Torcal during the course of the term about potential topics. Each student should turn in a research prospectus that states the central question to be examined, and why the question is important and interesting, briefly explains how the proposed research will address the question, and includes a preliminary bibliography of related literature. The estimated time of dedication to write the research paper is 25 hours.
5. CONTENTS

January 10: 1. Introduction to the course

Discussion of the content of the syllabus and introduction to the topic.

Reading:


January 17: 2. The political culture paradigm: The civic Culture and the Concept of Political Support

Departing from the classics on political culture, I will outline the course and give an overview of the topics we will cover. I will discuss three questions: the major dimensions to study political attitudes, why we should study them, and how. Part of the discussion will be focussed on discussing the possible effects of attitudes on the stability and quality of democracy.

Readings:


David Easton. 1975 “A re-assessment of the concept of political support”, in British Journal of Political Science 5..


Additional Readings:


January 24: 3. System responsiveness. Political involvement: Political disaffection

In this section, I will discuss some of the basic attitudes that have been the core of study and debate in the last 30 years, especially the ones related with system responsiveness, political trust and political involvement. We will pay especial attention to the concept of political disaffection and the two dimensions that form this concept. I will discuss some of the basic items and question to measure it.

Readings:


Additional Readings:


January 31: 4. Patterns of Attitudinal Change in Western Europe and USA

We will study the patterns of change in political attitudes in Europe and the USA, different hypotheses related with these patterns of change and how to address some different strategies to detect them.

Readings:


Additional Readings:


February 7: 5. Values orientations and cultural change. Materialist vs. postmaterialism

Which values are most relevant and how to study and measure them. How can we measure value change? The concept of postmaterialism.

Readings:


Additional Readings


February 14: 6. The concept of Social Capital

This week we will study the concept of social capital. Frequently used in the recent literature, we will discuss the different definitions, measurement and potential correlates. We will also explore the behavioural consequences of social capital.

Readings:


Additional Readings:


February 21: 7. **Support for democracy. How to measure it and how to explain it**

In this session we will discuss the concept of democratic support and how to measure it. We will discuss intensively how to measure unconditional or diffuse support from specific or conditional (instrumental support).

Readings:


Additional Readings:


February 28: 8. Public opinion and incumbent performance

In this final section, we will discuss about the formation of individual opinions and public opinion. We will also discuss the importance of information and the mechanics to overpass the absence of information and the potential correlates of incumbent performance and other political attitudes.

Readings:


Additional Readings:


March 7 and 14: Tutorial sessions

Students must discuss and consult the topic of his/her paper with Professor Torcal in an individual tutorial session.
The EU Integration Process and Its Consequences for EU Citizens

Javier Arregui
javier.arregui@upf.edu
Office: 20.114

1. OVERVIEW

This seminar examines current debates in comparative European politics. It focuses on discourses on democracy, policy-making and public policy. The approach of the course is to establish a substantive link between the theoretical, empirical and normative analysis of the European Union (EU) policy process. More specifically, the course analyzes the modes of governance in Europe and it discusses how and why the European Integration has progressed the way it has. The focus of the course rests on the existing relationship between institutions and the outputs of the public policies implemented in the EU.

2. PREREQUISITES

This course is primarily oriented to Master students (Ms) interested in European Politics, Public Policy or EU Decision-Making, but available to all Ms in the Political Science Department. The course does not assume prior study of European Union Institutions or EU Decision-making, however, having developed some background knowledge on those areas would provide an important base for attending the course. It also might be positive to have some basic knowledge of comparative politics and public policy.

3. COMPETENCES TO BE ACHIEVED

The aim of the course is that students achieve or improve competences such as:

Instrumental competences
- Critical thinking skills
- Planning and management of time
- Basic knowledge of the area of study

Interpersonal competences
- Interpersonal skills
- Skills to communicate with people who are not experts in the subject

Systemic competences
- Research skills
- Skills to adapt to new situations
- Skills to generate new ideas
- Skills to write papers
- Design and management of projects
- To participate actively in group discussions
Specific competences

To understand the development and working of EU policy-making
To comprehend the relationship between the EU institutions and public policy
To become familiar with the key literature on EU integration and comparative European politics

4. ASSESSMENT

The course requirements include:

Weekly discussion of readings [20 percent of grade]: Students are expected to complete the assigned readings prior to coming to class and to contribute to discussion during seminar. Active learning is at the heart of what we do in this course. That is, during lectures and/or seminars, I will pose questions, to encourage student participation and developing critical thinking. The estimated time to prepare for each session should be no less than 2 hours.

Presentations [20 percent of grade]: Every week, there will be one or two student presentations on questions that are posed in the syllabus. The presentations should last between 20 - 30 minutes. Each student must make at least one presentation. The estimated time to prepare each presentation should be no less than 2 or 3 hours.

A presentation should familiarize you and your fellow students with the important themes and concepts from a particular section. You must assume that the rest of the class has read the required readings and build on that shared knowledge. Anyone that merely summarizes the readings will receive a lower grade. Those that analyze and apply (theories from) the readings will receive a higher grade. More specifically, in your presentation you will discuss the importance of your topic, consider alternative explanations and answers from different approaches, describe conceptual issues that must be addressed by work on the question, describe the central arguments in the literature on the question, and/or analyze the importance of the theories for the future of European democracy. Furthermore, in the presentations I will be looking at aspects such as: 1) Clarity: Does the presentation analyze the themes and concepts clearly and concisely?; 2) Creativity: Do you present the material in an interesting manner? Are the examples relevant?; 3) Correctness: How well did you understand the concepts and themes? Did you include the most important elements?

Original research paper [60 percent of grade]. Each student has to write an original research paper on some aspect about how and why the modes of governance in Europe (and its institutions) influence the outputs of the implemented EU policies. Students should discuss potential topics with Professor Arregui during the course. Each student must pose a relevant research question and to explain concisely how this question will be addressed. At the same time, this preliminary project, should also include a preliminary list with the related literature students are planning to use. The estimated time to write the research paper is 25 hours.

5. CONTENTS

1. Introduction

Theoretical debates over the European Integration. Idioms of analysis in EU politics. The Institutionalization of the European Space.

The EU political system. Institutions: the Council, the Commission, the Parliament and the European Central Bank in the EU policy-making. Interaction between institutions in the policy-making. Structural factors that determine policy outputs.


Negative and Positive Integration in the Political Economy of European Welfare States. Regulation of the single market. Social, environmental, and cohesive policies. Economic and Monetary Union policies.

6. METHODOLOGY

The approach of the course is based on a balance between theoretical, empirical and normative analysis

Sessions 1-2: The first two sessions are lectures designed to ensure a common ground for dealing with concepts, theories and idioms of analysis. Students must complete readings before class.

Sessions 3-7: In the following five sessions, students are also expected to complete the assigned readings before class and to contribute to discussion during a seminar. In each session there will be one student presentation on questions previously posed. Topics will be assigned to the students in the second session.

Sessions 8-10: The last three sessions of the course will be individual tutorial sessions. The aim of those sessions will be to discuss about how to draft and submit the research paper.

7. THE PROGRAMING OF ACTIVITIES

<table>
<thead>
<tr>
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<th>Results that are object of assessment</th>
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<tr>
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<td>Lecture</td>
<td>Required readings 1</td>
<td>Participation</td>
</tr>
<tr>
<td>Week 2</td>
<td>Lecture</td>
<td>Required readings 2</td>
<td>Participation</td>
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<td>Week 3</td>
<td>Seminar session</td>
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<td>Seminar session</td>
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<td>Week 5</td>
<td>Seminar session</td>
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<td>Week 6</td>
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<td>Week 7</td>
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<td>Week 8</td>
<td>Individual tutorial session</td>
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<td>Week 9</td>
<td>Individual tutorial session</td>
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<tr>
<td>Week 10</td>
<td>Individual tutorial session</td>
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<td>Paper</td>
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## 8. STRUCTURE OF PROGRAMMING OF ACTIVITIES

<table>
<thead>
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</tr>
</thead>
<tbody>
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<td></td>
<td>Learning activities</td>
<td>Didactic resources</td>
<td>Time scheduled</td>
</tr>
<tr>
<td>1</td>
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<td>Readings 1</td>
<td>3 hours*</td>
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<tr>
<td>2</td>
<td>Lecture</td>
<td>Readings 2</td>
<td>3 hours*</td>
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<tr>
<td>3</td>
<td>Seminar. Readings 3</td>
<td>Readings 3</td>
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</tr>
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<td>Seminar. Readings 4</td>
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<td>Seminar. Readings 5</td>
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</tr>
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<td>Seminar. Readings 6</td>
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<tr>
<td>7</td>
<td>Seminar. Readings 7</td>
<td>Readings 7</td>
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</table>

*Break. 15 min
9. SCHEDULE OF CLASSES AND READINGS

Classes will take place on Thursdays from 15h to 18h and/or from 10h to 13h with a break of 15 minutes. Attendance is compulsory.

January 7: 1. Introduction

Aims of the course – Overview of the main topics we will cover in the course - Introduction to the main theories of the European integration- Idioms of analysis in EU politics - Institutionalization of the European space across member states

Required Readings:


Further Readings:

- Rosamon, Ben (2000), Theories of European Integration, Palgrave.

January 14: 2. The Political System of the European Union

The EU as a Political System (but not as State) – How the EU political system works – Actors, Institutions and Outcomes – Allocation of Policy Competences in the EU

Required Readings:


Further Readings:

January 21: 3. Institutions: the Council and the Commission in the EU Policy-making

Government by the Council – Government by the Commission – Legislative Politics in the Council - Democratic Control of the EU executive

Required Readings:


Further Readings:


Required Readings:


Further Readings:


*February 4: 5. Public Policies: Regulation of the Single Market*


**Required Readings:**


**Further Readings:**

• Majone, G., (2009), ‘Policy Dilemmas’, in *Dilemmas of European Integration*, Oxford University Press, pp. 107-142. (R)

*February 11: 6. Public Policies: Economic and Monetary Union*

The Political Economy of Monetary Union (EMU) – Development of EMU in Europe – Explaining Economic and Monetary Union - Monetary and Economic Policy in EMU (National fiscal policies – European fiscal policies – Labour market flexibility)

**Required Readings:**


**Further Readings:**


*February 18: 7. Public Policies: Expenditure Policies*

Theories of Public Expenditure and Redistribution – The Common Agriculture Policy – Cohesion Policy – Other Internal Policies (research, development, infrastructure, social integration) – Explaining EU Expenditure Policies

*Required Readings:*


*Further Readings:*


*February 25 , March 4 and 11, : Tutorial sessions*

Students must discuss and consult the topic of her paper with Professor Arregui individually in tutorial sessions. These sessions will be from 15h to 18h.
Design, evaluation and analysis of questionnaires for survey research I
by Willem E. Saris

In this course we combine three topics: the evaluation and testing of causal hypotheses, the design and evaluation of measurement instruments, and the combination of the two using Structural Equation models. Survey research is the most commonly used data collection method in the social sciences. Like all data collection methods this procedure contains errors which will affect the results of the data analysis. Given this situation, in this course we will discuss the analysis of survey data taking into account measurement error.

1. Content of the course

First we will discuss the designs for testing causal hypotheses (experimental and non-experimental) and the connected statistical analyses. After that the course will concentrate on non-experimental research. In that part the transformation of verbal theories into testable propositions will be given a lot of attention as an essential part of non-experimental research.

After this general introduction of the SEM approach we will move on to the problem of measurement errors. Most of the time observed variables contain measurement errors and systematic errors because they are not only affected by the variables they are supposed to measure but also by other variables. Structural equation modeling can also be used to design and evaluate measurement instruments. Therefore this will be the second part of the course.

The third part will concentrate on the evaluation of causal hypotheses taking into account measurement error. In order to do so, we introduce a general model for structural equations which is a combination of a simultaneous equations model and a measurement model. This general model allows the specification, estimation and testing of all known linear structural equation models. However, because the models get rather complex with a structural part and a measurement part, we will discuss an alternative for the analysis. It is a two steps procedure where in the first step composite scores are estimated for all concepts including their quality and in the second step the analysis is done with a simple model but correcting for the biasing effect of the limited quality of the composite scores.

2. Prerequisites

The prior knowledge to participate in this course is rather limited but it helps to know the basic concepts of descriptive statistics like mean, variance, standard deviation, covariance, correlation and regression.
3. Competences to be achieved

The purpose of the course is that the students:

- become aware of the major problems which are connected with survey research,
- are able to design a model based on theoretical considerations,
- can evaluate the quality of questionnaires of other people,
- see the effects of measurement error on data analysis,
- are able to analyze survey data with measurement errors.

4. Assessment

During the course, students are supposed to work on a problem of their own choice for which data are available. At the end of the course they are supposed to present the results of their analyses in the last class and on paper. The length of the paper should be between 8-10 pages, not including appendices. The paper can be prepared by groups of maximum 3 persons.

The program

<table>
<thead>
<tr>
<th>meeting</th>
<th>topic of the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Different designs and formulation of causal theories</td>
</tr>
<tr>
<td>2</td>
<td>Formulation of linear structural equation models</td>
</tr>
<tr>
<td>3</td>
<td>From concepts to questions</td>
</tr>
<tr>
<td>4</td>
<td>Measurement models and their evaluation</td>
</tr>
<tr>
<td>5</td>
<td>Description of data from a population</td>
</tr>
<tr>
<td>6</td>
<td>Introduction to identification</td>
</tr>
<tr>
<td>7</td>
<td>Estimation and testing</td>
</tr>
<tr>
<td>8</td>
<td>The Full SEM model plus derivations</td>
</tr>
<tr>
<td>9</td>
<td>Index construction and quality evaluation</td>
</tr>
<tr>
<td>10</td>
<td>Data analysis with correction for measurement error</td>
</tr>
</tbody>
</table>
Main Literature:


For statistically advanced people:


Additional literature:


1. **Name and introduction to the subject:**

   *Diversity and immigration policy*

   The basic objective of this course is to introduce the main theoretical debates on immigration policies following two key broad topics: Border and Diversity. We will focus on immigration as the main factor influencing current social, political and cultural change. The course will follow a problem-driven and a conflict-driven perspective, and the contextual approach to discuss a *Political Theory of immigration*. Particular interest will be placed from the standpoint of political and policy-maker, and identify/discuss the main issues and dilemmas that must be addressed in the liberal democratic context. To introduce key dimensions underpinning immigration policy is an opportunity for students to observe the needs of policy innovation and the structural change required.

2. **Prerequisites**

   - General knowledge of immigration trends and policies in Spain and Europe
   - Understanding of implications of immigration in terms of identity and process of multiculturality
   - Ability to work both from a problem-driven and a theory-driven focus.
   - Ability to work interdisciplinary: mainly, political science, sociology, anthropology, law, psychology, and pedagogy.

3. **Competences to be achieved in the subject**

<table>
<thead>
<tr>
<th>General competences</th>
<th>Instrumental Competences</th>
<th>Interpersonal Competences</th>
<th>Systemic Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ability to describe, analyse and synthesise</td>
<td>Critical and self-critical ability</td>
<td>Ability to put knowledge into practice</td>
</tr>
<tr>
<td></td>
<td>Planning and management of time</td>
<td>Ability to work in an interdisciplinary team</td>
<td>Research abilities</td>
</tr>
<tr>
<td></td>
<td>Knowledge of a second language</td>
<td>Ability to communicate with people</td>
<td>Ability to learn, to adapt to new situations and to generate new ideas (creativity)</td>
</tr>
<tr>
<td></td>
<td>Ability to search, manage,</td>
<td>Valuation of diversity and</td>
<td>Knowledge of customs and cultures</td>
</tr>
</tbody>
</table>
analyse and interpret information
- Research Problem solving
- Research Decision-making

multiculturality
- Ability to work in an international context
- Commitment to ethics

of other countries
- Design and management of projects
- Interest on quality and result-oriented

Specific competences
- Ability to identify main trends of the debate on immigration from the social and political agenda
- Interest in normative theorizing from particular case studies
- Ability to follow both a problem-driven and a theory-driven approaches
- Proven experience of planning, carrying out and analyzing qualitative interviews.
- Proven ability to work efficiently under own initiative and to meet deadlines.
- Good word processing skills.
- Good drafting skills.
- Proven interdisciplinary skills: law, education, sociology, demography, anthropology
- Able to combine quantitative and qualitative methodology (focus groups and interview) in all phases.
- Ability to relate theoretical and practical analysis
- Identification of main topics related to the normative and institutional approaches on current debates.
- Identification of the main arguments legitimizing discourses and public policies on the management of the process of multiculturality in Spain and the EU

4. Assessment, methodology: main purpose of the student activities

<table>
<thead>
<tr>
<th>Main objective</th>
<th>The main purpose of the student is to prepare a WP related to Border or Diversity. The main purpose is that the student Theorises a Context (problem/conflict)</th>
</tr>
</thead>
</table>
| Potential orientations of WP | **Review article** on a Problem/Conflict: summary of main topics/arguments, what lines of research ought to be opened in the topic?  
**Policy orientated**: analyze of Problem/Conflict from a public policy point of view (from policy maker perspective), and give at the end some recommendations  
**Conceptual analysis**: choose a concept related to a Problem/Conflict and analyze it. You can linking, for instance, concept/policies, concept/academic debate, and making a conceptual analysis (what are the main semantics of the concept, its concepts-related, its etymology, its different meanings context and country-related): for instance the concept of laicité, tolerance, border control, interculturalism. |
| Basic Conditions | Problem-driven / Conflict-driven approach: Choose a particular social and/or political conflict/problem  
Contribute to a European Approach: at the end, as conclusion, the student has to answer the question: how the study can contribute to the European approach of immigration?  
Follow a contextual approach: use basically contextual arguments and try to distinguish context as main dependent variable  
Highlight main normative and theoretical questions that arise |
| General guidelines | What/Why: justification of the conflict/topic (better with empirical sources) and why it is relevant today  
For what: purpose of the WP  
How do you will proceed: data/information sources and methodology |
| Main Topics in Europe Border and Diversity related (suggested) | Access to nationality and citizenship  
Antiimmigrant political parties in Europe  
Codeveloppement : main normative challenges  
Definition of a euromediterranean policy on immigration  
Discrimination and immigration in European countries  
Prejudices and stereotypes  
Ombudsman and immigration  
Externalisation of immigration policies  
Immigrant associations |
• Immigration and national minorities
• Immigration and administration
• Political rights of immigrants
• Immigration and welfare state
• Transnationalism
• Political and social discourses
• Public opinion
• Religious pluralism
• Education
• Voting rights
• Inequalities related to immigrants
• Multilevel policies; Study of main conflicts/issues related to one level of administration and inter-administrative conflicts.
• Networking processes: study of different actors managing immigration issues: immigrant associations, NGO, lobbies, etc.
• Other concrete topics: for instance, family reunification, return policies, minors, ethnic trades, women, ethnic bands, ethnic groups.
• Political parties discourse
• External dimension of immigration policies
• Study of a concrete social/political conflict: mosque, undocumented, concrete racist events, conditions of labour
• Transversal Policies: study of conflict/issues related to one sector level: health, education, home, work, social assistance

Evaluation System

1. Continued Participation in Seminar and Tutorial Session (10%)
2. Preparation of Seminar discussion (10%)
3. WP discussion – last day (10%)
4. Written WP: 70%

5. Contents

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture session grouping / type of activity</th>
<th>Seminar session</th>
<th>Tutorial session on WP work progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 September, 27th</td>
<td>Introduction: Dynamics of diversity and processes of change. Contextual and European approaches 2h</td>
<td>1h Debate on diversity of approaches to analyse the process of multiculturality</td>
<td>0h</td>
</tr>
<tr>
<td>Week 2 October, 4th</td>
<td>Foundation of Immigration policies: concepts and policies 1h</td>
<td>1h Discussion on Recommended Readings: main research-questions and arguments, main criticism. What are the main arguments and potential research questions</td>
<td>1h</td>
</tr>
<tr>
<td>Week 3</td>
<td>October, 11th</td>
<td>1h</td>
<td>Political Theory of Borders I: Justifying a PTB and Border as a political category</td>
</tr>
<tr>
<td>Week 4</td>
<td>October, 18th</td>
<td>1h</td>
<td>Political Theory of Borders II: Ethical immigration policies: the current debate</td>
</tr>
<tr>
<td>Week 5</td>
<td>October, 25th</td>
<td>1h</td>
<td>Political Theory of Borders III: Management of Borders and the emergence of a European political community and a definition of EU external borders</td>
</tr>
<tr>
<td>Week 6</td>
<td>November, 8th</td>
<td>1h</td>
<td>Political theory of diversity I: from multiculturalism to diversity, dynamics, discourses and public policies</td>
</tr>
<tr>
<td>Week 7</td>
<td>November, 15th</td>
<td>1h</td>
<td>Political theory of diversity II: interculturalism. Concept and indicators</td>
</tr>
<tr>
<td>Week 8</td>
<td>November, 22nd</td>
<td>1h</td>
<td>Political theory of diversity III: Linking dynamics of diversity: Immigration and minority nations</td>
</tr>
<tr>
<td>Week 9</td>
<td>December, 13th</td>
<td>1h</td>
<td>Political theory of diversity IV: Religious pluralism and democracy</td>
</tr>
<tr>
<td>Week 10</td>
<td>December, 15th</td>
<td>1h</td>
<td>WP structure presentation</td>
</tr>
</tbody>
</table>

**TOTAL** 11h 11h 8h

### 6. Organisation/plan of sessions

The whole Tutorial session will be devoted to follow the WP work-in-progress.
- **Main WP requirements:**
  - Length of the WP: between 7 000 and 8 000 words (bibliography and notes included) [WP exceeding this length will be not accepted]
  - Deadline (**not negotiable**): 10th January 2011 [to be confirmed the first day]
• In the *Seminar Session* the purpose is to prepare discussion on main overall topics introduced during the *Lecture Session* where the student work his own readings and ability/skills of general and specific competences.

• The first day we will Plan a schedule with at least two students that will have the task to prepare the *Seminar Session* (not more than 10/15 mns), introducing main research-questions and arguments, as well as they own critical view of **compulsory readings** [readings at the beginning of the list, with (*)]. Students willing to participate will have 20% of more possibilities in evaluation system, as preparation of *Seminar Discussion*. All presentations must be done in power point.

• Main framework to organise Tutorial sessions: within 8 tutorials sessions, each student have to go at least three times (date optional). As a open rule:
  o First session: topic and data/information resources discursions.
  o Second session: First draft WP design and methodological discussion
  o Third session: main structure of WP presentation
  o Last day Seminar: WP structure open presentation (December, 14th, 2008) (10% evaluation)

• The last week (Week 10, December 13th, 2010) will be entirely devoted for WP structure presentation (10% evaluation) **compulsory**

7. Sources of information and didactic resources

<table>
<thead>
<tr>
<th>Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction: Dynamics of diversity and processes of change. Contextual and European approaches</strong></td>
</tr>
<tr>
<td>[for the first session, the recommended reading is for all. We will discuss main arguments]</td>
</tr>
</tbody>
</table>
**Week 2**

**Foundation of Immigration policies: concepts and policies**


**Week 3**

**Political Theory of Borders I: Justifying a PTB and Border as a political category**

- ALBERT, M, JACOBSON, D, LAPID, Y (eds.) (2001) *Identities, Borders, Orders: Rethinking*
# Political Theory of Borders II: Ethical immigration policies: the current debate

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meilaender</td>
<td>&quot;Liberalism and Open Borders: The Argument of Joseph Carens&quot;</td>
<td>International Migration Review, 33(4); 1062-1081</td>
</tr>
<tr>
<td>Carens</td>
<td>“Who should get in? The Ethics of Immigration Admission”</td>
<td>Ethics &amp; International Affairs 17(1); 95-110</td>
</tr>
<tr>
<td>Pécoud</td>
<td>Migration Without Borders: Essays on the Free Movement of People</td>
<td>UNESCO Publishing. (Ch. 1)</td>
</tr>
<tr>
<td>Barrière</td>
<td>&quot;The Ethics of Immigration&quot;</td>
<td>Constellations, 12(3); 331-361</td>
</tr>
<tr>
<td>Barry</td>
<td>Free Movement: Ethical issues in the transnational migration of people and of money</td>
<td>Pennsylvania: The Pennsylvania State University Press (cap. 2)</td>
</tr>
<tr>
<td>Carens</td>
<td>&quot;Realistic and Idealistic Approaches to the Ethics of Migration&quot;</td>
<td>International Migration Review, 30(1); 156-170</td>
</tr>
<tr>
<td>Carens</td>
<td>&quot;A Reply to Meilaender: Reconsidering Open Borders&quot;</td>
<td>International Migration Review, 33(4); 1082-1097</td>
</tr>
<tr>
<td>Carens</td>
<td>&quot;Open Borders and Liberal Limits: A Response to Isbister&quot;</td>
<td>International Migration Review, 34(2); 636-643</td>
</tr>
<tr>
<td>Cole</td>
<td>Philosophies of exclusion</td>
<td>Edinburgh University Press (cap. 3: Freedom of international movement)</td>
</tr>
<tr>
<td>Hayter</td>
<td>&quot;Open borders: the case against immigration controls&quot;</td>
<td>Capital &amp; Class, 75; 149-156</td>
</tr>
<tr>
<td>Hudson</td>
<td>&quot;The Ethics of Immigration Restriction&quot;</td>
<td>Social theory and practice, 10(2); 201-239</td>
</tr>
<tr>
<td>Isbister</td>
<td>&quot;Are Immigration Controls Ethical?&quot;</td>
<td>in S. Jonas and S. D. Thomas (eds.) Immigration: a civil rights issue for the Americas, Wilmington DE: Scholarly Resources; 85-98</td>
</tr>
<tr>
<td>Kunz</td>
<td>“Europe without borders: rhetoric, reality or utopia?&quot;</td>
<td>A. Pécoud y P. de Guchteneire (eds.); 137-160</td>
</tr>
<tr>
<td>Meilaender</td>
<td>Toward a Theory of Immigration</td>
<td>Houndmills: Palgrave, 2001</td>
</tr>
</tbody>
</table>
Week 5
Political Theory of Borders III: Management of Borders and the emergence of a European political community and a definition of EU external borders

- (*) GEDDES, A. (2005) “Europe’s border relationships and international migration relations” Journal of Common Market Studies, 43 (4); 787-806

Week 6
Political theory of diversity I: from multiculturalism to diversity, dynamics, discourses and
Week 7

**Political theory of diversity II: interculturalism. Concept and indicators**

- (*) TURNER, B. S. (2006) “Citizenship and the Crisis of Multiculturalism”, Citizenship Studies, Volume 10, Number 5 ; 607-618,
## Political theory of diversity III: Linking multicultural dimensions: Immigration and minority nations


## Political theory of diversity IV: Religious pluralism and democracy


HADDAD, Y. Y. (2001) Muslim minorities in the west : visible and invisible Lanham : AltaMira


Western perception of Islam and Muslims: a study of public opinion of the media in the United States and Western Europe, (San Rafael, California: Communique Partners, 2005), p. 26 (http://www.islamperceptions.org


INTERNET RELEVANT RESSOURCES

The following sites are all worth a look for new working papers, links to migrant organisations and researchers in the field, and bibliographical searches:

General

- Research Group of the Department: Grup de Recerca Interdisciplinari sobre Immigració GRITIM-UPF - www.upf.edu/gritim
- UPF library give you also links to different ressources:
  http://www.upf.edu/bib/ccpp/migracio.htm
- You can also go to the web of main newspapers. They usually have a rubrique on immigration. On newspaper research, see also de web of Centro de Estudios y Documentación sobre Inmigración, Racismo y Xenofobia, MUGAK - http://medios.mugak.eu/ and the web in UPF Library: My News Online: http://upf.mynewsonline.com/

Governmental Institutions

International

- European Union: http://europa.eu/
Spain and Catalonia
- Secretaría per a la Immigració (Generalitat de Catalunya): http://www.gencat.net/presidencia/immigracio/

Non-governmental Institutions

International
- EUROMESCO  www.euromesco.net
- International Organization for Migration (IOM) http://www.iom.int/jahia/jsp/index.jsp
- OCDE. International Migration http://www.oecd.org/topic/0,2686,en_2649_37415_1_1_1_1_37415,00.html
- ELIAMEP (MIGSYS - Immigrants, policies and migration systems) http://www.eliamep.gr/eliamep/content/Document.aspx?d=11&rd=5565300&f=1368&rf=2036318440&m=3622&rm=5080156&l=1

Spain and Catalonia
- Institut Europeu de la Mediterrània: http://www.iemed.org/.
- Programa migraciones - Fundación CIDOB: http://www.cidob.org/castellano/programas/programamigracions/pmigracions.cfm
- Centre d’informació per a treballadors i treballadores estrangers (CITE-CCOO) http://www.conc.es/cite/cite_en.htm
- Colegio de Abogados de Zaragoza - Area de Extranjería: http://www.intermigra.info/extranjeria/

Research Groups, Observatories
- CEMES Centre for European Migration and Ethnic Studies: http://www.cemes.org
- Center for Migration Studies (New York) http://www.cmsny.org/
- Centre for European Migration and Ethnic Studies (CEMES) http://www.cemes.org/
- Centre for Studies on Ethnicity and Migration (CEDEM), Belgium http://www.cedem.ulg.ac.be/
- Centre for the study of ethnicity and citizenship (University of Bristol) http://www.bristol.ac.uk/sociology/ethnicitycitizenship/
- CIEMI (Centre d'information et d'études sur les migrations internationales, Paris) http://www.ciem.org/
- COMPAS – The Centre on Migration, Policy and Society, Oxford: http://www.compas.ox.ac.uk/
- ERCOMER (European Research Centre on Migration and Ethnic Relations) http://www.ciem.org/
- Global Cities NGO network: http://www.globalcities.org
- IMES Institute for Migration and Ethnic Studies, Amsterdam: http://www.pscw.uva.nl/imes
- Institute for Migration and Ethnic Studies (Amsterdam): http://www2.fmg.uva.nl/imes/
- International Center for Migration http://www.newschool.edu/icmec/
- Migration Dialogue, UC Davis, California: http://www.migration.ucdavis.edu
- Migration Policy Group http://www.migpolgroup.com/
- Migration Research Unit, UCL, London: http://www.geog.ucl.ac.uk/mru
- Migration Resources for scholars and students working on immigration in Europe. http://www.iue.it/RSCAS/Research/MIGRES/
- Sussex Centre for Migration Research http://www.sussex.ac.uk/migration/
- The AntiRacism Resources Home: http://www.efn.org/~denis_w/race.html
8. The programming of activities

A complete view of the activity to be carried out each week of the term as well as concrete information as to the activities the student must perform for each specific date and the results he/she must submit as they are the object of assessment (whether training or continued, or if they are for final assessment purposes).

<table>
<thead>
<tr>
<th>Week</th>
<th>Classroom activity grouping / type of activity</th>
<th>Activity outside the classroom grouping / type of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lecture session</td>
<td>Seminar session</td>
</tr>
<tr>
<td>Week 1</td>
<td>2h</td>
<td>1h</td>
</tr>
<tr>
<td>Week 2</td>
<td>2h</td>
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<td>Week 3</td>
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<td>Week 8</td>
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<td>Week 9</td>
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<td>0h</td>
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<tr>
<td>Week 10</td>
<td>0h</td>
<td>3h</td>
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<tr>
<td>TOTAL</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>
FEDERALISM AND FEDERATIONS. POLITICAL THEORY AND COMPARATIVE POLITICS

1. Introduction

About 40% of the world’s population live in federal systems. The course combines political theory with case studies. It will analyze the main currents of federal thought with their philosophical, sociological, and political aspects, and it will analyze federal states and arrangements around the world, and help to compare their raison d’être and logics. We will not only see what federalism is, but also why it was chosen, and what ends it may serve (or not). Finally, we will ask how globalization affects federal systems and thought.

2. Prerequisites

None. The subject is interdisciplinary, but a general idea of political theory and the components of political systems will be helpful. The course is taught in English. Students may use Catalan and Castilian in their contributions. Eventual use of other languages (only in papers) is subject to prior consultation with the lecturer.

3. Competences to be achieved in the course

General:

- improve written and oral communication in foreign/own language
- improve capability to realize academic presentations
- find and defend arguments and use them in academic debate
- stimulate debate and discussion on political science issues
- improve the capability to combine empirical findings with theoretical approaches

Specific:

- know different definitions and justifications for federalism and federal systems in political theory
- be able to discuss their differences
- know about the principles of functioning of leading federal systems around the world
- analyze them in the light of the different definitions and normative approaches
- get the instruments to be able to analyze further cases on their own

4. Assessment

Students have to assist to at least 80% of all sessions. This is obligatory, and students not complying will not be assessed.
Participation in lectures, seminars and tutorial lessons. The preparation of the sessions with the help of the obligatory readings is essential. In case the preparation is generally insufficient, short summaries of the articles will be required for each session and assessed, too (20%).

-Short presentation (20 minutes) of an author or a country to the audience. A written or PPT presentation has to be delivered for obtaining a mark (20%).

-A 15-20-page analysis of a particular author or country. The topic has to be different from the presentation, and will be decided individually (60%).

5. Contents

The first part of the course centres on the political theory of federalism. Firstly, we ask what federalism is, what it may be good for, and how it did develop in history. Secondly we concentrate on the theoretical justification of the federal state presented by the „Federalist“, and confront them to the federal principle in society as defended by European political theory.

The second part of the course analyzes particular cases of political arrangements and asks for their normative base, reason of existence, current problems. Obligatory case studies include the United States (federalism and separation of powers), Switzerland (federalism and consociational democracy), Germany (cooperative federalism), Canada (federalism, minority nationalism, and indigenous rights), URSS/Russia (socialist „federalism“ and its aftermath), and Nigeria (federalism in a third world multiethnic setting). It will be discussed whether Spain and the European Union represent federal arrangements, too. The participants may introduce other case studies.

6. Methodology

The course will be organised in
-about 12 hours of lectures based on teacher’s introduction
-about 10 hours of seminar sessions with student presentations and joint discussions
-about 8 hours of tutorial sessions on particular problems with the preparation of the presentations and the papers.

7. Sources of information

Compulsory readings (these papers and articles will be offered in a course reader):

Introduction/Definitions:


Political theory (America and Europe):
COOKE, Jacob E. (ed.): The Federalist, Middletown, Conn. (3)1989, p. 56-65 and 347-353.


http://freedom.tao.ca/ward7.html
US case:
Swiss case:
FLEINER, Thomas: Recent developments of Swiss federalism, Publius 32, 2002, 2, p. 97-123. 
German case:
Canadian case:
Soviet and Russian cases:
Nigerian case:
Belgian case:
Spanish case:
EU case:
SCHMITTER, Philippe C.: If the nation-state were to wither away in Europe, what might replace it?, in: GUSTAVSSON, Sverker/LEWIN, Leif (eds.): The future of the nation-state, London 1996, p. 211-244.
7. Further Recommended Bibliography

Links

Directory of Federalism Links
http://www.nonbeliever.org

Research Institutes

Center for State Constitutional Studies, Rutgers University, New Jersey/USA
http://www-camlaw.rutgers.edu/statecon/

Center for the Study of Federalism, Temple University, Philadelphia/USA
http://www.temple.edu/federalism/

Europäisches Zentrum für Föderalismus-Forschung, Tübingen/Germany
http://www.foederalismus.de

Forum of Federations, Ottawa/Canada
http://www.forumfed.org

Institut für Föderalismus, Innsbruck/Austria
http://www.foederalismus.at

Institut für Föderalismus- und Regionalismusforschung (SFeRe), Europäische Akademie
(EURAC) Bozen-Bolzano/Italy
http://www.eurac.edu/Org/Minorities/SFeRe/

Institute of Federalism, University of Fribourg/Switzerland
http://www.federalism.ch

Institute of Intergovernmental Relations, Queen's University, Kingston/Canada
http://www.iigr.ca

International Association of Centers for Federal Studies
http://www.iacfs.org

Observatori de l’evolució de les institucions, Departament de Dret, UPF
Estudi Comparat Sobre els Sostres Competencials en Estats Políticament Descentralitzats
Clic Activitats/Projectes

Journals

Federations. 1, 2001----
http://www.ciff.on.ca/ciff_html/research/bv1n2/bria1.htm

Jahrbuch des Föderalismus. Föderalismus, Subsidiarität und Regionen in Europa, 1, 2000---
More Books and articles (from journals not listed)

APARICIO, Miguel Angel (dir.): La descentralización y el federalismo. Nuevos modelos de autonomía política (España, Bélgica, Canadá, Italia y Reino Unido), Barcelona 1999.
BARRON, David J.: Reclaiming federalism, Dissent 52, 2005, 2, S. 64-68.
BASTA FLEINER, Linda/FLEINER, Thomas (eds.): Federalism and multiethnic states. The case of Switzerland, Basel et al. (2)2000.
BERNERI, Camillo: Peter Kropotkin. His federalist ideas, London 1942.
CABELLOS ESPÍERREZ, Miguel Ángel: L'inici del debat sobre la reforma del federalisme a Alemanya, El Clip 26, 2004.
CROISAT, Maurice: Le fédéralisme dans les démocraties contemporaines, Paris (2)1999.
Federalism, International Social Science Journal 167, 2001
Federalisme i Estat de les autonomies, Barcelona 1988.
FLEINER, Thomas et al. (ed.): Die neue schweizerische Bundesverfassung. Föderalismus, Grundrechte, Wirtschaftsrecht und Staatsstruktur, Basel et al. 2000
http://www.ciff.on.ca/c-papers-fletcher-eng.htm
GAGNON, Alain-G./TULLY,James (eds.): Multinational democracies, Cambridge
JEFFERY, Charlie/SAVIGEAR, Peter (eds.): German federalism today, Leicester/London 1991.
KHAKIMOV, Rafael (ed.): Federalism in Russia, Kazan: Tatarstan Academy of Sciences/Kazan Institute of Federalism 2001.
KINCAID, John/TARR, Alan (eds.): Constitutional origins, structure and change in federal countries, Global Dialogue on Federalism 1, Montreal et al. 2005.
KNOP, Karen et al. (eds.): Rethinking federalism, Vancouver 1995.


LAUFER, Heinz/MÜNCH, Ursula: Das föderative System der Bundesrepublik Deutschland, Bonn 1997.


LINDER, Wolf: Swiss democracy. Possible solutions to conflict in multicultural societies, Houndmills 21998.


MAIZ, Ramon: Democràcia i federalisme en estats multinacionals, in: REQUEJO, Ferran (ed.): Pluralisme nacional i legitimitat democràtica, Barcelona 1999, p. 31-57.


MICHELMANN, Hanns/SOLDATOS, Panayotis (eds.): Federalism and international relations, Oxford 1990.


NAGEL, Klaus-Jürgen: Auf dem Weg zu einer föderalen Ordnung? Der Fall Spanien, in: Baden-Baden Bernhard Vogel/Rudolf Hrbe/ Thomas Fischer (ed.): Halbzeitbilanz – die Arbeitsergebnisse der deutschen Bundesstaatskommission im europäischen Vergleich,
NNOLI, Okwudiba: Ethnicity and development in Nigeria, Aldershot et al. 1996.
OKLOBIA, Omadachi: The federal imperative in Africa, Fribourg 1994


SIMONSEN, Sven Gunnar: Between minority rights and civil liberties: Russia’s discourse over ‘nationality’ registration and the internal passport, Nationalities Papers 33, 2005, 2, S. 211-229.


SORT JANE, Josep: El federalisme executiu i el debat sobre la qüestió nacional al Canadà, tesi UPF, Barcelona 2001.


VILLIERS, Bertus de (ed.): Evaluating federal system, Dordrecht et al. 1994.


WEINSTOCK, Daniel: Towrads a Normative Theory of Federalism, International
8. Programming of activities

Please note that the distribution between
-lectures based on teacher’s introduction
-seminar sessions with students presentations
-tutorial sessions
depends on which of the topics the students are willing to take over. The tasks will be distributed during the first week.

14.01 Lecture:
Introduction/Definitions:

21.01. Lecture:
Political theory (America and Europe):
COOKE, Jacob E. (ed.): The Federalist, Middletown, Conn. (3)1989, p. 56-65 and 347-353.

28.01. Lecture:
http://freedom.tao.ca/ward7.html

4.02. Lecture:
 US case:
Swiss case:
FLEINER, Thomas: Recent developments of Swiss federalism, Publius 32, 2002, 2, p. 97-123.

11.02. Lecture:
German case:
and autonomy arrangements, Harlow (2)1994, p. 102-109

18.02. Lecture:
Canadian case:

25.02. Lecture:
Soviet and Russian cases:
Nigerian case:

4.03.
Belgian case (this sessions will be conducted by guest professor Prof. Paolo Dardanelli, University of Kent)

11.03. Lecture:
Spanish case:
EU case:
SCHMITTER, Philippe C.: If the nation-state were to wither away in Europe, what might replace it?, in: GUSTAVSSON, Sverker/LEWIN, Leif (eds.): The future of the nation-state, London 1996, p. 211-244.

18.03. Current problems
1. OVERVIEW

This course focuses on the study of political participation (in particular, non-electoral political participation: membership in political groups, contacting, political consumption, and protest politics) and their consequences for democracies. Political participation is a central element of democratic systems. We will explore what is understood by political participation, the evolution of the concept and its measurement, and the micro and macro-level explanations of citizen behaviour and cross-national variation in levels of activism. Moreover, we will dedicate monographic sessions on protest and social movements, and new forms of activism such as political consumption and politics through internet.

The assignments and lectures in this course are designed to enhance your ability to think critically about citizen participation and the role of actors and political institutions to foster (or depress) political activity.

2. PREREQUISITES

This course strives to give the students a thorough and careful introduction to the essential ideas and debates of political participation literature without requiring an extensive background. The methodological prerequisites for the course include a medium knowledge of quantitative methodology, and basic research design at the level of, say, King, Keohane, and Verba’s. Designing Social Inquiry (Princeton University Press, 1994).

3. COMPETENCES TO BE ACHIEVED

The objective of this course is for students to be able to understand what means political participation. I hope that students will achieve an understanding of the basic concepts of citizen activism, some knowledge of the main debates and new areas of research in the field, and the ability to write a research paper. In particular, some capacities and abilities are crucial in this course. Students should achieve or at least improve competences such as:

**Instrumental competences**
- Ability to analyse and synthesise
- Basic knowledge of the area of study: political participation
- Knowledge of a second language
- Planning and management of time

**Interpersonal competences**
- Ability to study independently and in groups
- Critical and self-critical ability
- Team work
- Interpersonal abilities
- Ability to communicate with people both experts and not experts in the subject
Systemic competences
Research abilities and critically evaluate information
Ability to learn
Ability to generate new ideas (creativity)
Use logic and reasoning to evaluate arguments
Design and management of projects

4. ASSESMENT

The course requirements include:

**Weekly discussion of readings [20 percent of grade]:**
Students are expected to complete the assigned readings before class each week and to contribute to discussion during seminar. This is a seminar course and active, thoughtful, and regular participation is required. To participate fully, you must do all the readings before class. Good participation does not presume you understand everything in the reading – in fact, good questions make for good participation. The estimated time of dedication to prepare each session should be 2 hours.

**Presentation [20 percent of grade]:** Each week, there will be two student presentations on questions that are posed on the syllabus. The basis of the presentations is the readings assigned to each session. Topics will be assigned on the first day of class. The presentations should be 20-25 minutes each. You should coordinate to share the presentation and presentation time on an equal basis. This will work best if you each prepare material that covers the whole topic, and meet beforehand to divide up the presentation to minimize repetition and overlaps. Each student must make one presentation during the course of the trimester. The estimated time of dedication to prepare each session presentation should be 2-3 hours, apart from the time invested in reading the papers.

**Original research paper [60 percent of grade].** Each student must write an original research paper on some aspect of the field of political participation. Students should consult me during the course of the term about potential topics. During the first two weeks of February, each student should turn in 1-2 page research proposal that identifies the main research question she/he will address, why the question is important and interesting, the hypothesis you will test, and what kind of evidence you will collect to evaluate your argument (not all papers need to be empirically based, normative papers, for instance, on participatory democracy and political participation are welcomed). The estimated time of dedication to write the research paper is 25-30 hours.

5. CONTENTS

1. Introduction to the study of political participation: basic concepts, main paradigms and methodological approaches, the relevance of political action on democratic regimes, normative theories of participation

2. The concept of political participation. Modes of participation and its evolution

3. Membership of voluntary organisations and the impact of the societal context on political action. Mobilisation as the central force
4. Individual explanations of political participation: from the standard SES model to the civic voluntarism model, collective actions problems and rational choice models

5. Macro-contextual explanations of political participation: the impact of institutions and the political context, modernisation theories, new insights on the research agenda

6. Social movements and protest politics

7. New forms of political activism: political consumption and activism through internet

6. METHODOLOGY

The course is based on a balance between conceptual and empirical approaches.

Session 1: Introduction The beginning of the course is designed to ensure a common basis for dealing with theoretical and conceptual issues. The presentation will correspond to the professor. In this session, topics for the following sessions will be assigned.

Sessions 2-8: Students are expected to complete the assigned readings before class each week and to contribute to discussion during seminar. Each week, there will be two student presentations on questions that are posed on the syllabus. The presentations should be 20-25 minutes each.

Sessions 9-10: The final part of the course will be addressed through tutorial discussions about how to draft and submit the final paper.

7. THE PROGRAMING OF ACTIVITIES

<table>
<thead>
<tr>
<th>Week</th>
<th>Classroom activity</th>
<th>Activity outside the classroom</th>
<th>Results that are object of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lecture</td>
<td></td>
<td>Participation</td>
</tr>
<tr>
<td>Week 2</td>
<td>Seminar session</td>
<td>Required readings 1</td>
<td>Presentation/Participation</td>
</tr>
<tr>
<td>Week 3</td>
<td>Seminar session</td>
<td>Required readings 2</td>
<td>Presentation/Participation</td>
</tr>
<tr>
<td>Week 4</td>
<td>Seminar session</td>
<td>Required readings 3</td>
<td>Presentation/Participation</td>
</tr>
<tr>
<td>Week 5</td>
<td>Seminar session</td>
<td>Required readings 4</td>
<td>Presentation/Participation</td>
</tr>
<tr>
<td>Week 6</td>
<td>Seminar session</td>
<td>Required readings 5</td>
<td>Presentation/Participation</td>
</tr>
<tr>
<td>Week 7</td>
<td>Seminar session</td>
<td>Required readings 6</td>
<td>Presentation/Participation</td>
</tr>
<tr>
<td>Week 8</td>
<td>Seminar session</td>
<td>Required readings 7</td>
<td>Presentation/Participation</td>
</tr>
<tr>
<td>Week 9</td>
<td>Individual tutorial session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Individual tutorial session</td>
<td></td>
<td>Paper (to present in April)</td>
</tr>
</tbody>
</table>
## 8. STRUCTURE OF PROGRAMMING OF ACTIVITIES

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity in the classroom</th>
<th>Activity outside the classroom</th>
<th>Assessment activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning activities</td>
<td>Didactic resources</td>
<td>Time scheduled</td>
</tr>
<tr>
<td>1</td>
<td>Lecture: Introduction to the field of political participation</td>
<td>3 hours*</td>
<td>3 hours*</td>
</tr>
<tr>
<td>2</td>
<td>Seminar. Readings 1</td>
<td>Readings 1</td>
<td>3 hours*</td>
</tr>
<tr>
<td>3</td>
<td>Seminar. Readings 2</td>
<td>Readings 2</td>
<td>3 hours*</td>
</tr>
<tr>
<td>4</td>
<td>Seminar. Readings 3</td>
<td>Readings 3</td>
<td>3 hours*</td>
</tr>
<tr>
<td>5</td>
<td>Seminar. Readings 4</td>
<td>Readings 4</td>
<td>3 hours*</td>
</tr>
<tr>
<td>6</td>
<td>Seminar. Readings 5</td>
<td>Readings 5</td>
<td>3 hours*</td>
</tr>
<tr>
<td>7</td>
<td>Seminar. Readings 6</td>
<td>Readings 6</td>
<td>3 hours*</td>
</tr>
<tr>
<td>8</td>
<td>Seminar. Readings 7</td>
<td>Readings 7</td>
<td>3 hours*</td>
</tr>
<tr>
<td>9</td>
<td>Individual tutorial sessions</td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Individual tutorial sessions</td>
<td>15 min</td>
<td></td>
</tr>
</tbody>
</table>

*Break. 15 min.
9. SCHEDULE OF CLASSES AND READINGS

Classes will take place on Thursdays from 15h to 18h with a break of 15 minutes. **Attendance is compulsory.**

**January 10:** 1. Introduction: Concepts, main paradigms and methodological approaches

I will outline the course and give an overview of the topics we will cover. I will give an introduction to the study of political participation: basic concepts, main paradigms and methodological approaches, the relevance of political action on democratic regimes, and normative theories of participation.

**January 17:** 2. The concept of political participation and its dimensions. Modes of participation and its evolution

*Readings:*


*Additional Readings:*


**January 24:** 3. Membership of voluntary organisations and the impact of the societal context on political action. Mobilisation as the central force

*Readings:*


*Additional Readings:*


*January 31: 4.* Individual explanations of political participation: From the standard SES model and to the civic voluntarism model, collective actions problems and rational choice models

*Readings:*


*Additional Readings:*


*February 7: 5.* Macro-contextual explanations of political participation: the impact of institutions, modernisation theories, new insights on the research agenda (I)

*Readings:*


Kriesi, H. 1996. “The Organizational Structure of New Social Movements in a Political
Context.” In: McAdam, D., J.D. McCarthy and M.N. Zald (eds.) Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings. New York: Cambridge University Press

Additional Readings:


February 14: 6. Macro-contextual explanations of political participation: the impact of institutions, modernisation theories, new insights on the research agenda (II)

Readings:


Additional Readings:


Readings:


Additional readings:

Gundelach, P. 1995. “Grass-Roots Activity.” In: Klingemann, H.-D. and D. Fuchs (eds.) 
*Citizens and the State*. Oxford: Oxford University Press.

Klandermans, B. and D. Oegema. 1987. “Potentials, Networks, Motivations, and 
Barriers: Steps towards Participation in Social Movements.” *American Sociological Review* 52: 
519-31.

Movements and Political Opportunities in Western Europe.” *European Journal of Political 
Research* 22: 219-244.

van Aelst, P. and S. Walgrave. 2001. “Who is that (wo)man in the street? From the 
normalisation of protest to the normalisation of the protester.” *European Journal of Political 
Research* 39: 461-486.


**February 28,** New forms of political activism: political consumption and activism through internet

Readings:

Jennings, M.K. and Zeitner, V. 2003 “Internet use and civic engagement: a longitudinal 

political action repertoires in Western Societies”. In: Micheletti, M., A. Follesdal and D.Stolle 

**Additional readings:**

Engagement, Information Poverty, and the Internet Worldwide*. Cambridge: Cambridge 
University Press.

**March 6, 13:** Tutorial sessions

Students must discuss and consult the topic and work on his/her paper with me in an individual tutorial session. These sessions will be from 15h to 18h or, in other times, by appointment.
Political parties and Voters in Multilevel Political Competition

1. Introduction

This course focuses on the main aspects of the political competition in modern multilevel systems. We will study and discuss the role and behaviour of Voters and Political parties as the political actors in a specific political opportunity structure characterized by a multilevel institutional organization (local, regional, state, European). The course will develop an advanced knowledge of the relationships between voters, political parties and multilevel structure through both, theoretical and comparative studies on one part and specific case studies on the Spanish Autonomic State, on the other.

2. Prerequisites

1) A basic knowledge on Political Behaviour (Political culture and Public Opinion, Electoral Behaviour) and Political Parties
2) A basic knowledge on the organization and working of a multilevel systems (regional, federal), be in general or on a specific one.
3) A basic skills of understanding of statistical techniques and the use of software for statistical analysis.

3. Competences to be achieved in the subject

The scientific contents and the organization of the work along the course is oriented to the development of instrumental, interpersonal and systemic competences, mainly:

*General competences*

- Ability to analyse and synthesise
- Basic general knowledge of the area of study
- Basic computer competence
- Information management abilities (ability to search and analyse information coming from a variety of sources)
- Critical and self-critical ability
- Interpersonal abilities: Ability to cooperate and communicate well with fellow students
- Ability to put knowledge into practice: Problem solving, Decision-making
- Ability to hold in-class presentations
- Ability to generate new ideas (creativity)

*Specific competences*

- Advanced knowledge on Political parties, Electoral behaviour and Political Culture
- A good comparative working knowledge on the relationship between the party system and the multilevel institutional system
Advanced knowledge on the dynamics of political competition in multilevel systems
A thorough understanding on the old and new aspects related to the role of the “territorial factor” in political competition.
A thorough understanding on the central topics (multilevel voting, territorial cleavage, territorial identities, institutional dynamics).
Ability to apply established theories, methods and techniques to the analysis of political competition in multilevel systems (factors, resources, strategies).
Ability to reflect critically on major issues on multilevel political competition
Ability to write well-reasoned critical reflections on selected topics in the field

4. Organization, Requirements and Assessment

The course is organized in a 3 different kind of sessions: Lectures (12 hours), Seminar (9 hours) and Tutorial (9 hours)

Students are expected to attend class sessions, read carefully the required readings, present the resume/critique of the specific papers assigned, participate in the discussion, and elaborate a research work as a final product.

Class Sessions
The class sessions will develop all in Thursday (15-18 hours) from 1st October to December 3rd.
- The 1st session will be entirely organized as a Lecture
- The Sessions will be normally divided in two parts (1h.30’ each):
  . Lectures: Focused on presentation and discussion of the theoretical aspects
  . Seminar: Case studies: Mainly the Spanish case, but with discussion of other cases. Will develop mainly through presentation and discussion of the assigned papers.
  . Tutorial: Some sessions will be organized as a Tutorials of the research work

Lectures:
The instructor will give his lecture on the topic of the class of the day, followed by the assigned in-class presentation by students of the resume/critique of readings. Finally a general class discussion on both the prescribed reading material and the issues raised in the lecture

Seminar:
Following the topic of the day the instructor and the students assigned will present articles, working papers and research work referred mainly to the Spanish case, followed by a class discussion oriented to relate the specific case with the comparative and theoretical aspects issued at the Lecture part of the session. Seminars will also be the occasion to raise research questions and aspects that need further development that could eventually be the object of the piece of research to be presented as a final work.

Tutorial:
Sessions will be devoted to problem solving and give orientation to the research work in process. The sessions will focus systematically in each of the research papers that are being done but trying to adapt to the needs of the students.

**Research Work**
The assessment of the research work is based on 1) the extent to which the paper conforms to the assignment’s requirement, that is a short piece of research on some aspect of the multilevel political competition in Spain (or other countries if data and bibliography are easy available); 3) the quality of the composition of the paper; 4) the appropriate use of sources and data; 5) relevance and originality of insights.

The format, referencing and organization etc. must be according to an established academic convention.

**Grading**
The overall grade for the course is based on:

- Resume/critique of readings submitted, in-class presentation and discussion: 40%
- Research work: 40%
- General class participation: 20%

5. Contents

- Content blocks or modules:
  - MULTILEVEL DYNAMICS
    The multilevel political systems: a “new” setting for actors, relationships and political competition.
  - POLITICAL PARTIES
    Party systems and multilevel systems: a mutual interdependence
    - State-wide parties and multilevel systems
    - The Non State Wide Parties
  - ELECTIONS AND VOTERS
    Nationalization vs. Regionalization of voting and party systems
    Elections at different levels: an integrative framework for analysis
    Multilevel voting
  - IDENTITIES AND POLITICAL CULTURE
PROGRAM

MODULE I

THE MULTILEVEL DYNAMICS

a) General aspects


b) The State of the Autonomies


MODULE II

POLITICAL PARTIES IN MULTILEVEL SYSTEMS

a) State-wide parties


b) Non State-wide parties


**MODULE IV**

ELECTIONS AND VOTERS

NATIONALIZATION vs. REGIONALIZATION OF THE ELECTORATE AND THE PARTY SYSTEM


**DIFFERENT LEVELS OF ELECTIONS: AN INTEGRATIVE FRAMEWORK FOR ANALYSIS**

* Reif, Karlheinz. ‘Ten second-order national elections’


Campbell, James. ‘The 2002 Midterm Election: A Typical or an Atypical Midterm?’


MULTILEVEL VOTING AND PARTY IDENTIFICATION


MODULE V

IDENTITIES AND POLITICAL CULTURE IN MULTILEVEL SYSTEMS

Martínez-Herrera, Enric. (2002) ‘From nation-building to building identification with political communities: Consequences of political decentralisation in Spain, the Basque


1. Course description

In the last decades, Western societies have experienced major socio-demographic changes. These transformations mainly arise from the new role of women in society and, in particular, women’s higher levels of education, work experience, and labour market attachment. The changes in women’s labour force participation have occurred in conjunction with a progressive postponement of main family events, such as leaving the parental home, forming a partnership and having children, as well as with a reduction in the family size. This picture partly reflects the conflicting relationship that currently exists between women’s labour force participation and the accommodation of family responsibilities: the so-called “work–family balance”. Ongoing differences among countries have been accounted for by different explanatory factors that involve socio-economic, cultural and social policy dimensions.

This course is intended to cover recent debates, controversies and research on family formation and family dilemmas in contemporary societies. It will provide an overview of key theoretical perspectives and contemporary empirical research in social demography. From a socio-demographic perspective, we will read, discuss, and evaluate recent work on a range of substantive issues central to fertility behaviour and family dynamics in developed societies. Particular emphasis will be placed on developing a solid understanding of trends and patterns of life course transitions as well as individual-level correlates of a range of family behaviours. The course will cover topics such as the second demographic transition, the transition to adulthood, changing patterns of living arrangements, union formation and childbearing; changing contexts of childrearing; and implications of changing family forms for women, men and children’s well-being.

2. Prerequisites

This course assumes that students have already taken an introductory course to quantitative methods. The course also assumes command of English since readings, class discussion and final paper will be done in English.

3. Competences to be achieved

By the end of the course, the students should understand the scope and patterns of recent fertility and family changes in developed societies; critically evaluate the strengths and weaknesses of predominant theoretical and analytical perspectives in the study of the family change; be familiarized with contemporary research and major debates in social demography; have a general knowledge of the major datasets and technical tools for life course analysis;
have developed analytical, communication and research skills through class participation and paper writing.

4. Assessment

Final mark will be based on three components:

1) Active participation in class: 25%
Students are expected to participate actively in the discussion of assigned readings and in the debate of the research seminar.

2) Presentations of selected readings: 25%
Each session, 1-2 student/s is/are required to select one of the assigned readings, present it in class and lead the discussion on that reading.
Over the course, students are also to write one/two short essays.

3) Final paper: 50%
Students are expected to write a 15-20 page research paper (analytical and empirically grounded) on a topic related to the course contents. Students should aim to develop a research question, identify data with which to answer the question, execute a preliminary analysis, and write up the results. For students who do not feel prepared to execute a full draft of an empirical paper, they have the option of presenting a well-developed research proposal, which should include a statement of the research question and rationale for posing the question, a review of the relevant literature, and a description of the data and methods that you propose to use to study the question posed.


Each student will present a summary of their seminar paper during the last week of the course.

6. Methodology

The course incorporates both lecture and discussion. Students are expected to keep up with the assigned readings in order to be able to participate actively in class discussions.

Each session will be organized as follows:

1) I shall present general overviews in all the meetings;
2) Students will be asked to make presentations in the seminars on a rotating basis (15/20 minutes) and all should discuss actively and critically the required readings;
3) Research seminar. We will comment and discuss in detail a research paper and have a brief debate on it.
There will be a brief break for coffee.

7. Readings

All assigned readings are journal articles and are available online (if not, I will provide you with a pdf copy). The average reading load is 2 articles per session, which will serve as focal point for class discussion. In addition, in all sessions there is a list of recommended readings in case students are interested in a special issue and want to know more about it.
**Session 1. Introduction** (Tuesday, February 1, 10:00-13:00)

First class. Introduction of the course and its contents.

**Discussion:** What are the main demographic challenges that European societies face?


**Session 2. Macro and micro approaches to demographic change** (Thursday, February 3, 10:00-13:00)


**Required readings**


**Recommended readings (optional)**


**Sessions 3 & 4. The early stages of the life course. Union formation and disruption** (Tuesday, February 8 & Thursday, February 10, 10:00-13:00)


**Research seminar:**


**Required readings**


**Recommended readings (optional)**


http://muse.jhu.edu/journals/demography/v044/44.1billari.pdf


http://www3.interscience.wiley.com/cgi-bin/fulltext/118756828/PDFSTART


Demography 43 (1): 79-98.  
http://muse.jhu.edu/journals/demography/v043/43.1andersson.pdf


http://www3.interscience.wiley.com/cgi-bin/fulltext/118756838/PDFSTART

http://dx.doi.org/10.1080/713779060

http://muse.jhu.edu/journals/demography/v040/40.2xie.pdf

Demography 43 (2): 203-221.  
http://muse.jhu.edu/journals/demography/v043/43.2liefbroer.pdf

MPDIR Working Papers 2003-004  

Session 5. Transition to parenthood (I) (Tuesday, February 15, 10:00-13:00)

Latest-late fertility. Transition to first birth and higher order births. Impact of education and employment on childbearing behavior.

Research seminar:

http://esr.oxfordjournals.org/cgi/reprint/22/3/259
Required reading


Recommended readings (optional)


Session 6. Transition to parenthood (II). (Wednesday, February 16, 10:00-13:00)


Research seminar:


Required readings


**Recommended readings (optional)**


**Session 7. Implications of family change for well-being (Thursday, February 17, 10:00-13:00)**

Family structure and social inequality. Implications of family transitions for the well-being of women, men and children. Changing men’s roles in families. Impact of social policies on family dynamics.

**Required readings**


**Recommended readings (optional)**


Sessions 8 & 9. Women and men between paid and unpaid work (Tuesday, February 22, 10:00-13:00 & Wednesday, February 23, 10:00-13:00)

Parental work and childbearing. Careers of couples. From male breadwinner to dual earner families? Gender and family change. Relationship between the family and the working life. Family effects.

Required readings


Research Seminar: Occupational segregation by sex, by Daniel Guinea Martín (UNED, Madrid). [February 22]

Research Seminar: “Women in and out of paid work. Changes across generations in Italy and Britain”, by Cristina Solera (Università degli Studi di Torino). [February 23]
**Recommended readings (optional)**


http://esr.oxfordjournals.org/cgi/content/abstract/jcm025v2


http://sociodemo.upf.edu/papers/DEMOSOC30.pdf

**Session 10. Research paper presentations (Thursday, February 24, 11:00-14:00)**

**Some reference books**


COMPASSIVE SOCIAL POLICY AND THE WELFARE STATE
Kees van Kersbergen (VU University Amsterdam), November 2009

1. Name and introduction to the subject

This course explores key questions and issues in social policy and welfare state development. We examine comparatively the history, growth, maturation, retrenchment and reform of a range of social policy areas in advanced industrial democracies as well as their consequences. The comparative analysis of social policies, programmes and institutions helps us understand why, how and to what effect nations deal with important social problems and issues. The following key questions structure the course:

- Why did we need the welfare state in the first place?
- How did we get the (different types of) welfare state?
- What are the main effects of welfare states?
- Why do we need to reform the welfare state?
- What new welfare state do we need and how do we get it?

The aims of this course are: 1) to develop (further) students’ knowledge of why, how and to what extent different nations structure the provision of social services and transfers to their citizens; 2) to advance a critical analysis and understanding of major current social questions and issues; 3) to stimulate critical reflection on whether and to what extent existing and emerging social policies are capable of solving current social problems; 4) to advance awareness of the dilemma’s and social and political risks involved in major welfare state reforms.

2. Prerequisites

Students are assumed to have completed a bachelor degree in one of the social sciences (e.g. sociology, political science, social geography, demography, economics, etc.). They should be familiar with the (basic) theoretical and technical tools of social scientific enquiry. Knowledge of the field of social policy and of advanced analytical (quantitative and qualitative) methods and techniques is not necessary, but is obviously an advantage.

3. Competences

Among the instrumental, interpersonal and systemic competences to be achieved in this course are:

a) the ability to analyse and synthesize quite diverging approaches to the analysis of social policy development
b) a thorough understanding of basic concepts and terms of comparative social policy analysis and welfare state studies
c) the ability to apply established theories, methods and techniques of general social science to problems of social policy development
d) the ability to write well-reasoned critical reflections in English on selected topics in the field
e) the ability to hold in-class presentations
f) the ability to cooperate and communicate well with fellow students
g) a good working knowledge of (the origins, meaning and consequences of) similarities and differences of systems of national social provision and care
h) an ability to reflect critically on major issues of social policy and welfare state development and change and their consequences
i) a better insight in the endogenous and exogenous forces shaping welfare systems
j) an understanding of the logic, importance and pitfalls of historical and comparative analysis

4. Organization of the course, requirements, assessment

The course is organized as follows: lectures (12 hours); seminar (10 hours); tutorial (8 hours). There are three meetings in the first two weeks (on Monday, Wednesday and Friday, 10:00 – 13:00; room 20.233). In the third week we have an additional session on Thursday 26 November). Seven sessions have a mixed lecture/seminar format. Before the break, the instructor will give his lecture on the topic of the class of the day. After the break, there is room for questions and class discussion on both the prescribed reading material and the issues raised in the lecture. For these meetings students are expected to read carefully the required readings and attend class. Three meetings have a strictly tutorial format. Students are expected to write short papers (maximum 3 pages) with a critical reflection on the subject matter of the week and the topic of the tutorial. The papers end with a one sentence thesis to provoke class discussion. The reflection papers must be handed in before the tutorial class starts. Students will be invited to present their reflection paper in class.

The overall grade for the course will be based on timely completion of the three papers of critical reflection (60 %), in-class presentation (20 %), and class participation (20 %). The papers should be written in English, typed in Times New Roman, Courier New or Arial, sized at least 11, but preferably 12. The format, referencing and organization etc. must be according to an established academic convention. With “in-class presentation” is meant the quality of the presentation of the critical reflection in the Friday class. With “class participation” is meant any active intervention by the student that contributes to the discussion (questions, clarification, critical remarks, providing extra information, etc.). The assessment of the critical reflection papers is based on 1) the extent to which the paper conforms to the assignment’s requirement, that is, a critical reflection on the course readings; 2) the clarity, strength and logic of the argumentation; 3) the quality of the composition of the paper; 4) the appropriate use of sources and data; 5) relevance and originality of insights.

5. Contents and class schedule

Class 1. Monday 9 November: General introduction

Topics:
Basics of comparative social policy and the welfare state, welfare state regimes, social risks.

Literature:
Gøsta Esping-Andersen (1990), The three political economies of the welfare state, in idem, The Three Worlds of Welfare Capitalism, Cambridge, Polity, pp. 9–34;
PART I. WHY DID WE NEED THE WELFARE STATE IN THE FIRST PLACE?

Class 2. Wednesday 11 November: The origins of social policy

Topics:
Modernization, industrialization, state- and nation-building.

Literature:


Class 3. Friday 13 November: Welfare states and social policy variation

Topics:
Welfare state regimes; causes and consequences; de-commodification

Literature:


Class 4: Monday 16 November: Reflection

Paper topic: why do all advanced capitalist nations have some form of extended social policy?

PART II. DIFFERENT WELFARE STATES, DIFFERENT EFFECTS?

Class 5. Wednesday 18 November: The impact on poverty

Topics: poverty, welfare state regimes, generosity, public policies 

Literature:


Class 6. Friday 20 November. The impact on inequality

Topics: Economic inequality, welfare state regimes, social spending, paradox of redistribution
Literature:

Class 7. Monday 23 November: Reflection

Paper topic: does the welfare state solve and cause social problems?

PART III. WHY DO WE NEED TO REFORM THE WELFARE STATE AND HOW DO WE DO THAT?

Class 8. Wednesday 25 November: Trends, threats, challenges, solutions, part 1

Topics: threats and challenges to the welfare state, proposed solutions

Literature:

Class 9. THURSDAY 26 November: Trends, threats, challenges, solutions, part 2

Thomas Lindh; Bo Malmberg and Joakim Palme (2005), Generations at war or sustainable social policy in ageing societies?, The Journal of Political Philosophy, 13, 4, pp. 470–489.

Class 10: Friday 27 November; Reflection

Paper topic: will we get the welfare state that what we need?
Subject Teaching Guide

1. Name and introduction to the subject: Social Stratification

Profesores: Esping-Andersen, Rodríguez and Sarasa

Introduction

The industrial order is giving way to a service economy: do post-industrial, knowledge economies alter the social bases of inequality and class? One thing is clear: we witness a significant rise in primary inequalities everywhere. These are, in the first place, related to the changing world of work, changing skills premia, rising precariousness, and the growing importance of ‘new’ skills. There is also evidence that enrolments in higher education fail to keep pace with technological change. This, in fact, constitutes a major theoretical puzzle.

To sociologists, the household (and not the individual) is usually the key analytical unit for understanding inequalities and herein we find the second major source of new social inequalities. We are witnessing a revolution in the economic role of women and this affects demographic behavior and the distribution of household welfare. Are households polarizing? Should women now be considered independent class actors? What is the new emerging relationship between the family and working life? Also, the conventional nuclear family is eroding and changing into novel 'atypical' and far less stable household units, and this goes together with a growth of at-risk households. These are the questions that guide this course.

The course is intended to cover recent debates, controversies, and research on social inequality. It will concentrate on recent theoretical and empirical developments in the sociology (but also economics) of social stratification and social inequality in the advanced industrial and postindustrial societies. Conventional stratification studies focused either on 'static' distributions (such as identifying the size and composition of social classes) or on inter-generational social mobility (mainly father-son comparisons in occupational attainment). One of the great new developments in sociology is the capacity to reconstruct individuals' life biographies -- an exceptionally powerful way to examine what affects peoples' life chances.
2. Prerequisites

This course assumes that students are familiar with the classical writings of the discipline (e.g. Durkheim, Weber, de Tocqueville, etc.). It also assumes command of English since readings, presentations and final paper must be done in English.

3. Competences to be achieved in the subject

General competences (Instrumental, Interpersonal and Systemic):
- Ability to analyze and synthesize different approaches to the study of inequality
- A thorough understanding of basic conceptual framework of inequality research
- Familiarity with measurement and methods of examining inequalities and poverty
- The ability to write well reasoned reflections in English on related topics
- The ability to present orally
- Cooperation and communication with fellow students

Specific competences:
- Ability to evaluate research on inequalities from both sociology, demography and economics.
- Familiarity with state-of-the-art research in the field

4. Assessment

Final mark will depend on three major components:

1) Active participation in class: 20%
2) One oral presentation of the week’s topic and one in week 10: 20%
3) A final paper: 60%

Participation in class will be encouraged and highly valued. The quality of interventions will increase if the student covers not only the core reading but also the optional ones. In addition, each student will have to make a presentation during the course.
5. Contents

• Content blocks or modules

The content of the course is divided in two major parts. The first block of lectures and readings deals with the study of stratification and social inequality in general, as it has developed during the last decades. The focus in this part is on the traditional approaches to the study of stratification and the identification of new sources of inequality in post-industrial societies. The second part of the course will focus on the analysis of the mechanisms producing social inequalities, in particular to those new forms and sources of inequality that had been identified in the first block.

In the following, we present a short description of the topics that will be dealt with during each of the ten sessions.
**Week 1. The New Inegalitarian Challenges (Esping)**

In this introductory meeting, the aim is to examine how contemporary sociology and economics attempt to come to grips with the emerging postindustrial social order: what are the leading questions? How can we conceptualize the forces of change? What are appropriate methodological and theoretical approaches? And, most importantly, are we able to identify the core elements of socio-economic change?


In this week, the course presents an overview of the main concepts, debates and empirical research on the impact of class origins on destinations and the mediating role of education. We will especially examine whether advanced societies have become more meritocratic, i.e. whether the opportunity structure has become more equal. We will also examine key methodological issues related to the study of inter-generational mobility.

**Week 3. The Changing Occupational Structure (J. Rodriguez)**

Since Karl Marx' proletarianization thesis, the question of how the class structure evolves has been a constant issue in sociological research. In the 1980s and 1990s, empirical research concluded that the occupational system in Western Europe was witnessing a pervasive shift away from low-skilled labour towards higher skilled work. This consensus view was shattered at the beginning of this decade when several studies suggested that the class structure was evolving in a polarized pattern: growth of both high-skilled occupations in management and in the professions and low-skilled occupations in personal services. We will retrace this debate and look at the transformation in the class structure. Moreover, we will discuss the driving forces behind occupational change: skill-biased technical change, educational expansion, immigration, or labour market institutions?

**Week 4. Postindustrial Social Stratification: New Sources of Social Closure (S. Sarasa)**

Do 'classes' actually exist? In Sorensen’s seminal work classes result from rent-seeking behavior leading to social closure. If there are classes, they must be able to systematically gain a 'rent' from monopolizing authority, ownership, or skills. And yet, today's popular culture is producing a new class language that appears to signal the
arrival of a new stratification order, new social divisions and inequalities: the two-thirds society, the 'A-team' and the B-team, insiders and outsiders. What are the new sources of social closure? Will these simply be a mirror of earlier stratification patterns, or is a new order evolving?

**Week 5. Poverty and Social Exclusion. (S. Sarasa)**

Here, the course turns to the purely empirical issues raised by the preceding controversies. What is social exclusion and which are the emerging new inegalitarian profiles? What do we actually know from research in terms of trends in earnings, incomes, unemployment duration, or poverty? And, equally important, how do we study and measure inequalities?
Part II. Searching for the Causal Mechanisms

Week 6. How Families reproduce inequality (G. Esping)

The central question that guides sociological research on stratification has to do with the mechanisms that produce inter-generational status inheritance. In a perfectly meritocratic society, the principal variables behind life chances should be motivation, talent and other nonascriptive attributes. Yet, the impact of class origins remains systematically overwhelming -both in terms of educational and, later, career and income attainment: Why? This has, until recent years, been somewhat of a 'black box'. Standard economic theory, following Becker, favours a ‘money’ theory – parents are unequally able to invest in their children’s fortunes. Sociology has traditionally emphasized the importance of family structure and value internalisation, such as good behaviour, but recent work places increasing emphasis on social and cultural capital or on the social circumstances that underpin parents’ decision making process.

Week 7. Gender and Inequality (J. Rodriguez)

The changing role of women has, over the past decades, provoked intense debates on its demographic consequences, in particular with regard to household structure, family instability, and fertility behaviour, and on its labour market consequences. There is also a growing debate on the overall impact of women's employment on household income distribution. A related, and hotly debated, issue has to do with what motivates the surge in women’s employment. This may simply mirror households' strategies to maximize joint income, but it might also reflect women's rising educational attainment and demand for economic independence -which, in turn, may be a strategy against the increased instability of contemporary families. Hence, we cannot divorce women’s labor market status from an understanding of emerging family patterns. We will review theories of sex segregation and gender differences in earnings, both from economics and sociology. And we will review existing evidence and explore the mechanisms behind segregation and earnings inequalities.

Week 8. The gender division of home production (G. Esping)

The changing economic position of women affects, on one hand, their bargaining power within the family and, on the other hand, the ability to reconcile careers and family production. How have these forces affected the division of unpaid work? Does bargaining power and career
dedication trump traditional gender norms? What do we know about trends in time allocation and the division of tasks? And, what effects does increased gender equality have on societal inequality?

**Week 9. The Welfare state and Inequality (G. Esping)**

We examine the degree to which welfare states have a major egalitarian effect, both in terms of the income distribution, poverty exclusion and unemployment but also in terms of peoples’ life chances. We review the evidence and examine the rather formidable methodological difficulties in measuring the exact welfare state effect.

**Week 10. Presentation of students’ projects**

Each seminar participant will be asked to give a brief presentation of the main arguments for their course assignment. A member of the staff will be assigned as discussant.

**6. Methodology**

Each session will be organized as follows:

1) Lecture by the professor (about an hour)
2) A short break
3) Presentation by one of the students (15 to 20 minutes)
4) Debate and discussion of the main points raised during the lecture and presentation (about an hour).

**7. Sources of information and didactic resources**

**Readings by week:**

**Week 1 (January 7). Sociology and the New Inegalitarian Challenges (G. Esping)**

**Core Reading**

**Optional**
Part I. The Study of Social Stratification

Week 2 (January 14) Social origins, education and meritocracy (J. Rodriguez)

Core reading

Optional

Week 3 (January 21). The Changing Occupational Structure (J. Rodriguez)

Core Reading

Optional

Week 4 (January 28). Postindustrial Social Stratification (S. Sarasa)

Core readings:

Optional

**Week 5 (February 4). Exclusion and Poverty (S. Sarasa)**

**Core reading**

**Optional:**

**Part II. Searching for the Causal Mechanisms**

**Week 6 (February 11). How Families reproduce inequality (G. Esping)**

**Core reading**

**Optional**

**Week 7 (February 18). Gender and Inequality (J. Rodriguez)**

**Core reading**
Blau, F. Ferber, M and Winkler, A 2001 *The Economics of Women, Men and Work*. (especially chapters 5, 6, 7 and 11)

**Optional**

**Week 8 (February 25). The Gender Division of Household Production (G. Esping)**

**Core readings**

**Optional**

**Week 9 (March 4) The welfare state and redistribution (G. Esping)**

**Core readings:**

**Optional:**

**Week 10 (March 11). Presentation and discussion of student projects (with all professors).**
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DESCRIPTION

The course adopts an analytical approach to the study of organisations. The core aim of the course is to combine the theory and practice of public management and governance. To this end, the course will familiarise students with different dimensions of organisations and government: differences and similarities between private and public organisations, rational and political decision making, government tools and organisation instruments, links between organisational performance and trust in government, ways to include the perspective of users through quality management and stability and change of organisations.

LEARNING OUTCOMES AND COMPETENCIES

On successful completion of the course, students will have acquired the enhanced ability …(in brackets the type of competency):

- to use theoretical approaches to explain public management issues (systemic);
- to put knowledge into practice (systemic)
- to practice team working (interpersonal)
- to be argumentative when discussing ideas and commenting the work from others (interpersonal)
- to draft strategic plans (instrumental);
- to communicate effectively (instrumental)
- to do academic and professional presentations (instrumental)

WORKING PROGRAMME OF THE SESSIONS

Each weekly session usually consists of two parts. One part will be structured as a lecture giving you a broad overview of the topic, identifying key issues and highlighting appropriate concepts, theories and analytical frameworks. This first part is intended to give you a route map, guiding you through the literature and pointing you in the right direction for further reading. Another part is of a more practical nature and it will be structured as a class exercise. In this part, you will put into practice some of the theoretical knowledge of the selected topic and will train some of the core competencies of this module.

It is very important that you regularly attend all the sessions. You should do your readings (at least the essential readings) before the session, as well as after so as to be prepared and able to take an active and competent part in the discussions.

SESSIONS AND READINGS

Each topic is supported by lectures (including PowerPoint slides), essential readings and further readings. Essential reading is compulsory reading for all students. Materials should be read before the sessions and they will be used for quizzes. Further reading is helpful for preparing the oral presentations, writing the essays and the policy papers. All the readings quoted in the syllabus will be available to students at the beginning of the course.
1) Administration, Management and Governance

Description
In this session we deal with two comparisons. A first one refers to the differences and similarities between public and private sector management. A second comparison explores whether the transition from administration to management and later on to governance is a semantic or a substantive issue.

Essential reading


Further Reading


Questions
Is public management different from public administration?
What are the main distinctions among the different ways or modes of governance?
What is the role of the government in the new way of governance?
Is private management different from public management?

2) Diagnosis and decision-making

Description
In this section we explore the differences between rational and political models of decision making. Political models try to explain how decisions are taken in organisations and in the polis. Rational models are normally used in a more normative sense. We will identify during the session the symbolic and power aspects of decisions.

Class reading


Further reading


Questions

Is the decision-making model described by Zahariadis a rational or a political model?

What are the differences and the similarities between the approach of Lindblom and True, Bryan and Baumgartner on decision-making?

What are the main differences between the rational and the political model of decision-making?

Is incrementalism the best way to explain how decision-making takes place in organizations?

*(in bold, question to be answered during the oral presentation of the students)*

*(in italics, question to be answered in the essay)*
3) Strategies and Performance

Description
In this session we will learn how to set objectives and strategies for organisations. Public sector organisations are increasingly concerned about their performance and organisational leaders are orienting their strategies towards results measured as outputs and outcomes.

Essential reading


Further reading


Questions
What are the main obstacles to implement performance management in public organisations?
What are the differences between strategic planning and strategic management?
How would you differentiate between vision and mission statements?

(in bold, question to be answered during the oral presentation of the students)
4) Customers and Citizens

In this session we will include the perspective of customers and citizens when drafting strategies and objectives and when evaluating public services. The umbrella of quality management strategies offers a good introduction to the user perspective. Special attention will be paid to the differences of quality management and quality services between private and public sector providers.

Essential reading


Further reading


Questions

Quality as an objective and subjective dimension. Discuss.

What are the specific challenges in the public sector for adopting total quality management?

(in bold, question to be answered during the oral presentation of the students)

5) Tools and Instruments

Description

In this session we will explore the different tools and instruments that governments and organizations have at their disposal. Organisations normally use a mix of tools in order to accomplish their goals. Tools are classified according to different criteria and it is relevant to assess them in order to gauge their effectiveness.
Essential reading


Further reading


Questions

What approach is more convincing (Hood, Howlett, Salamon) for classifying the tools of government?

What dimensions should be particularly considered when choosing a particular tool of government?

(in bold, question to be answered during the oral presentation of the students)

6) Organisations, Control and Cordination

Description

In this session we will cover two aspects. A first issue relates to the design principles of public organisations. In the design of organisation special attention will be devoted to agencies, semi or autonomous organisations that are said to monopolise public service delivery in many Western democracies. A second issue relates to the management of networks. Finally, the third issue, coordination and control are used interchangeably by some authors, although other authors offer distinctions among them. The horizontal dimension (not the vertical) will be the main focus of this week. Readings refer both to the whole of government and to organizational settings.
Essential reading


Peters, B. G. (1998) 'Managing horizontal government: The politics of co-ordination', Public Administration, 76 (2), 295 (Original version for this course)

Further reading


Questions

What are the major problems that the management of networks faces?

Using a definition of network try to apply it to an example your are familiar with.

What are the differences and the similarities between the concept of coordination proposed by Peters (1998) and by Perry 6 (2004)?

Are there differences between coordination and control?

(in bold, question to be answered during the oral presentation of the students)

7) Competencies, Recruitment and Promotion

Description

The recruitment and retention of highly qualified top officials is a challenging task in a competitive economic environment. In this session, the aim is to understand what different mechanisms can be used to recruit and promote the best ones for the highest posts of public sector organizations. Competencies are a combination of knowledge, abilities and skills that are attributed to staff in organizations. The language of competencies has started to invade organizational training programmes as well as university programmes very recently. This session discusses the contents of a competency framework, its implications for undertaking public tasks and for training. It also links competencies to the introduction of e-government.

Core readings


Further readings


Questions

Do representative public servants deliver more representative policies?

How can representative bureaucracy be best achieved?

Can private sector recruitment techniques be adopted in the public sector?

(in bold, question to be answered during the oral presentation of the students)

8) Rewards, Performance and Motivation

Rewards are an important dimension of human resources management in order to retain qualified employees. Although empirical evidence shows that the link between reward
and performance is very weak, governments still implement performance related pay policies. This session is devoted to understand the main features of the reward system and how performance is considered when rewarding top officials.

Furthermore, it seems that public service motivation is by and large driven through higher performance related pay. However, theories and empirical studies on motivation question this line of reasoning. This session also covers the elements that motivate public officials to deliver public services.

Core readings


Further readings


Questions

Does performance related pay lead to higher performance?

What motivates senior civil servants to deliver?

Is the managerial results based culture a driver of public service motivation?

Is the transparency of the reward system for top officials increasing?

What is the proportion of variable rewards in the salary of top officials?

Is there clear evidence of a relationship between economic rewards, motivation and performance?

(in bold, question to be answered during the oral presentation of the students)
9) **Electronic government**


**Further reading**


**Questions**

**What are the main challenges for implementing e-government in the public sector?**

*(in bold, question to be answered during the oral presentation of the students)*

10) **Change and Reform**

**Description**

The module will finish with organisations and institutions as it started. We will deal with the process of change from the different theoretical perspectives of the new institutionalisms. We will identify the differences between radical and evolutionary changes and to what extent the results of change persist over time.

**Essential reading**


**Further reading**


**Questions**

What is the most important dimension in order to implement a successful organizational change?

**Is institutional change the same as organizational change?**

*(in bold, question to be answered during the oral presentation of the students)*
## COURSEWORK, ASSESSMENT AND DEADLINES

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<td>Change and Reform / 24-3-2009</td>
<td>Strategic Plan</td>
<td>3000</td>
<td>9 AM 23-3-2009</td>
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<tr>
<td>Oral presentation*</td>
<td>Strategy Plan</td>
<td>7 slides</td>
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</tbody>
</table>

* Oral presentations have to be sent by 12AM of the previous day.

Coursework and participation in the classroom constitute 100% of the final mark.

Coursework has to be sent to sparrado@poli.uned.es

A final grade (click here for the interpretation of grades) can only be given if students
- Attend to 80 per cent of all sessions and
- Submit coursework that represents at least 85% of the grade by the stated deadlines.

The deadline set for the submission of each piece of coursework must be strictly adhered to. Delays are not allowed and the score will be 70% of the highest possible mark any minute after the deadline and before the session. Coursework cannot be submitted after the session.
ASSIGNMENTS

Participation in classroom (10% of final grade)
Students are encouraged to be active during class session. Their participation should be based on the readings related to the session. Essential readings are compulsory and they should be read before the session. The monitoring of readings will take place through oral questions and small quizzes (one or two questions to be answered in written form during 10’ to 15’ at the beginning of the session). Quizzes are announced in the schedule. They will be based upon the essential readings. If you are late, you will receive a “0” for that quiz.

Oral presentation (Coursework: 10% of final grade)
Each student should make a short presentation, that focuses on the question related to oral presentations in each week. Some tips on how to make an oral presentation can be found here.
The schedule of presentations will be agreed during the first session. The presentation will form the basis of the subsequent seminar discussion.

Essay (Coursework: 15% of final grade)
The essay should discuss the selected question (in italics in session 2) using all the core readings and further readings. All essays must have adequate references and bibliographies laid out in a conventional manner. Examples can be found in journal articles. Click here for some writing tips.

Policy paper (Coursework: 30% of final grade)
In each policy paper, the student will be asked to make a recommendation to an international organization, that is supporting the reform of public sector organizations in a non-OECD country. These are the two assignments:

- **Policy paper 1 (Coursework: 15% of final grade):** Compare the use of competency frameworks in at least 3 OECD countries and give your statement whether you would recommend its implementation in a non-OECD country. You have to support your recommendation with arguments and evidence.

- **Policy paper 2 (Coursework: 15% of final grade):** Compare the use of the following three quality instruments (ISO, EFQM and CAF) for the public sector and give your opinion whether you would recommend it for the improvement of public sector organizations in a non-OECD country. You have to support your recommendation with arguments and evidence.

Apart from analysing the materials from the government websites, specialised journals and books, further readings on countries can be also offered by the instructor. You are also encouraged to find out additional material on each selected country under comparison.

Submit the policy to sparrado@poli.uned.es by the deadline stated in the relevant section. All policy papers must have adequate references and bibliographies laid out in a conventional manner. Examples can be found in journal articles. Each policy paper should be preceded by an executive summary where you tell the reader your assignment, your analysis and your recommendation.
Strategic plan (Coursework: 35% of final grade)

Choose one topic from the list below and submit the strategic plan to sparrado@poli.uned.es by the deadline stated above.

The strategic plan comprises the following elements, that focus on the decision making process, the mapping of stakeholders and customers, the hierarchy of objectives, the array of tools and the set of performance indicators. The plan will not include calendar, and resources needed for its accomplishment.

Section 1: State the mission of the organization and the overall goals.

Section 2: Map relevant stakeholders and customers of the organization. Select and justify the actors for which the strategic plan will be most relevant. State which policy should follow the top management with each group: information, consultation or working together in decision-making.

Section 3: Make a SWOT analysis taking into account the most common and more prominent problems related with the issue at hand. You can be helped by researching into internet.

Section 4: Draft a hierarchy of objectives from very general goals to more specific ones taking into account the results of the SWOT analysis and the stakeholders mapping exercise. The hierarchy of objectives should comprise (maximum) three levels. Overall, the hierarchy should not have more than 10 boxes.

Section 5: Select one objective of the second level and assign the tools or instruments you think would work best for obtaining those objectives.

Section 6: For that objective, discuss which control method is more appropriate (hierarchy, competition, mutuality or fatalism).

Section 7: For each objective of the second level establish a set of performance indicators (between 3 to 5 five performance indicators per objective).

The deadline set for the submission of the strategic plan must be strictly adhered to. Delays are not allowed and the score will be “0” any minute after the deadline.

The list of organizations for which you should draft your strategic plan is the following one:

a) Organization in charge of renewable energies.

b) Organization in charge of dealing with eating disorders

c) Organization in charge of antisocial behaviour

Plagiarism

Plagiarism is not permitted and it will be punished with a score of “0” as a final mark of this module. The following source http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original is of interest for the students. If the link does not work, you can click here.
Subject teaching plan

1. Introduction

*Techniques of Statistical Analysis II* is an optional course that aims to provide an introduction to econometrics and advanced techniques of statistical analysis for the social sciences. The course builds on the previous course on Techniques of Statistical Analysis I to deepen students’ knowledge of linear regression, with special emphasis on problems associated with model specification, endogeneity, and selection effects. The course also provides an introduction to regression with independent and binary dependent categorical variables. The teaching approach avoids formalistic-mathematical presentations and instead focuses on the logic that lies behind the techniques. The lectures combine a theoretical presentation of each subject with hands-on applications using SPSS and/or STATA.

2. Prerequisites

Techniques of Statistical Analysis I

3. Competences to be achieved in the subject

- **General competences** (Instrumental, Interpersonal and Systemic)
  
  **Instrumental Competences**
  - Ability to analyse and synthesise
  - Planning and management of time
  - Basic computer competence and ability of using statistical software like SPSS and STATA
  - Information management abilities (ability to search and analyse information coming from a variety of sources)

  **Interpersonal Competences**
  - Critical and self-critical ability
  - Team work
  - Ability to work in a interdisciplinary team
  - Ability to communicate with people that are not experts in the subject

  **Systemic Competences**
  - Research abilities
  - Ability to work autonomously
  - Ability to generate new ideas (creativity)
  - Design and management of projects

- **Specific competences**
  
  a. Knowledge of the basics of linear regression analysis
  b. An understanding of the assumptions underlying classical linear regression models, and of the importance for testing for, and applying remedial measures to, deviations from such assumptions
  c. Knowledge of regression techniques for categorical dependent variables
  d. Interpretation skills, as crystallized into the ability to describe results from intermediate statistical analyses
4. Assessment

- Assessment will be based on the 0-10 scale
  - 0 to 5.9 – Fail
  - 6.0 to 6.9 – Pass
  - 7 to 7.9 – Good
  - 8 to 10 – Outstanding
- 2 take-home tests at weeks 4 (due on week 6) and 9 (due a week after classes end), with an emphasis on problem solving and interpretations of results using real data. Each will count 50% of the final mark.
- Every week, students will be given sets of computer exercises to complete at home (due in class on the following week). The problems will not be marked, i.e., but for every 2 sets not returned on time, 1 mark will be deducted from the final 0 to 10 mark.

5. Contents

- There will be three basic content blocks.

1. **The Classical Regression Model**

2. **Deviations from regression assumptions**

3. **Regression applications: ANOVA, ANCOVA, & Regression with dichotomous dependent variables**
   Regression with dummy variables (ANOVA); regression with nominal & continuous independent variables (ANCOVA). Interaction effects. Logit & probit models; logistic regression: metric, goodness of fit, significance & strength of relationship; maximum likelihood (ML) estimation; likelihood ratio & Chi-square; pseudo $R^2$ measures.

6. Methodology

Each weekly 2-hour session will be divided into two parts: a lecture-type, 1½ -hour session where the main aspect of the weekly topics will be laid out, and a 1½-hour practical session where students will practice their newly acquired knowledge with the help of statistical software.

7. Sources of information and didactic resources

- **Basic bibliography**

- **Complementary bibliography**
  Baum, Christopher F. 2006. *An Introduction to modern econometrics using Stata*. College Station: Stata Press.
<table>
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<tr>
<th>Week</th>
<th>Classroom activity</th>
<th>Readings &amp; Incidences</th>
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</thead>
</table>
| 1    | Lecture            | Introduction to multiple regression (1): basics & estimation | Kennedy: chapters 1 & 2  
Wooldridge: chapters 2 & 3 |
|      | Lab                | Producing & interpreting basic regression output | Kennedy: chapter 4  
Wooldridge: chapter 4 |
| 2    | Lecture            | Introduction to multiple regression (2): fit | Kennedy: chapters 3 & 5  
Wooldridge: chapter 5 |
|      | Lab                | Rsquare, part & partial correlations, betas, t-tests | Kennedy: chapters 6 & 7  
(excl. limited dependent var.)  
Wooldridge: chapter 6 & 9.1-9.2 |
| 3    | Lecture            | Introduction to multiple regression (3): hypothesis testing & model building strategies. Regression assumptions | Kennedy: chapter 14  
Wooldridge: chapter 7.1 - 7.4 |
|      | Lab                | Model selection strategies. F & J tests, LM & Bayesian tests | Kennedy: chapter 14 |
|      | Lecture            | Bias (1) due to “environmental” effects (specification error): omission of relevant variables & wrong functional forms. | Kennedy: chapter 9  
Wooldridge: chapter 9.3, 9.4 & 15.1 to 15.4 |
|      | Lab                | RESET test. Non-linear functions & linear transformations | First take-home test due at class time |
| 5    | Lecture            | Regression with categorical independent variables: ANOVA & ANCOVA | First take-home test due at class time |
|      | Lab                | Regression with dummy & continuous variables | First take-home test due at class time |
| 6    | Lecture            | Inefficiencies: non-spherical disturbances (heteroskedasticity & autocorrelation) and multicollinearity | Kennedy: chapters 8 & 11  
(except ridge regression & with principal components)  
Wooldridge: chapters 3.4  
(again). 8. & 10.3 |
|      | Lab                | Weighted & Generalised Least Squares estimation | First take-home test due at class time |
| 7    | Lecture            | Bias (2a) due to “experimental” effects: measurement error & brief introduction to auto-regression | Kennedy: chapter 9  
Wooldridge: chapter 9.3, 9.4 & 15.1 to 15.4 |
|      | Lab                | Hausman’s tests & regression with instrumental variables | First take-home test due at class time |
| 8    | Lecture            | Bias (2b) due to “experimental effects”: endogeneity (simultaneous and non-recursive effects) | Kennedy: chapter 10  
Wooldridge: chapter 16 |
|      | Lab                | 2-stage least squares regression | Second take-home test handed in to students |
| 9    | Lecture            | Regression with binary dependent variables | Second take-home test handed in to students |
|      | Lab                | Logit & probit models | Second take-home test handed in to students |
| 10   | Lecture            | Bias (3) due to selection effects: models for limited dependent variables & limited heterogeneity | Kennedy: Chapter 7 & 16 (up to 16.3 and related notes)  
Wooldridge: chapter 17.2, 17.4 & 17.5 |
|      | Lab                | Tobit models & Heckman’s correction for selection effects | Second take-home test due on Monday, March 24th at 6pm in my office |
1. Name and introduction to the subject

A lot has been written about the European social model. What is it? Does it exist? Is it a single European social model? How many social models exist in the European Union? Are they affected by European integration? And if so, how? And what about globalization? (What is globalization anyway?) Does it affect the European social model or social models? Is the social model a handicap to economic efficiency and competitiveness? Is the European Union more or less efficient than the U.S. liberal model? And what impact does the welfare state have on the quality of life of populations?

These and other questions are addressed in this course. The course objectives are:

1. to analyze some of the major issues involved in the questions raised above; i.e., to analyze public and social policies from a political economy perspective, focusing on the political, economic, and social determinants of social and public policies
2. to stimulate critical thinking so as to help students understand the interests that lie behind different political traditions
3. to analyze the impact of different public and social policies on the quality of life of populations
2. **Prerequisites**

Students should have an undergraduate or bachelor's degree in one of the social sciences (e.g., political science, sociology, economics, human geography, anthropology), or in public administration (e.g., law, public health and social administration), or in history and humanities.

Any of these areas of knowledge, as well as a motivation to engage in critical thinking and scientific inquiry, are prerequisites for taking and enjoying this course.

3. **Competencies to be achieved in the subject**

The course aims to develop the following competencies:

1. an understanding of the political, economic, and social contexts of public policy in the European context
2. a better comprehension of the political and social agents in public policy formation in the European context
3. an ability to study how European institutions critical to the functioning of the European Union (e.g., the European Central Bank) operate and the interests behind them
4. an ability to think analytically and critically on political narratives
5. an ability to evaluate public policies
6. an understanding of the relationship between economic and political phenomena
7. an opportunity to develop the ability to debate and participate in classroom discussions, in response to active incentives designed to stimulate students’ participation in the course

4. **Assessment**

The course has three components:
• Formal lectures (12 hours)
• Seminars, with active student participation (10 hours)
• Tutorials, with the faculty meeting with students individually or in small groups (8 hours)

Formal lectures. There will be 12 hours of formal lecture time, with lectures every Monday, followed by seminars designed as discussions of the subjects presented in the lectures and covered by the assigned readings. In the seminars, some of the major issues presented in the lectures and in the readings will be discussed through students’ presentations and debates (following the Oxford debate format) simulating real-life situations.

The evaluation of students will be based on:

1. The quality of a final paper (25 pages) on a subject related to the topics of the course, chosen by the student with the approval of the faculty (60% of the grade): evaluated on the student's knowledge of the subject; the way the paper is presented (with arguments well articulated within a proper conceptual framework); and the ability to present a critical, rigorous, and scholarly analysis.

2. Participation in the seminars, showing the student’s mastery and comprehension of the subject and ability to think in a scholarly and critical way (40% of the grade)

The tutorials will not be graded, since their primary objective is to help students prepare their presentations for the seminar and final papers.

5. Contents of the course and class schedule
Session 1. September 28, 2009

General Introduction

Theme: The Political Traditions and Their Public Social Policies
This session analyzes the major political traditions in existence in Europe during the post World War II period and the social and economic policies that have characterized them. The analysis is from a political economy and political science perspective.

Required Reading


Session 2. October 5, 2009

Theme: The Impact of European Integration on the Social Models
This session analyzes the impact of E.U. integration on the welfare states of the European countries.

Required Reading

Session 3. October 19, 2009
Theme: The Impact of Globalization on the European Social Models
This session describes the meaning of globalization and regionalization and their impact on the social models in the countries of the European Union.

Required Reading

Session 4. October 26, 2009
Theme: Globalization, Inequality, and Poverty
This session analyzes the different types of inequalities that appear in different “social models.”

Required Reading


Session 5. November 2, 2009
Theme: Analysis of the U.S. Democracy and its Implications for Quality of Life.
This session analyses the U.S. Presidential Elections and the Social Policies of the candidates.
Session 6. November 9, 2009
Theme: The Consequences of Inequality for Health and Quality of Life. Part I
This session analyzes how public and social policies affect the quality of life of populations.

Required Reading


Session 7. November 16, 2009
Theme: The Financial Crisis. Part I.
This session will discuss the world situation before the crisis.

Required Reading
Mark Weisbrot, Dean Baker and David (?) “The Score Card on Development 25 years of Diminished Progress” in IJHS VM 36. No.2. pp 211-234. 2006

Session 8. November 23, 2009
Theme: What Is Social Liberalism: The Third Way?
This session analyzes the impact of liberalism on the social democratic and Christian democratic traditions and on the social models in the E.U.

Required Reading

Session 9. November 30, 2009
Theme: The Political Context of the Spanish Social Situation
This session discusses the effects of the Spanish dictatorship (1939-1978), the transition to democracy, and E.U. integration on the underdevelopment of the Spanish welfare state.

Required Reading
TBA

Session 10. December 7, 2009
Theme: The Transition to a Federal State: The Case of Spain

Required Reading

6. **Methodology**

This course requires students (and thus it is compulsory) (1) to attend the classes, (2) to participate in the discussions and debates, and (3) to write a final paper.

Each session will last from 6 pm to 9 pm. The final session will be dedicated to an overall summary of the course and discussion of the preparation of the final paper, which is due no later than one month after the end of the course.

7. **Sources of information and didactic resources**

Besides the required readings, students are encouraged to expand their knowledge with other suggested readings, if they have a particular interest in any of the subjects presented in the class.

**Recommended Overall Reading**


