

Course catalogue, spring semester 2024

search results faculty/field "Faculty of Humanities and Social Sciences, Philosophie, Religionswissenschaft, Soziologie", Study level "Bachelor, Master", language "Englisch", semester "FS24"

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Lab of Ideas (student colloquium)

| | |
|----------------|--|
| Lecturer | Prof. Dr. Gabriel Abend |
| Type of course | Colloquium |
| Code | FS241535 |
| Semester | Spring semester 2024 |
| Department | Sociology |
| Study level | Bachelor Master Doktorat |
| Date | weekly (We), from 21.02.2024, 10:15 - 12:00, HS 13 |
| Duration | 2 hours per week per semester |
| Course content | This is a colloquium for students working on papers, theses, exams, and doing research under the instructor's supervision. |
| Language | Bilingue - German / English |
| Exam | Die Form der aktiven Teilnahme wird in der ersten Sitzung bekannt gegeben. |
| Type of exam | Aktive Teilnahme (siehe 'Prüfung') / 2 Credits |
| Auditors | No |
| Contact | gabriel.abend@unilu.ch |
| Material | Texte werden über OLAT zugänglich gemacht. |

Accompanying seminar for the "Basic concepts of sociology" lecture

| | |
|----------------|---|
| Lecturer | Prof. Dr. Gabriel Abend |
| Type of course | Proseminar |
| Code | FS241534 |
| Semester | Spring semester 2024 |
| Department | Sociology |
| Study level | Bachelor |
| Date | weekly (Tu), from 20.02.2024, 16:15 - 18:00, 3.B47 |
| Duration | 2 hours per week per semester |
| Course content | Das Seminar ist als Begleitseminar zur Vorlesung ‚Grundbegriffe der Soziologie‘ konzipiert. Die in der Vorlesung vorgestellten Begriffe werden im Seminar anhand ausgewählter Texte und empirischer Beispiele diskutiert. Dadurch erhalten die Studierenden die Gelegenheit, die Inhalte der Vorlesung zu vertiefen und Fragen zu stellen. Somit bietet das Begleitseminar ausgezeichnete Möglichkeiten, um sich auf die Prüfung der Vorlesung vorzubereiten. |
| Prerequisites | Gleichzeitiger Besuch der Vorlesung „Grundbegriffe der Soziologie“. |
| Language | Bilingue - German / English |
| Limitation | Sollte der Fall eintreten, dass die Anzahl der Teilnehmenden an den Begleitseminaren ungleichmässig verteilt ist, behalten sich die Dozierenden eine allfällige Umverteilung per Losverfahren unter den angemeldeten Studierenden des überbelegten Begleitseminars vor. |
| Registration | Es werden zwei gleichwertige Begleitseminare angeboten: Dienstags, 16.15-18.00 h bei Prof. Abend und Mittwochs, 16.15-18.00 h bei Frau Vanessa Müller, M.A. Sollte BS Gr. 1 voll sein, melden Sie sich bitte im BS Gr. 2 an, das inhaltlich gleich ist. |
| Type of exam | Active participation (presentation) / 4 Credits |
| Note | Bitte beachten Sie auch das BS Gr. 2 von Vanessa Müller M.A. (mittwochs, 16.15 – 18.00 Uhr). Sprache: Seminar bei Prof. Gabriel Abend: Bilingual Englisch/Deutsch Seminar bei Vanessa Müller, MA: Deutsch |
| Contact | gabriel.abend@unilu.ch |
| Material | Texte werden über OLAT zur Verfügung gestellt. |

Basic concepts of sociology

| | |
|-----------------------|---|
| Lecturer | Prof. Dr. Gabriel Abend |
| Type of course | Lecture |
| Code | FS241533 |
| Semester | Spring semester 2024 |
| Department | Sociology |
| Study level | Bachelor |
| Date | weekly (Tu), from 20.02.2024, 14:15 - 16:00, 3.B58 |
| Duration | 2 hours per week per semester |
| Course content | <p>Haben Sie sich schon einmal gefragt, ob die Welt, wie wir sie kennen, tatsächlich existiert?</p> <p>Philosophen prüften, ob wir nur ein Gehirn im Tank sein könnten, dessen Realität eine Simulation ist. Psychologen untersuchten, inwiefern die Wirklichkeit ein Produkt neurologischer Prozesse sei. Soziologen stellten schliesslich die These zur gesellschaftlichen Konstruktion der Wirklichkeit auf. Was wir für wirklich halten, sagten sie, hängt immer ab vom Wissen einer Gesellschaft. Die Wirklichkeit der einen Gesellschaft sei nicht die Wirklichkeit einer anderen Gesellschaft.</p> <p>Es ist das Versprechen der Soziologie, die Welt, die uns doch so vertraut ist, in einem neuen Licht erscheinen zu lassen. Was ist es, das wir als „Wirklichkeit“ bezeichnen? Wie hängt die Wirklichkeit von der Gesellschaft ab? Sind wir frei in unserem Denken? Was bedeutet dies für unser Handeln? Wer sind wir und was dürfen wir hoffen?</p> <p>Um dieses Versprechen einzulösen, entwickelte die Soziologie eine Reihe zentraler Grundbegriffe. Sie bilden die Brille, die wir aufsetzen müssen, um die Welt in einem neuen Licht sehen zu können. In der Vorlesung wollen wir die wichtigsten Grundbegriffe der Soziologie kennenlernen und an konkreten Beispielen durchdenken.</p> |
| Language | Bilingue - German / English |
| Type of exam | Graded written examination / 2 Credits |
| Note | Es wird empfohlen, diese Veranstaltung zusammen mit einem der Proseminare gleichen Titels zu besuchen, die ausdrücklich als Begleitseminare organisiert sind. |
| Auditors | Yes |
| Contact | gabriel.abend@unilu.ch |
| Material | Texte werden über OLAT zur Verfügung gestellt. |

Introduction to political anthropology

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|-----------------------|--|
| Lecturer | Dr. phil. Faduma Abukar Mursal |
| Type of course | Proseminar |
| Code | FS241456 |
| Semester | Spring semester 2024 |
| Department | Cultural and Social Anthropology |
| Study level | Bachelor |
| Date | weekly (We), from 21.02.2024, 12:15 - 14:00, 4.B01 |
| Duration | 2 hours per week per semester |
| Frequency | wöchentlich |
| Course content | <p>Who 'has' power and why? Why do citizens often choose political representatives who clearly do not represent their interests? How and why do people allow themselves to be led? What is considered legal and what is illegal - and what are the consequences of this? What role does the state play in this, and where is the state even located? How do societies deal with inequality? What is the impact of experiencing violence, and is there such a thing as 'ethnic' conflict? Anthropology offers specific approaches to these and other important and always relevant political questions, which we will explore in this course. By the end of the course, you will have a wide range of critical anthropological concepts and will be able to apply them to current social issues, in your further studies and in your professional life.</p> |
| Language | English |
| Type of exam | Active participation / 4 Credits |
| Contact | faduma.abukar@unilu.ch |
| Literature | <p>Gledhill, John. 2000. Power and Its Disguises. Anthropological Perspectives on Politics. London, Ann Arbor, MI: Pluto Press.</p> <p>Freeman, Luke. 2007. 'Why Are Some People Powerful?' In Questions of Anthropology, edited by Rita Astuti, Jonathan Parry, and Charles Stafford, 281–306. Abingdon: Routledge</p> <p>Roseberry, William. 1994. 'Hegemony and the Language of Contention'. In Everyday Forms of State Formation: Revolution and the Negotiation of Rule in Modern Mexico, Gilbert M. Joseph and Daniel Nugent eds., Durham, London: Duke University Press, pp. 355–66.</p> |

Diversity of Religion in contemporary society

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|----------------|---|
| Lecturer | Prof. Dr. phil. Martin Baumann |
| Type of course | Colloquial lecture |
| Code | FS241401 |
| Semester | Spring semester 2024 |
| Department | Study of Religions |
| Study level | Bachelor Master Doktorat |
| Date | We, 28.02.2024, 14:15 - 15:45, Inseliquai 10 214 (Scheduling 1) We, 27.03.2024, 12:30 - 15:45, Inseliquai 10 214 (Scheduling 2) We, 24.04.2024, 12:30 - 15:45, Inseliquai 10 214 (Scheduling 3) We, 22.05.2024, 12:30 - 15:45, Inseliquai 10 214 (Scheduling 4) |
| Further dates | Selected data: Mi 28.02.2024 14.15 -15.45 Uhr Mi 27.03., 24.04. und 22.05.2024 12.30 - 15.45 Uhr |
| Duration | 1 hour per week per semester |
| Frequency | Monatlich |
| Course content | The colloquium is aimed at students who are designing or actively working on their BA, MA or doctoral thesis. In the colloquium, participants present the topic of their study and discuss it in depth in order to clarify approaches, concepts, and interpretations and, if necessary, defend or adapt them argumentatively. In addition, recent theoretical texts on religious studies can be read and discussed, recent theoretical texts on religious studies can be read and discussed |
| Prerequisites | The aim of the research colloquium is for participants to learn to critically engage with texts and positions and to formulate their own positions. |
| Language | English |
| Registration | ***Important*** In order to acquire credits, it is mandatory to register for the course via the UniPortal. Registration opens two weeks before and ends two weeks after the start of the semester. Registrations and cancellations are no longer possible after this period. The exact registration dates can be found here: www.unilu.ch/ksf/semesterdaten |
| Exam | Presentation of ongoing research (1 Cr) |
| Type of exam | Active participation (presentation) / 1 Credits |
| Note | Selected data: Mi 28.02.2024 14.15 -15.45 Uhr Mi 27.03., 24.04. und 22.05.2024 12.30 - 15.45 Uhr |
| Auditors | No |
| Contact | martin.baumann@unilu.ch |

International Climate and Energy Politics

| | |
|---------------------|--|
| Lecturer | Dr. Patrick Bayer |
| Type of course | Master seminar |
| Code | FS241630 |
| Semester | Spring semester 2024 |
| Department | Political Science |
| Study level | Bachelor Master |
| Date | We, 28.02.2024, 12:15 - 14:00, 4.B55 (Introductory lecture) We, 05.06.2024, 09:15 - 17:00, Inseliquai 10 220 (Scheduling 1) Th, 06.06.2024, 09:15 - 17:00, Inseliquai 10 220 (Scheduling 1) Fr, 07.06.2024, 09:15 - 17:00, Inseliquai 10 220 (Scheduling 1) |
| Duration | 2 hours per week per semester |
| Frequency | Blockseminar |
| Course content | <p>Despite overwhelming scientific evidence for the need to decarbonise our economies to meet the Paris Agreement's 1.5°C temperature target and a proliferation of "net zero" targets, hardly any country is on track to meet these commitments. Countries moreover differ vastly in their climate and energy policy choice, be it in terms of promoting renewables, phasing out coal, relying on transition fuels, such as gas, or clinging on to nuclear power as a carbon-free alternative. This class asks why these differences are so persistent and turns to differences in political systems, institutions, and political incentives for explanations.</p> <p>The first day of the block course teaches theoretical foundations derived from theories of political science, political economy, and international relations to help us assess and understand differences in climate and energy politics around the world.</p> <p>The second day will apply these insights to some of the most pressing issues in international climate and energy politics, such as: Why are international climate negotiations so difficult? Why do some countries embrace renewable energy, while others continue to invest in fossil fuels? Why are trillions each year spent on subsidising the fossil fuel industry despite the need to decarbonise our economies? What has oil to do with war? How can states weaponize energy resources in geopolitics? And, why does every second household in sub-Saharan Africa lack access to even basic lighting while industrialised states use more power than ever before?</p> <p>On the third day, we will use the developed knowledge in a simulation exercise in which students will role play country delegations to negotiate an agreement on the global phase-out of fossil fuels. This interactive, group activity will zero in on the importance of interests, power, and questions of climate justice.</p> |
| Learning objectives | Upon completion of the course students will be able to: • demonstrate an understanding of key political, economic, and environmental aspects of international climate and energy politics; • critically apply appropriate theories and concepts to interpret and explain the complex interactions between climate change, energy transitions, and international relations; • examine the role of interests, power and justice within international climate and energy politics; • synthesise arguments and evidence from diverse and reliable sources when composing their own reasoned arguments; • evaluate whether and how climate change and the global energy transition may transform specific aspects of international relations and interactions between states. |
| Language | English |
| Exam | Reading summaries (due before the course); active participation during class; brief reflective report as debrief of classroom simulation. |
| Type of exam | Active participation (essay) / 4 Credits |
| Auditors | According to agreement |
| Contact | patrick.bayer@glasgow.ac.uk patrick.bayer@doz.unilu.ch |

Morals and Markets

| | |
|---------------------|--|
| Lecturer | Dr. Jacob Bjorheim |
| Type of course | Main seminar |
| Code | FS241496 |
| Semester | Spring semester 2024 |
| Department | Philosophy |
| Study level | Bachelor Master |
| Date | weekly (Th), from 22.02.2024, 16:15 - 18:00, 4.B55 |
| Duration | 2 hours per week per semester |
| Frequency | wöchentlich |
| Course content | Economic and financial markets are money based social constructs in which individuals and institutions meet to exchange goods, services, skills and knowledge. We will explore markets both from an economic and a philosophical point of view. Our discussions take us through the history of markets, their justification, critical (moral/functional) voices and the role of the agent based NeoClassical economic models. In particular we will discuss the moral limits of markets, i.e. question whether there can be a market for "everything", whether market participants meet on an equal and voluntary basis, and whether the distributional effects of exchange are justifiable. |
| Learning objectives | Having actively participated in the seminar, you will be able to: a. Define and describe what a market is, presenting supporting and critical arguments for their existence; b. Reproduce the most important moral questions arising from these positions; c. Critically engage with economic and philosophical research papers related to our seminar. |
| Prerequisites | Advanced Bachelor and Master students. Attendance of at least one proseminar in philosophy with completed (graded) written seminar paper. (Exception: free study achievements). |
| Language | English |
| Limitation | If the number of applications is high, PPE and Master students have priority. |
| Registration | ***Important*** In order to acquire credits, it is mandatory to register for the course via the UniPortal. Registration opens two weeks before and ends two weeks after the start of the semester. Registrations and cancellations are no longer possible after this period. The exact registration dates can be found here: www.unilu.ch/ksf/semesterdaten |
| Type of exam | Active participation (essay, presentation) / 4 Credits (for all modules, unless otherwise specified) Graded essay / 6 Credits (for module Philosophie) Confirmed participation with additional service / 3 Credits (for module Philosophie) Confirmed participation with additional service / 3 Credits (for module Philosophie) Graded essay / 6 Credits (for module Philosophie) |
| Auditors | Yes |
| Contact | jacob.bjorheim@doz.unilu.ch |
| Material | Every week, we read and discuss a selected academic paper filed in OLAT. |
| Literature | We will read selected academic papers chosen to reflect on the topics that we discuss every week. A good introduction: Sandel, Michael J (2012): <i>What Money Can't Buy</i> . |

Introduction to Phyton

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|----------------|--|
| Lecturer | Jonathan Bright |
| Type of course | Master seminar |
| Code | FS241599 |
| Semester | Spring semester 2024 |
| Department | Political Science |
| Study level | Master |
| Date | Fr, 19.04.2024, 09:15 - 17:00, HS 12 (Scheduling 5) Sa, 20.04.2024, 09:15 - 16:00, 4.B51 (Scheduling 6) |
| Duration | 2 hours per week per semester |
| Frequency | Blockveranstaltung |

Course content

There is a revolution going on in the social sciences: the rise of computational social science! Huge new sources of data on social behaviour are being combined with new analytical techniques to change the fundamentals of how social science takes place. This class is aimed at social scientists who want to learn the basics of one of the key skills in the computational social science toolkit: the python programming language.

The class is aimed at complete beginners with no previous programming experience (but with an interest to learn!). During the class, we will learn the fundamentals of the Python programming language, looking at (for example) how to control the flow of code with loops and conditional statements, how to handle input and output to files, how to write functions, and more.

The class is intended as a foundational course which will enable those completing it to go on to learn other applied methods which require Python, especially the social media data mining class which is to be held in the Spring term. Those who already have a background in Python may wish to skip this course and take the one on data mining.

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| Prerequisites | Begrenzung: priority for LUMACSS students. In case of too many registrations by other disciplines, a draw will be made to decide who may remain in the course. |
| Language | English |
| Limitation | Begrenzung: priority for LUMACSS students |
| Registration | Masterstudierende |
| Exam | no exam / active participation/ 4 |
| Type of exam | Active participation (text reading) / 4 Credits |
| Note | Begrenzung: priority for LUMACSS students. In case of too many registrations by other disciplines, a draw will be made to decide who may remain in the course. |
| Auditors | According to agreement |
| Contact | jbright@turing.ac.uk |

Research Colloquium

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|-----------------------|---|
| Lecturer | Jürg Bühler, MA |
| Type of course | Colloquium |
| Code | FS241455 |
| Semester | Spring semester 2024 |
| Department | Cultural and Social Anthropology |
| Study level | Bachelor Master |
| Date | weekly (Tu), from 20.02.2024, 16:15 - 18:00, 4.B02 |
| Duration | 2 hours per week per semester |
| Frequency | wöchentlich |
| Course content | Join us for a thought-provoking anthropology colloquium where new ideas and work-in-progress will be presented! In the lectures about their current on-going research, department members and invited guests explore a diverse range of topics. Everyone is cordially invited to participate in this exchange of ideas and bring in their thoughts, critical remarks or questions in the subsequent Q&A sessions and conversations. Especially students are encouraged to attend the colloquium and earn two credit points (CP) for regular attendance and active participation. Through the forming of a self-organized reading group in which selected texts connected to the presentations are collectively read and discussed, they may be awarded an additional two social CP. |
| Language | English |
| Type of exam | Active participation / 2 Credits |
| Auditors | Yes |
| Contact | juerg.buehler@unilu.ch |

Culture and Politics

| | |
|-----------------------|---|
| Lecturer | Álvaro Canalejo-Molero, MA |
| Type of course | Main seminar |
| Code | FS241594 |
| Semester | Spring semester 2024 |
| Department | Political Science |
| Study level | Bachelor Master |
| Date | We, 28.02.2024, 12:15 - 14:00, 4.B55 (Introductory lecture) Fr, 08.03.2024, 09:15 - 17:00, Inseliquai 10 214 (Dates) Fr, 22.03.2024, 09:15 - 17:00, Inseliquai 10 214 (Dates) Fr, 19.04.2024, 09:15 - 17:00, Inseliquai 10 214 (Dates) Fr, 10.05.2024, 09:15 - 17:00, Inseliquai 10 214 (Dates) |
| Duration | 2 hours per week per semester |

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| Frequency | Blockveranstaltung |
| Course content | <p>Why citizens of Eastern Germany are more likely to vote for the radical right? Why do people turn out to vote even if their likelihood of influencing the election outcome is minimal? How is it possible that support for LGBTQ+ policies increases simultaneously with support for conservative parties? Traditional political science accounts focusing on voters' rationality and institutions fall short of explanatory power to answer these and related questions. Instead, cultural explanations are gaining prominence, and the increasing availability of digitalized historical and text data has provided the ground to test them systematically. Following this trend, this course introduces students to the developing subfield of Political Culture, with a particular focus on applications in political behavior topics. The course combines a well-curated reading list with introductory lectures and seminar discussions to foster critical thinking about the role of culture in politics. Students who take this course will acquire the skills to analyze political behavior from a cultural perspective, developing original research ideas and successful designs to test them.</p> <p>The course is organized as a block seminar that will run during the Spring term of 2023. Each block will consist of three/four sessions concentrated on Fridays. The first block will introduce the core conceptual tools in the study of political culture, such as the concepts of social norms, group identity or cultural transmission. The second and third blocks will then delve into specific political behavior topics revisited from a cultural perspective, such as voting preferences, electoral turnout or inter-group relations. We will also investigate the interaction between political and cultural change and assess the conditions under which they may reinforce or contain each other. Finally, students will present original ideas related to the course topics and a research design to test them.</p> |
| Tags | Gender/diversity |
| Learning objectives | <p>By the end of this course, students will be able to: - (knowledge:) Approach political science topics from a cultural perspective. They will have a clear notion of the concepts of social norms, social identity, cultural origins, transmission and persistence. Moreover, they will have a clear overview of the main cultural explanations of political behavior phenomena. - (competence - critical reading:) Read scientific articles critically, and connect ideas from different fields, such as cultural sociology, historical political economy, and political behavior, in an interdisciplinary manner. - (competence - research skills:) Develop original ideas, frame them within the relevant literature, turn them into testable hypotheses, and come up with feasible research designs to test them. - (competence - writing skills:) Write critical response papers to scientific articles on political culture topics. They will also be able to organize a research design plan meeting scientific standards. - (competence - communication:) Debate in front of and with their colleagues; communicate complex concepts effectively to a broad audience.</p> |
| Prerequisites | Advanced level of English. Basic knowledge of statistics and quantitative research design is an asset but it is not required. |
| Language | English |
| Exam | There is no written exam. The evaluation will take place via response papers to the readings, a written research proposal and an oral presentation of the proposal. To receive the credits, students are expected to fulfil the following criteria: 1. Attend all the sessions 2. Study the mandatory readings before each session 3. Participate actively during class 4. Write two response papers 5. Write a research proposal 6. Present their research proposal 7. Serve as discussant of one presentation |
| Type of exam | Active participation, Presentation, Research design paper/ 4 Credits / 4 Credits |
| Auditors | According to agreement |
| Contact | alvaro.canalejo@unilu.ch |
| Material | Available on OLAT / Individual laptop |
| Literature | <p>This list should be taken as orientative, since it might suffer changes before the beginning of the course:</p> <ul style="list-style-type: none"> - Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? <i>Behavioral and Brain Sciences</i>, 33 (2–3), 61–83, discussion 83–135. - Jared Rubin (2020). <i>Culture in Historical Political Economy</i>. - Henrich, J. (2015). "The Secret of Our Success: How Culture Is Driving Human Evolution, Domesticating Our Species, and Making Us Smarter". - Lena, J. C., Lizardo, O., McDonnell, T. E., Mische, A., Tavory, I., Wherry, F. F. V., ... & Frye, M. (2019). <i>*Measuring culture*</i>. Columbia University Press. - Bicchieri, C. (2016). <i>Norms in the wild: How to diagnose, measure, and change social norms</i>. Oxford University Press. - Huddy, L. (2001). From Social to Political Identity: A Critical Examination of Social Identity Theory. <i>Political Psychology</i>, 22(1), 127–156. https://doi.org/10.1111/0162-895X.00230 - Axelrod, R. (1997). The dissemination of culture: A model with local convergence and global polarization. <i>Journal of Conflict Resolution</i>, 41(2), 203–226. - Lowes, Sara. (2022). "Culture in Historical Political Economy". National Bureau of Economic Research, no. w30511. - Ziblatt, D., Hilbig, H., & Bischof, D. (2023). Wealth of Tongues: Why Peripheral Regions Vote for the Radical Right in Germany. <i>American Political Science Review</i>, 1–17. https://doi.org/10.1017/S0003055423000862 - Domènech, J., & Sánchez-Cuenca, I. (2022). The Long Shadow of Agrarian Conflict: Agrarian Inequality and Voting in Spain. <i>British Journal of Political Science</i>, 52(4), 1668–1688. - Gerber, A. S., Green, D. P., & Larimer, C. W. (2008). Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment. <i>American Political Science Review</i>, 102(1), 33–48. https://doi.org/10.1017/S000305540808009X - Doherty, D., Dowling, C. M., Gerber, A. S., & Huber, G. A. (2017). Are Voting Norms Conditional? How Electoral Context and Peer Behavior Shape the Social Returns to Voting. <i>The Journal of Politics</i>, 79(3), 1095–1100. https://doi.org/10.1086/691689 - Levendusky, M. S. (2018). Americans, Not Partisans: Can Priming American National Identity Reduce Affective Polarization? <i>The Journal of Politics</i>, 80(1), 59–70. https://doi.org/10.1086/693987 - Turnbull-Dugarte, S. J., & López Ortega, A. (2023). Instrumentally Inclusive: The Political Psychology of Homonationalism. <i>American Political Science Review</i>, 1–19. https://doi.org/10.1017/S0003055423000849 - Valentim, V. (2022). Political Stigmatization and Preference Falsification: Theory and Observational Evidence (SSRN Scholarly Paper 4023263). https://doi.org/10.2139/ssrn.4023263 - Dinas, E., Martínez, S., & Valentim, V. (2023). Social Norm Change, Political Symbols, and Expression of Stigmatized Preferences. <i>The Journal of Politics</i>. https://doi.org/10.1086/726951 - Bau, N. (2021). Can Policy Change Culture? Government Pension Plans and Traditional Kinship Practices. <i>American Economic Review</i>, 111(6), 1880–1917. https://doi.org/10.1257/aer.20190098 - Tankard, M. E., & Paluck, E. L. (2017). The effect of a Supreme Court decision regarding gay marriage on social norms and personal attitudes. <i>Psychological</i> |

- Science, 28(9), 1334–1344.
 - Gándara, N. (2023). 'We are your pack': Feminist Social Movements on Countering Violence Against Women
 - Anduiza, E., & Rico, G. (2022). Sexism and the Far-Right Vote: The Individual Dynamics of Gender Backlash. American Journal of Political Science. <https://doi.org/10.1111/ajps.12759>

Data Mining for Political and Social Sciences using R

| | |
|----------------|--|
| Lecturer | Dr. Andrea De Angelis |
| Type of course | Master seminar |
| Code | FS241601 |
| Semester | Spring semester 2024 |
| Department | Political Science |
| Study level | Master |
| Date | Fr, 22.03.2024, 09:15 - 17:00, 4.B02 (Scheduling 2) Sa, 23.03.2024, 09:15 - 16:00, 4.B02 Fr, 26.04.2024, 09:15 - 17:00, HS 14 (Scheduling 4) Sa, 27.04.2024, 09:15 - 16:00, HS 14 |
| Duration | 2 hours per week per semester |
| Frequency | Blockveranstaltung |
| Course content | |

Data analysis increasingly involves mining data from the Internet and handling big datasets. However, students often lack the knowledge and experience required to take full advantage of the Internet and social media's data opportunities. This course guides the students to move their first steps into data mining. The course offers case studies and exercises in a friendly class environment. Students will learn (by doing) how to collect and handle web data in their future work. The course covers the primary skills required to access web data confidently.

The course is structured in three blocks:

1. an introductory block covers the essential knowledge for working with big

data (notions of R programming, developing reproducible code, reporting in automated notebooks, version control, and Git/GitHub; secondary datasets for social science research & MySQL).

2. A data access block focuses on web scraping and related tools (introduction to regular expressions, HTML language, XML, and JSON data structures).

3. A third block introduces more advanced data access concepts, such as API interaction, and allows students to practice with live coding sessions in class.

Check out the syllabus and the OLAT page of the course for more detail.

| | |
|----------------------------|---|
| Learning objectives | By the end of the course, active participants will: 1. gain proficiency in data analysis, learning to analyze data efficiently and reproducibly. [Data analysis] 2. understand and critically re-assess data-related issues arising in applied research problems with big data. [Data literacy] 3. learn how to develop and debug complex code throughout the data analysis cycle (mining, tidying, analyzing, reporting). [Programming and statistical skills] 4. develop feasible big data research designs. [Research and analytical skills] |
| Prerequisites | An intrinsic motivation to learn. |
| Language | English |
| Limitation | Begrenzung: priority for LUMACSS students |
| Registration | Masterstudierende |
| Exam | Active participation and final capstone project |
| Type of exam | Aktive Teilnahme, Essay (benotet) / 4 Credits |
| Note | Begrenzung: priority for LUMACSS students. In case of too many registrations by other disciplines, a draw will be made to decide who may remain in the course. |
| Auditors | According to agreement |
| Contact | andrea.deangelis@unilu.ch deangelis@ipz.uzh.ch |
| Literature | - QSS: Imai, K. (2017). Quantitative Social Science: An Introduction. Princeton: Princeton University Press. - R4DS: Wickham, H., and G. Grolemund (2014). R for Data Science. O'Reilly Media. The book is also freely available online: https://r4ds.had.co.nz/ . - ADCR: Munzert et al. (2014). Automated Data Collection with R: A Practical Guide to Web Scraping and Text Mining. London: Wiley & Sons. |

Decolonial Feminisms of Latin America

| | |
|----------------------------|---|
| Lecturer | Stephanie Deig, MA |
| Type of course | Main seminar |
| Code | FS241501 |
| Semester | Spring semester 2024 |
| Department | Philosophy |
| Study level | Bachelor Master |
| Date | weekly (We), from 21.02.2024, 14:15 - 16:00, 4.B01 |
| Duration | 2 hours per week per semester |
| Frequency | Wöchentlich |
| Course content | <p>In this course we will study the history, emergence, and theoretical works of anti-colonial feminism in Latin America. "Anticolonial feminism is a theoretical and a political project that challenges imperialist and colonizing practices, past and present" (Mendoza 2016, pg.1). Anticolonial feminist theory in Latin America is constituted through a plurality of feminist theoretical approaches: women of color feminisms, intersectional feminisms, postcolonial feminisms, as well as decolonial feminisms, that aim to contribute to the project of decolonization and have – in theory and in politics – generated "distinctive critiques of colonialism, modernity, Eurocentrism, capitalism, nationalism, and racism." (Mendoza 2016, pg.1).</p> <p>This course will begin with an overview of the emergence and history of anticolonial feminism in Latin America beginning around the 1960's as a response to political and theoretical projects of decolonization. Participants will then engage in deep reading of the works of anticolonial feminist theorists such as: Gloria Anzaldúa, Ofelia Schutte, Chela Sandoval, Maria Lugones, Silvia Rivera Cusicanqui, and Rita Segato, among others. Through engaging with these texts, participants will learn about how the aforementioned feminist approaches (women of color, intersectional, postcolonial, and decolonial) formulate critiques, methodologies, epistemological frameworks, and concepts for decolonial feminist theorizing (e.g.: "mestiza consciousness," or "mestizaje," (Anzaldúa 1987), the "coloniality of gender," (Lugones 2007) and "pedagogies of cruelty" (Segato 2018) as well as for and in the praxis of feminist activism in Latin America.</p> |
| Tags | Gender/diversity |
| Learning objectives | Participants will: 1) Learn about and situate theoretical developments in the history of Latin American feminist movements. 2) Deepen their understanding of methodological and theoretical concepts in anticolonial feminist theory. 3) Participate in reflexive and engaged philosophical critique and theorizing. 4) Explore and learn about examples of anticolonial feminist activism and resistance in Latin America. 5) Critically engage with how understandings and approaches to colonial, racialized, and gendered forms of oppression shape and inform shared political and social life. 6) Relate concepts and insights from the course to analysis of ongoing political and legal developments. |
| Language | English |
| Registration | ***Important*** In order to acquire credits, it is mandatory to register for the course via the UniPortal. Registration opens two weeks before and ends two weeks after the start of the semester. Registrations and cancellations are no longer possible after this period. The exact registration dates can be found here: www.unilu.ch/ksf/semesterdaten |
| Type of exam | Active participation (project) / 4 Credits (for all modules, unless otherwise specified) Graded essay / 6 Credits (for module Philosophie) Confirmed participation with project / 3 Credits (for module Philosophie) Confirmed participation with project / 3 Credits (for module Philosophie) Graded essay / 6 Credits (for module Philosophie) |
| Auditors | According to agreement |
| Contact | stephanie.deig@doz.unilu.ch |
| Literature | <p>Selected texts include:</p> <p>Anzaldúa, Gloria, Norma E. Cantú, and Aída Hurtado. <i>Borderlands: La Frontera: The New Mestiza</i>. 4th ed. San Francisco: Aunt Lute Books, 2012.</p> <p>Lugones, Maria. (2007). Heterosexualism and the Colonial / Modern Gender System. <i>Hypatia</i>, 22(1), 186–209.</p> <p>Mendoza, Breny, 'Coloniality of Gender and Power: From Postcoloniality to Decoloniality', in Lisa Disch, and Mary Hawkesworth (eds), <i>The Oxford Handbook of Feminist Theory</i>, Oxford Handbooks (2016; online edn, Oxford Academic, 6 Jan. 2015).</p> <p>Segato, Rita Laura, and Ramsey McGlazer. "A manifesto in four themes." <i>Critical times</i> 1.1 (2018): 198-211.</p> |

Family in Social Analysis: Methods and Politics

| | |
|-----------------------|---|
| Lecturer | PhD Nidhin Donald |
| Type of course | Main seminar |
| Code | FS241457 |
| Semester | Spring semester 2024 |
| Department | Cultural and Social Anthropology |
| Study level | Bachelor Master |
| Date | We, 21.02.2024, 10:15 - 12:00, 4.B54 We, 28.02.2024, 10:15 - 12:00, 4.B54 We, 06.03.2024, 10:15 - 12:00, ZOOM We, 13.03.2024, 10:15 - 12:00, 4.B54 We, 20.03.2024, 10:15 - 12:00, 4.B54 We, 27.03.2024, 10:15 - 12:00, 4.B54 We, 10.04.2024, 10:15 - 12:00, 4.B54 We, 17.04.2024, 10:15 - 12:00, 4.B54 We, 24.04.2024, 10:15 - 12:00, 4.B54 We, 01.05.2024, 10:15 - 12:00, 4.B54 We, 08.05.2024, 10:15 - 12:00, 4.B54 We, 15.05.2024, 10:15 - 12:00, 4.B54 We, 22.05.2024, 10:15 - 12:00, 4.B54 We, 29.05.2024, 10:15 - 12:00, 4.B54 |
| Duration | 2 hours per week per semester |
| Frequency | wöchentlich |
| Course content | What is family? Is it a legal fiction – contested yet well founded, or a timeless category with universal appeal and application? Has its meaning/s evolved and diversified over the years in academic inquiries and popular imagination across cultures? How do we 'study' families? This course will help us answer these questions and more. It will interrogate 'family' as a category of analysis and introduce us to multiple approaches to the study of family. As opposed to dominant assumptions about family as a natural and stable institution, scholarly literature tells us that family is a slippery and emotionally charged concept. The definition of family has puzzled sociologists and other social scientists over the years. While some have highlighted the structural-functional aspects of families, others have focused on questions of inequality and change to understand family. We will trace some of these vital debates and perspectives in this course. Scholars have argued the usefulness of family as an analytical tool and in the process explored a bunch of other concepts like home or household, to replace or revitalize the study of family. Through this course, we will be introduced to some of these allied concepts and map their application in social science scholarship. While empirical families are changing, family as an ideology displays great endurance across cultures. This course will discuss the ideological durability of 'the family', its interconnections with state policies, identities and socio-economic shifts. The tentative aim of this course is to appreciate family (and families) as a historically contingent process, working in tandem with larger social, economic and cultural conditions. |
| Tags | Gender/diversity |
| Language | English |
| Type of exam | Active participation / 4 Credits |
| Contact | nidhin.donald@unilu.ch |

Climate change and/in the Pacific

| | |
|-----------------------|--|
| Lecturer | Laurent Dousset, PhD |
| Type of course | Main seminar |
| Code | FS241451 |
| Semester | Spring semester 2024 |
| Department | Cultural and Social Anthropology |
| Study level | Bachelor Master |
| Date | weekly (Mo), from 19.02.2024, 14:15 - 16:00, 3.B48 |
| Duration | 2 hours per week per semester |
| Frequency | wöchentlich |
| Course content | The thousands of Pacific islands are at the forefront of climate change. This massive region of numerous low and coral islands is already experiencing the dramatic effects of sea-rising and the growing strengths and severity of cyclones and droughts. Populations have to move their settlements to higher locations, protect their houses and gardens from cyclones and salination, migrate to other islands and adapt their subsistence activities and their ways of living to changing conditions. At the same time, myriads of NGOs and newly created government agencies attempt to assist local populations during these changes as well as disseminate knowledge on the origins and consequences of greenhouse gases. In this seminar we will introduce the Pacific region as well as the climate change issue in general, before exploring Pacific peoples' specific experiences, conceptions and reactions to environmental and related social changes, as well as their reappropriation of the climate change issue in general. |
| Tags | Sustainability |
| Language | English |
| Type of exam | Active participation / 4 Credits |
| Auditors | Yes |
| Contact | laurent.dousset@doz.unilu.ch |

Gender & Politics

| | |
|----------------------------|---|
| <i>Lecturer</i> | Fraile-Maldonado |
| <i>Type of course</i> | Main seminar |
| <i>Code</i> | FS241593 |
| <i>Semester</i> | Spring semester 2024 |
| <i>Department</i> | Political Science |
| <i>Study level</i> | Bachelor Master |
| <i>Date</i> | We, 28.02.2024, 12:15 - 14:00, Heute keine Vorlesung, 4.B55 (Introductory lecture) Fr, 01.03.2024, 09:15 - 17:00, 4.B54 (Dates) Sa, 02.03.2024, 09:15 - 17:00, 4.B54 (Dates) Fr, 12.04.2024, 09:15 - 17:00, 4.B54 (Dates) Sa, 13.04.2024, 09:15 - 17:00, 4.B54 (Dates) |
| <i>Duration</i> | 2 hours per week per semester |
| <i>Frequency</i> | Blockveranstaltung |
| <i>Course content</i> | <p>This course focuses on the comparative study of women and politics and on the barriers that women face in obtaining positions of power in the political realm. Historically, politics has been a male-dominated sphere from which women have been largely excluded. The participation of women in politics however has extended over the last decades around the world. Not only women have attained the right to vote and stand for office in many countries, they have also mobilized, organized, affiliated to women's movement, and have won offices in national, regional, and local governments.</p> <p>Women entering the political realm have contributed to shifting the way politics is done and the type of policies that are given priority across the world. Yet the extent to which this happens greatly vary across countries and regions around the world. What explains these differences? Why have some political systems more fruitfully integrated women into politics than others? Do men and women substantively differ in the way they understand and get involved in politics? Is there a gender gap in political engagement and ambition? Once in power, do women govern differently than men? These are just a few of the questions we will seek to answer in this course through the exploration of research on women in democratic politics.</p> |
| <i>Tags</i> | Gender/diversity |
| <i>Learning objectives</i> | Familiarizing students with the study of politics from a gender perspective Learning how to apply a gender perspective to the analysis of politics and power. Critically analyze the effect of gender and stereotypes on electoral politics, policymaking and the supply and demand for candidates. |
| <i>Prerequisites</i> | The course requires knowledge of written and spoken English |
| <i>Language</i> | English |
| <i>Type of exam</i> | Active participation, Presentation, Research design paper/ 4 Credits / 4 Credits |
| <i>Auditors</i> | According to agreement |
| <i>Contact</i> | marta.fraile@csic.es (https://sites.google.com/site/martafrailemaldonado/) |
| <i>Material</i> | Available on OLAT |

Political Representation of Marginalized Groups

| | |
|-----------------------|---|
| <i>Lecturer</i> | Ieva Hofmane |
| <i>Type of course</i> | Master seminar |
| <i>Code</i> | FS241633 |
| <i>Semester</i> | Spring semester 2024 |
| <i>Department</i> | Political Science |
| <i>Study level</i> | Bachelor Master |
| <i>Date</i> | We, 28.02.2024, 12:15 - 14:00, 4.B55 (Introductory lecture) Fr, 12.04.2024, 09:15 - 16:00, 3.B52 (Dates) Sa, 13.04.2024, 09:15 - 15:30, 3.B52 (Dates) Fr, 26.04.2024, 09:15 - 16:00, 3.B52 (Dates) Sa, 27.04.2024, 09:15 - 16:30, 3.B52 (Dates) |
| <i>Duration</i> | 2 hours per week per semester |
| <i>Frequency</i> | Blockseminar |

Course content

One of the fundamental perspectives on representative democracy posits that parliaments should aim to mirror the diversity of society and work for the benefit of all. However, not all social groups have equal access to political representation. This seminar is designed to introduce you to the concepts, frameworks and approaches used to study political representation of marginalized groups.

In each session, we will combine lectures with discussions, making it essential for you to fully engage with the assigned readings before our class meetings. The instructor will lead the first half by providing you with substantive background information. In the second part of our sessions, we will follow the flipped classroom approach and shift our focus to addressing substantive or technical questions that you may have about the assigned readings. Our sessions are a safe space where every question is valuable and welcomed.

Day 1:**1. Introduction**

In our first session, we will embark on a journey to explore marginalized group political representation

2. Descriptive and Substantive Representation

In our second session, we will cover the concepts of descriptive and substantive representation to gain a clear understanding of what they entail and how they differ from each other. Drawing insights from the assigned readings, we will undertake two primary objectives. First, we will delve into the methodologies

used to quantify and evaluate the extent of descriptive representation. Second, we will examine how substantive representation becomes apparent through political behaviour (e.g., legislative actions and speeches) and gain a deeper understanding of how to assess substantive representation (e.g., policy outcomes and constituency satisfaction).

3. Linking Descriptive and Substantive Representation

In our third session, we will focus on the intricate interplay between descriptive and substantive representation. We will explore whether an increase in descriptive representation of marginalized groups translates into improved substantive representation, or if the relationship operates in the opposite direction.

4. The Role of Electoral Systems

In our fourth session, we will explore how the different types of electoral systems (Majoritarian vs. Proportional systems), can either enhance or impede marginalized group representation in democratic processes. Our discussions will encompass how electoral systems impact the inclusivity of voters and candidates from marginalized groups, ultimately shaping the diversity within national parliaments.

Day 2:

5. Demand-Side Explanations

During our fifth session, we will delve into the demand-side explanations for the underrepresentation of marginalized groups. Our

primary focus will be on understanding the role of voter attitudes, including biases and stereotypes against candidates from marginalized groups, and how they influence voting behaviour, e.g., preference voting patterns.

6. Supply-Side Explanations

In our sixth session, we will explore the supply-side explanations for marginalized group underrepresentation. Our primary emphasis will be on understanding the pivotal role that political parties play in the recruitment and selection of candidates.

7. Workshop: Designing Your Research Proposal

Session 7 will be a multifaceted session, divided into three parts. First, building upon the content covered in Sessions 1-6, we will construct a systematic overview of how we can study descriptive and substantive representation of marginalized groups using either demand- or supply-side explanations.

In the second half of the session, we will embark on a "do it yourself" activity. You will be organized into groups and assigned to study one marginalized group. You will collaboratively devise a short research plan, which should include a rationale for focusing on either descriptive or substantive representation, the proposed research case (single-country or comparative), and whether your analysis will prioritize demand-side or supply-side explanations. The group work will allow you to learn from your peers and seek guidance

from the instructor.

*In the third part,
you will present a
1-2 minute pitch of
your group work.*

*The workshop
serves as a trial
run for preparing
your own research
proposals and
presenting them to
the class on Day
4.*

Day 3:

**8. Exploring
Intersectionality
in Political
Representation**
*Session 8 focuses
on introducing the
participants to the
concept of
intersectionality,
i. e., belonging to
multiple identity
groups
simultaneously.
Our objective is to
understand how
intersecting
identities relate to
overlapping
disadvantages in
the pursuit of
representation.*

**9. Reforming
Representation:
Affirmative
Actions and
Quotas**
*In session 9, we
will explore the
policy
mechanisms
aimed at
addressing
discrimination and
promoting
inclusiveness of
marginalized
groups in politics.
Our discussions,
guided by the
assigned readings,
will centre on two
specific
mechanisms:
affirmative actions
and quotas.*

**10. Future Trends
and Possibilities**
*Session 10
focuses on
discussing the
potential of
technology, social
media, and digital
participation tools
(e.g., online voting)
to reshape political
engagement within
marginalized
groups. Guided by
insights from our
assigned readings,
we will seek to
establish a link
between online
activism and its
"offline" impact.
This session
offers a platform
for students to
discuss utopian
and dystopian*

future scenarios of marginalized group representation.

11. Seminar Recap and Main Takeaways

In Session 11, we will consolidate the knowledge you have acquired throughout the seminar. The first half of the session will involve an interactive review, whereas the other half of the session will be dedicated to a Q&A session.

Day 4:

12. – 14. Student Presentations

During Day 4, each student will present their research proposal and provide constructive feedback to a fellow student (15 minutes presentation and 15 minutes of feedback – exact timings will vary depending on the number of participants in the seminar).

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|----------------------------|--|
| Tags | Gender/diversity |
| Learning objectives | Upon successful completion of the seminar, you will be able to: • Define the fundamental concepts within the field of political representation studies; • Recognize the key theoretical frameworks employed in the study of political representation of marginalized groups; • Compare and contrast the different approaches used in researching political representation of marginalized groups; • Collaborate with your peers to develop research ideas in a group setting; • Apply the acquired knowledge to design your own research proposal for studying political representation of a marginalized group; • Critically evaluate a fellow student's research proposal and provide constructive feedback; • Deliver a concise presentation to effectively communicate your research proposal to peers and the instructor. |
| Prerequisites | Knowledge of English |
| Language | English |
| Exam | No exam / Research proposal (65% 1500-2000 words), Written feedback to a fellow student about their research proposal (15%), Presentation of the research proposal (20%) |
| Type of exam | Active participation (essay) / 4 Credits |
| Auditors | According to agreement |
| Contact | ieva.hofmane@eui.eu |
| Material | To be communicated a month prior to the seminar |
| Literature | To be communicated a month prior to the seminar |

Research Design for Climate Change and Political Unrest

| | |
|----------------------------|---|
| Lecturer | Dr. Anna-Lena Hönig / Victoria Jansensberger |
| Type of course | Master seminar |
| Code | FS241596 |
| Semester | Spring semester 2024 |
| Department | Political Science |
| Study level | Bachelor Master |
| Date | Th, 29.02.2024, 10:15 - 14:00, 3.B55 (Dates) Th, 07.03.2024, 10:15 - 14:00, 3.B55 (Dates) Th, 21.03.2024, 10:15 - 14:00, 3.B55 (Dates) Th, 18.04.2024, 10:15 - 14:00, 3.B55 (Dates) Th, 16.05.2024, 10:15 - 14:00, 3.B55 (Dates) Th, 23.05.2024, 10:15 - 14:00, 3.B55 (Dates) |
| Duration | 2 hours per week per semester |
| Frequency | 14-täglich |
| Course content | <p>The consequences of climate change, such as weather disasters, water scarcity, or food shortages, pose significant challenges for societies worldwide. Numerous examples demonstrate that these developments can increase the likelihood of societal unrest and conflicts. However, the implications of climate change are multifaceted, and conflict is a complex phenomenon. This seminar addresses under which conditions manifestations of climate change affect different forms of social conflict. It does so by introducing students to key concepts and theories in conflict research and by engaging with various sub-strands in the vibrant literature on climate change and conflict.</p> <p>Besides the treatment of the substantive topic, this research seminar strives to help students adequately design and develop their own research projects. It will focus in detail on a) which datasets different research articles use for measuring climate impacts and social unrest, and b) which research designs and methods they use (e.g., quantitative large-n studies with observational event datasets, survey research, comparative case studies). In doing so, the seminar repeats core topics of introductory research design courses and applies them on a specific topic. Through discussions of current research, students will critically assess scientific contributions of existing literature. Specific attention will be paid on reflecting on the advantages and disadvantages of different research designs. Exercises and intensive discussions building upon of published literature on climate change and social unrest will prepare students intensively for writing a research design paper. Since this course focuses on empirical approaches to study climate change and societal unrest, participants should have a basic understanding of analytical research and empirical methods.</p> |
| Tags | Sustainability |
| Learning objectives | <ul style="list-style-type: none"> • Students gain an overview of the most important theories and methods to understand climate change and social unrest. • They are able to critique theories and methods and apply them to various cases. • They identify the most important datasets and sources to create research designs suitable to analyze climate change and social unrest. • Students develop their own research question and answer this question in their empirical research design paper according to scientific standards. |
| Language | English |
| Registration | Research-Masterseminar; Open for advanced BA-students |
| Exam | Active participation, Presentation (20%), Research proposal, Peer review (20%), Research design paper (60%) |
| Type of exam | aktive Teilnahme/Referat/Essay (benotet) / 4 Credits |
| Auditors | According to agreement |
| Contact | annalena.hoenig@doz.unilu.ch viktorija.jansensberger@uni-konstanz.de; anna-lena.hoenig@uni-konstanz.de |
| Material | Available on OLAT |
| Literature | <ul style="list-style-type: none"> - Collier, P., & Hoeffler, A. (2004). Greed and grievance in civil war. <i>Oxford Economic Papers</i>, 56(4), 563–595. - Petrova, K. (2021). Natural hazards, internal migration and protests in Bangladesh. <i>Journal of Peace Research</i>, 58(1), 33–49. - Tilly, C. (2003). <i>The politics of collective violence</i>. Cambridge: Cambridge University Press. <p>Von Uexkull, N., & Buhaug, H. (2021). Security implications of climate change: A decade of scientific progress. <i>Journal of Peace Research</i>, 58(1), 3–17.</p> |

Genealogies of Global Governance

| | |
|-----------------------|---|
| Lecturer | Prof. Dr. Hans-Martin Jaeger |
| Type of course | Master seminar |
| Code | FS241558 |
| Semester | Spring semester 2024 |
| Department | Political Science |
| Study level | Bachelor Master |
| Date | We, 28.02.2024, 12:15 - 14:00, 4.B55 Fr, 26.04.2024, 09:15 - 17:00, 4.B02 (Dates) Sa, 27.04.2024, 09:15 - 17:00, 4.B02 (Dates) Fr, 03.05.2024, 09:15 - 17:00, 4.B02 (Dates) Sa, 04.05.2024, 09:15 - 17:00, 4.B02 (Dates) |
| Duration | 2 hours per week per semester |
| Frequency | Blockveranstaltung |
| Course content | «Humanity does not progress from combat to combat until it arrives at universal reciprocity, where the rule of law finally replaces warfare; humanity installs each of its violences in a system of rules and thus proceeds from domination to domination.» (Foucault 1977) Global governance emerged as an academic and policy discourse in the 1990s to apprehend and advance what appeared to be new mechanisms of collective rule-making and regulation in security, economic, ecological, development, human rights and other issues transcending the authority of sovereign states in an era of globalization. More recently, both the possibility and the desirability of global governance have come into question due to the ostensible return of geopolitics and backlash against globalization. While both advocates and critics of global governance have looked to the history of international relations in support of their positions, the premise of this course is that both endorsements and critiques of global governance can benefit from critical historical investigations going beyond assumptions of the teleological fulfillment of hopes for peaceful international cooperation, or of structural determination by the putatively perpetual verities of power politics or capital accumulation. To this end, the course will engage with critical histories («genealogies») of global governance centered on questions of Eurocentric world order and civilizational difference, implications of liberalism (and neoliberalism) with colonialism and empire, academic knowledge and racial imaginaries, and anti-colonialism and/as postcolonial cosmopolitanism among others. Based on an initial clarification of the critical orientation of a genealogical approach as well as a consideration of standard historical accounts of global governance, we will discuss selected examples of genealogical scholarship on global governance (broadly understood in terms of analytical intent and thematic scope, rather than necessarily phrased in these terms) at the intersection of intellectual history, international relations, and political theory. |
| Prerequisites | Seminar ist für fortgeschrittene BA-Studierende offen und kann als Hauptseminar angerechnet werden. |
| Language | English |
| Registration | Seminar ist für fortgeschrittene BA-Studierende offen und kann als Hauptseminar gerechnet werden. |
| Exam | Class participation, class presentation, short review essay |
| Type of exam | Active participation (essay) / 4 Credits |
| Note | Keywords: Global governance, historical international relations, genealogy |
| Auditors | According to agreement |
| Contact | hans-martin_jaeger@carleton.ca |
| Material | Pflichtlektüre und Seminarmaterialien zugänglich auf Online-Plattform OLAT |
| Literature | See course syllabus (OLAT) |

The Politics of Technological Change

| | |
|-----------------------|---|
| Lecturer | Leon David Küstermann |
| Type of course | Master seminar |
| Code | FS241632 |
| Semester | Spring semester 2024 |
| Department | Political Science |
| Study level | Bachelor Master |
| Date | We, 28.02.2024, 12:15 - 14:00, 4.B55 (Introductory lecture) Fr, 17.05.2024, 09:15 - 17:00, Inseliquai 10 220 (Scheduling 1) Sa, 18.05.2024, 09:15 - 15:30, 3.B47 Fr, 24.05.2024, 09:15 - 17:00, HS 2 Sa, 25.05.2024, 09:15 - 15:30, 3.B57 |
| Duration | 2 hours per week per semester |
| Frequency | Blockseminar |

Course content

Technological change, including rapid advances in artificial intelligence, is one of the major societal challenges of the 21st century as it affects jobs, inequalities, and the stability of democracies. Luckily, technological change and its consequences are no deterministic force we can only observe but they depend on institutions, political decisions, and (international) cooperation. Therefore, the course aims to provide an overview of how political science can contribute to managing this societal challenge in an inclusive and just manner.

The first half of the course is dedicated to understanding the nature of technological change and its consequences. It will provide an overview of key theories about who benefits from and who is threatened by technological change. An important focus will be discussing how the advancement of technologies has been central to the development of gender inequalities and family relations over the last decades. Furthermore, it will cover how technological change shapes the political behavior of voters and can undermine the stability of democracies.

The second half of the course will be devoted to discussing how the direction and distributional consequences of technological change are shaped by institutions and policies. Here, the course is designed to highlight how topical policy debates about technological change can be informed by classical themes in political science, such as the power struggles between capital and labor and collective action problems.

Tags Gender/diversity

Learning objectives - Developing an understanding of technological change and its consequences from a multi-disciplinary perspective - Linking policy debates

about technological change to classical themes in political science (e.g., collective action problems) - Understanding the gender dimension in an academic debate with a historical bias towards a "male-breadwinner" model of the political economy - Understanding the relative strengths of quantitative behavioral and qualitative institutional research

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| Language | English |
| Exam | Student presentation + Essay |
| Type of exam | Active participation (essay) / 4 Credits |
| Auditors | No |
| Contact | leondavid.kuestermann@eui.eu |
| Literature | Key readings (selection): |

- Acemoglu, D., & Johnson, S. (2023). Power and progress: Our thousand-year struggle over technology and prosperity. Public Affairs.
- Alesina, A., Giuliano, P., & Nunn, N. (2013). On the Origins of Gender Roles: Women and the Plough. The Quarterly Journal of Economics, 128(2), 469–530.
- Gallego, A., & Kurer, T. (2022). Automation, Digitalization, and Artificial Intelligence in the Workplace: Implications for Political Behavior. Annual Review of Political Science, pp 463-484
- Gingrich, J. (2019). Did State Responses to Automation Matter for Voters? Research & Politics, 6(1).
- Ibsen, C. L., & Thelen, K. (2017). Diverging Solidarity: Labor Strategies in the New Knowledge Economy. World Politics, 69(3), 409–447.

Switzerland and Apartheid South Africa

| | |
|---------------------|---|
| Lecturer | Ndjaka Lucy Mtsetwene, MA |
| Type of course | Main seminar |
| Code | FS241555 |
| Semester | Spring semester 2024 |
| Department | Cultural Studies |
| Study level | Bachelor Master |
| Date | Th, 22.02.2024, 14:15 - 16:00, 4.A05 (Scheduling 1) Th, 29.02.2024, 14:15 - 16:00, 4.A05 (Scheduling 1) Th, 07.03.2024, 14:15 - 16:00, 4.A05 (Scheduling 1) Th, 14.03.2024, 14:15 - 16:00, 4.A05 (Scheduling 1) Th, 21.03.2024, 14:15 - 16:00, 4.A05 (Scheduling 1) Th, 28.03.2024, 14:15 - 16:00, 4.A05 (Scheduling 1) Th, 11.04.2024, 14:15 - 16:00, 4.A05 (Scheduling 1) Th, 18.04.2024, 14:15 - 16:00, 4.A05 (Scheduling 1) Th, 25.04.2024, 14:15 - 16:00, 4.A05 (Scheduling 1) Th, 02.05.2024, 14:15 - 16:00, 4.A05 (Scheduling 1) Th, 16.05.2024, 14:15 - 16:00, 4.A05 (Scheduling 1) Th, 23.05.2024, 14:15 - 16:00, 4.A05 (Scheduling 1) |
| Duration | 2 hours per week per semester |
| Frequency | wöchentlich |
| Course content | This Module will consider Switzerland through the lens of apartheid South Africa in five sections: <ol style="list-style-type: none"> 1. Apartheid South Africa (1948 to 1994) occurred during the decolonising cold war period just as the cultural landscape of Switzerland was changing because of migration. This section covers the intersection between the politics of the African diaspora and the emergence of New Swiss Cinema with reference to James Baldwin's essay <i>A Stranger in the Village</i>. 2. The political and historical encounters between Swiss and American filmmakers and South African artists and intellectuals in 1950s Johannesburg in the film <i>Come Back, Africa</i>. 3. The intersection between the Suisse Romande Mission amongst the Tsonga in Southeast Africa (1875 to 1970) and apartheid ethnolinguistic nationalist ideology. We will work with Black South African testimonies and indigenous histories in the Oral archive located at the Basler Afrika Bibliographien. 4. The role of an Alpine imagination in a eurocentric mental map and colonial explorations and cartographies of Africa as expressed, and challenged, in the South African literary imagination. We will reference the works of writers Lewis Nkosi and JM Coetzee. 5. The aim of music recorded by Miriam Makeba and Abdullah Ibrahim in political exile in Switzerland to create new perceptions of history and geography. |
| Tags | Gender/diversity |
| E-learning | https://lms.uzh.ch/url/RepositoryEntry/17509057583 |
| Learning objectives | Introduction to black studies and blackness as a philosophical context Transnational Media Histories and Introduction to Media Aesthetics and colonial histories of Media Comparative understanding of Swiss nationalist and colonial histories and South African History The politics of archive and Oral recording in Africanist Historiography Introduction to African Literary and Cultural Studies |
| Language | English |
| Type of exam | Active participation / 4 Credits |
| Contact | ndjaka.mtsetwene@unilu.ch |

Parenting over the life course

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| Lecturer | Dr. des. Laura Katharina Preissler |
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| Type of course | Main seminar |
| Code | FS241449 |
| Semester | Spring semester 2024 |
| Department | Cultural and Social Anthropology |
| Study level | Bachelor Master |
| Date | weekly (Mo), from 19.02.2024, 10:15 - 12:00, 4.B01 |
| Duration | 2 hours per week per semester |
| Frequency | wöchentlich |
| Course content | The relations between parents and their children are regarded as special among social relations. Characterised by notions of unconditional love and care, they provide an example of emotional depth and moral significance in interpersonal connections. Parent-child relationships are, however, often marked by complex ambivalences, expectations as well as power differentials and emotions that must be negotiated over their course. This seminar explores parenthood at different stages of life - from conception and pregnancy to caring for babies and children, from parenting teenagers and adults to becoming an elderly (grand)parent. Drawing from various disciplines, writing genres and case studies in the fields of, for example, the anthropology of childhood, kinship studies, or evolutionary anthropology, we will take a closer look at parent-child relationships, and how they transform over the lifespan. 'Parenting culture studies' have highlighted the ways childrearing practices have 'intensified' in the last decades. Modern modes of childrearing are often expert-led and child-centered. Parental responsibilities have significantly widened in the late 20th century and go beyond simply caring for and nurturing children. While numerous studies focus on parenthood in (early) childhood, the way parenting practices, conceptions of and relationships between parents and children transform when parents and children grow older, and children have children themselves, has been addressed less by research. Has grandmothering also been intensified? How do older parents experience and cope with the so-called 'empty nest'? Does parenting ever stop? And what happens when parents and (adult) children experience separation, conflict or estrangement? These and other questions will be addressed in the seminar through discussion groups and student presentations. |
| Tags | Gender/diversity |
| Language | Bilingue - German / English |
| Type of exam | Active participation / 4 Credits |
| Contact | laura.preissler@unilu.ch |
| Literature | <p>Fitness, Julie. (2005): Bye Bye, Black Sheep: The Causes and Consequences of Rejection in Family Relationships, in K. D. Williams, J. P. Forgas, & W. Von Hippel (Eds.), <i>The Social Outcast: Ostracism, Social Exclusion, Rejection, and Bullying</i>, pp. 263–276. New York: CRC Press.</p> <p>Högbacka, Riitta. (2016). <i>Global Families, Inequality and Transnational Adoption: The De-Kinning of Birth Mothers</i>. London: Palgrave Macmillan.</p> <p>Agllias, Kylie. (2011). No Longer on Speaking Terms: The Losses Associated with Family Estrangement at the End of Life. <i>Families in Society: The Journal of Contemporary Social Services</i>, 92, pp.107-113.</p> <p>Cohen Y, Spector-Mersel G, Shiovitz-Ezra S. (2023): The second empty nest: The lived experience of older women whose intensive 'grandmotherhood' has ended. <i>Journal of Aging Studies</i>, 66, pp. 101163.</p> <p>Faircloth, Charlotte, Hoffman, Diane M., & Layne, Linda L. (2013). <i>Parenting in Gobar Perspective. Negotiating Ideologies of Kinship, Self and Politics</i>. London: Routledge.</p> <p>Jerrone, Dorothy (1994). Family Estrangement: Parents and Children Who 'Lose Touch'. <i>Journal of Family Therapy</i>, 16, pp. 241-258.</p> <p>Gottlieb, Alma. (2004). <i>The Afterlife Is Where We Come From. The Culture of Infancy in West Africa</i>. Chicago: The University of Chicago Press.</p> <p>Harman, V., Cappellini, B., & Webster, M. (2022). Intensive Grandmothering? Exploring the Changing Nature of Grandmothering in the Context of Changes to Parenting Culture. <i>Sociology</i>, 56(1), pp. 38-54.</p> <p>Hays, Sharon. (1996). <i>The Cultural Contradictions of Motherhood</i>. New Haven/London: Yale University Press.</p> <p>Heywood, Colin. (2001). <i>A History of Childhood: Children and Childhood in the West from Medieval to Modern Times</i>. Cambridge: Polity.</p> <p>Hrdy, Sarah Blaffer. (1999). <i>Mother Nature: Maternal Instincts and How They Shape the Human Species</i>. New York: Ballantine Books.</p> <p>Hrdy, Sarah Blaffer. (2009). <i>Mothers and Others. The Evolutionary Origins of Mutual Understanding</i>. Cambridge: The Belknap Press of Harvard University Press.</p> <p>Pedersen, Anne Bettina. (2019). Mourning My Mother: An Exploration of the Complex Emotions Elicited by the Terminal Illness of an Estranged Parent. <i>Women, Gender & Research</i>, 3-4, pp. 107-119</p> <p>Peletz, Michael G. (2001). Ambivalence in Kinship since the 1940's, in S. Franklin & S. McKinnon (Eds.), <i>Relative Value</i>. Durham: Duke University Press, pp. 413-442.</p> <p>Trommsdorf, Gisela (2006): Parent-Child Relations Over the Lifespan: A Cross-Cultural Perspective, in <i>Parenting beliefs, behaviors, and parent-child relations</i>. A cross-cultural perspective, Kenneth H. Rubin & Ock Boon Chung (Eds.). New York: Psychology Press, 2006, pp. 143-183.</p> |

Fear and loathing across party lines: Affective polarization in the democratic world

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| Lecturer | Andres Reiljan, M.A. |
| Type of course | Master seminar |
| Code | FS241634 |
| Semester | Spring semester 2024 |
| Department | Political Science |
| Study level | Bachelor Master |
| Date | We, 28.02.2024, 12:15 - 14:00, 4.B55 (Introductory lecture) Fr, 15.03.2024, 09:15 - 17:00, HS 14 (Scheduling 1) Sa, 16.03.2024, 09:15 - 15:30, 3.B57 Fr, 19.04.2024, 09:15 - 17:00, Inseliquai 10 220 Sa, 20.04.2024, 09:15 - 15:30, 3.B57 |
| Duration | 2 hours per week per semester |
| Frequency | Blockseminar |
| Course content | <p>«Polarization» is a buzzword that we can often hear when following news about politics. There appears to be a general feeling that politics is becoming more polarized and this is usually perceived as a problematic tendency. This course will dive deep into the world of polarization and it does so from a novel perspective: instead of the classic approach that focuses on divergence in ideological (e.g. left-right) positions, we will be looking at polarization in people's feelings towards political parties and fellow citizens who hold different views. This refers to a phenomenon called affective polarization - broadly defined as mutual antipathy between different political camps in society - which has been gaining increasing attention over the last decade.</p> <p>The course will predominantly consist of interactive seminars, where we will discuss state-of-the-art academic literature, news media stories, latest data and students' own observations that concern affective polarization. The</p> |

emphasis is on applying scientific approaches to understand the developments in the actual world. Thus, in every seminar, real world examples from contemporary politics are discussed. Together, we will try to answer questions such as: What is affective polarization and why does it matter? How to measure and compare it across countries? Which countries are the most and the least affectively polarized? What causes polarization in people's feelings towards parties and fellow citizens? Is polarization necessarily a bad thing? What are the potential consequences of affective polarization and is it a threat to democracy? How can we reduce affective polarization and do we even want to do it?

By the end of the course, the students will have gained a much deeper understanding of the elusive and often vaguely used concept of polarization.

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| Learning objectives | Upon successful completion of the course, a student can: - Distinguish between different types of political polarization and comprehend the main theories regarding the origins and consequences of affective polarization - Critically assess and analyze empirical studies on affective polarization, demonstrating an understanding of various theoretical frameworks, research designs and methods, used in political science research. - Apply the insights from academic sources to better understand the events unfolding in the contemporary world. - Engage in informed and constructive classroom discussions on topics related to affective polarization. - Design an independent empirical research project related to affective polarization, including outlining a research puzzle, formulating a research question, raising hypotheses based on relevant literature and selecting appropriate methods to empirically test the hypotheses. |
| Language | English |
| Type of exam | Active participation (essay) / 4 Credits Active participation (essay) / 4 Credits |
| Auditors | According to agreement |
| Contact | andres.reiljan@gmail.com |
| Literature | To be communicated prior to the seminar |

Media & Politics

| | |
|----------------------------|---|
| Lecturer | Dr. Samuel David Schmid |
| Type of course | Main seminar |
| Code | FS241483 |
| Semester | Spring semester 2024 |
| Department | Political Science |
| Study level | Bachelor Master |
| Date | weekly (Mo), from 19.02.2024, 16:15 - 18:00, 4.B02 |
| Duration | 2 hours per week per semester |
| Frequency | wöchentlich |
| Course content | <p>The purpose of this seminar is to understand the evolution of media systems in the Western world and how it relates to core aspects of democratic politics. We will trace the evolution of the media environment from the appearance of the radio to broadcast TV, to cable and satellite TV, to the internet and the spreading of new media. Against this background, we study how these developments impact voters, public opinion, political parties, and elections. Hence, the first block of the seminar discusses the historical evolution using classical texts.</p> <p>The second block then turns to several more specific topics regarding the relationship of media and politics, including the categorization of different media systems, media and turnout, media and political polarization, the political effects of social media platforms, mainstream media versus alternative media, fake news and misinformation, as well as the mediatization of politics more broadly. We conclude by reflecting on the future of democracy should the role of new technologies and the media continue to increase.</p> |
| Learning objectives | At the end of this seminar, students who have taken the course and have fulfilled all requirements 1. will have familiarized themselves with the main themes, concepts, theoretical approaches, and empirical studies in media and political communication studies. 2. will be able to critically reflect these themes, concepts, theoretical approaches, and empirical studies. 3. will have improved their ability to communicate their ideas and participate in class debates. 4. will have improved their ability to read academic texts and understand research methods and empirical results. 5. will have improved their ability to write critical responses to academic texts. 6. will have improved their ability to formulate research questions and develop as well as systematically test hypotheses or evaluate arguments that provide potential answers to these questions. |
| Prerequisites | This seminar is for advanced BA students (2nd semester onwards) as well as MA students (any semester). |
| Language | English |
| Limitation | Max. 25 students |
| Exam | Active participation, three sentences on each mandatory reading; presentation; one or two response papers. |
| Type of exam | Active participation, 2 response papers, presentation (graded) / 4 Credits |
| Note | Studienschwerpunkt: Vergleichende Politikwissenschaft/Politische Kommunikation |
| Auditors | According to agreement |
| Contact | samuel.schmid@unilu.ch |
| Material | Reading materials available on OLAT |
| Literature | <ul style="list-style-type: none"> - Hallin, D. C. and P. Mancini (2004). Comparing media systems: Three models of media and politics. Cambridge: Cambridge University Press. - Iyengar, S. and D. R. Kinder (1987). News That Matters: Television and American Opinion. Chicago: University of Chicago Press. - Lazarsfeld, P. F., B. Berelson and H. Gaudet (1944). The People's Choice: How the Voter Makes Up His Mind in a Presidential Campaign. New York: Columbia University Press. - Prior, M. (2007). Post-broadcast democracy: How media choice increases inequality in political involvement and polarizes elections. Cambridge: Cambridge University Press. |

Irregular Migration in Europe

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|-----------------------|--|
| Lecturer | Michelle von Dach |
| Type of course | Proseminar |
| Code | FS241460 |
| Semester | Spring semester 2024 |
| Department | Cultural and Social Anthropology |
| Study level | Bachelor |
| Date | weekly (Th), from 22.02.2024, 10:15 - 12:00, 3.B48 |
| Duration | 2 hours per week per semester |
| Frequency | wöchentlich |
| Course content | This module investigates migration as a complex phenomenon with a specific focus on irregular migration. Human mobility is closely linked to European policy, bordering practices, (violation of) human rights, dynamics of the informal economy, smuggling networks and humanitarian discourses. This course will discuss anthropological texts and case studies to gain an understanding of the complexities of migration and human movement privileging the point of view of migrants. Ethical challenges and dilemmas are discussed, and tools are provided in order to address them. Further aspects related to migration research such as methodological questions, gender, agency, social networks and migration journeys will also be covered. |
| Tags | Gender/diversity |
| Language | English |
| Type of exam | Active participation / 4 Credits |
| Auditors | No |
| Contact | michelle.vondach@uzh.ch |
| Literature | Required reading consists of scientific articles, papers or book chapters that will be available on the OLAT platform. |

Globalization and Social Sustainability

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|-----------------------|----------------------|
| Lecturer | Dr. Patrick Wagner |
| Type of course | Main seminar |
| Code | FS241595 |
| Semester | Spring semester 2024 |

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|-----------------------|--|
| <i>Department</i> | Political Science |
| <i>Study level</i> | Bachelor Master |
| <i>Date</i> | Th, 22.02.2024, 14:15 - 16:00, HS 2 (Scheduling 1) Th, 29.02.2024, 14:15 - 16:00, HS 2 (Scheduling 1) Th, 07.03.2024, 14:15 - 16:00, HS 2 (Scheduling 1) Th, 14.03.2024, 14:15 - 16:00, HS 2 (Scheduling 1) Th, 21.03.2024, 14:15 - 16:00, HS 2 (Scheduling 1) Th, 28.03.2024, 14:15 - 16:00, HS 2 (Scheduling 1) Th, 11.04.2024, 14:15 - 16:00, HS 2 (Scheduling 1) Th, 18.04.2024, 14:15 - 16:00, 3.B58 Th, 25.04.2024, 14:15 - 16:00, HS 2 (Scheduling 1) Th, 02.05.2024, 14:15 - 16:00, HS 2 (Scheduling 1) Th, 16.05.2024, 14:15 - 16:00, HS 2 (Scheduling 1) Th, 23.05.2024, 14:15 - 16:00, HS 2 (Scheduling 1) |
| <i>Duration</i> | 2 hours per week per semester |
| <i>Frequency</i> | wöchentlich |
| <i>Course content</i> | <p><i>Among proponents, globalization is perceived to be a powerful engine with the potential to promote growth and development. However, globalization pessimists argue that the consequences of decades of increased trade and investment flows have led to degrade socio-economic outcomes. These seminars will introduce students to the theoretical and empirical literature studying the effects of trade and foreign investment on labor and human rights (i.e., globalization optimism vs. pessimism, race to the bottom and footloose capital vs. invigorating development and positive spillovers). After the introduction to the foundational literature, we will focus on more nuanced accounts, spending time</i></p> |

reviewing the California and Shanghai Effects, the efficacy of CSR programs, the rise of China and emerging economies in the global economy and what that means for inequality and labor and human rights both in developing and developed countries. If there is time, we will also cover trade agreements and labor (or human rights) provisions, whether they are effective, what are the determinants of their inclusion, and whether or not social provisions are simply disguised protectionism on the part of higher standard negotiating parties.

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| Tags | Sustainability |
| Learning objectives | Introduce students to the main theoretical and empirical contributions in research on the intersection between globalization (e.g., trade and foreign investment) and social sustainability outcomes (e.g., labour rights, human rights, inequality) |
| Language | English |
| Exam | Active participation, short presentation, review paper |
| Type of exam | Active participation, short presentation / 4 Credits |
| Auditors | According to agreement |
| Contact | patrick.wagner@uni-konstanz.de |
| Material | Research articles, will be listed on syllabus / OLAT |
| Literature | Research articles, will be listed on syllabus / OLAT |