Emnerapport- fylles ut etter endt evaluering #162

Emnekode	Gov355
Emnetittel	Conceptualizing Global Challenges: Theoretical Advances
Semester	vår 2023
Institutt	Institutt for administrasjon og organisasjonsvitenskap
Emneansvarlig	Carlo Koos
Sist evaluert (semester/år)	første gang

Emnets undervisnings- og vurderingsform
Teaching method
============
This course built on skills, knowledge, and competencies gained in courses GOV351 "Understanding Global Challenges," GOV352 "Researching Global Challenges," GOV353 "Qualitative Methods," and GOV321 "Quantitative Methods" and introduced students to advanced research on the politics and governance of global challenges—broadly defined—from a social science perspective. The course aimed to give students both (i) an overview of emerging and established research topics related to the politics of global challenges and (ii) a good understanding of how rigorous social science research—both qualitative and quantitative—was conceptualized, designed, and implemented. To that end, the course focused on research published in the leading journals of political science and economics as well as seminal books. The course was structured into two parts. Part 1 focused on major contemporary global challenges including climate change, war and conflict, migration, gender inequality, corruption and accountability, pandemics, and foreign aid. In part 2, the course took a closer look at the underlying principal problems that could explain why these global challenges emerged and persisted, namely the theories about the make-up of the international system, domestic political and societal cleavages, and historical legacies of exploitation. For students of the master's program "Politics and Governance of Global Challenges," this final mandatory course also aimed to expose them to potential topics and methodological approaches for their master's thesis.

The course consistent of 10 lectures and 2 research design seminars at the end. Each individual session (1-10) consisted of a traditional lecture part (ca. 30 minutes) in which the subject area, the historical debates on that subject, and important scholars were introduced. This traditional lecture also included interactive elements such as student services (mentimeter) and Q&As. The larger part of each session included an interactive learning method. These included Socratic circles in which one of the required texts was discussed and group exercises which included practices such as drafting an abstract, conducting systematic literature reviews on the session's subject comparing different tools such as google scholars, Web of Science and AI-powered engines (e.g., Elicit).

Assessment method
===============
The final assessment is a written essay (ca. 6,000 words excl. title page, table of contents, and references) on a topic related to global challenges. Thematically, I encourage you to think about global challenges from a social science perspective, i.e., how do states, institutions, groups and individuals shape specific global challenges or policies related to them? Or vice-versa, how do experiences and exposure to specific global challenges or related policies influence responses by states and institutions, or people's attitudes, preferences, and values? While it is encouraged to build on the literature we discussed in the course, there is no requirement to do so or to cite any of it.
The essay shall be structured in a systematic way. One suggestion for a structure is the following, but you can deviate from that if you think it works better for your purpose. Each section has a different weight for the final grade, depending on the required effort and length of the section which is indicated by a suggested word count (±30%).
(i) Introduction (10%, ca. 500 words)

This section sets the stage for the entire paper. Although it is shorter than some other sections, its quality is critical as it must effectively introduce and motivate the research question.

(ii) Literature review (20%, ca. 1,000 words)

Given the emphasis on understanding and integrating key concepts from a broad range of topics covered in the course, the literature review is crucial. It demonstrates the student's ability to identify, understand, and synthesize relevant scholarly work.

(iii) Theoretical argument and hypotheses (30%, ca. 1,500-2,500 words)

This section is central to the paper's academic rigor. It requires students to link theory with their research question and to formulate hypotheses that guide the empirical investigation. This section tests the student's ability to think critically and theoretically.

(iv) Empirical section (30%, ca. 1,500-2,500 words)

- Research design: This section is fundamental for setting up the methodology for addressing the research question. Whether qualitative, quantitative, or mixed methods, the design must be robust and appropriate for the hypotheses and theoretical framework established (if a student chooses to pursue a research design paper, this section becomes more important as you will not have an analysis section).

- Analysis: This section is where the student interprets data or examines the evidence in relation to their hypotheses and theoretical framework. It's a critical part of the paper where analytical skills are applied to real data (if a student prefers to do a research design paper, then this section becomes obsolete).

(v) Conclusion (10%, ca. 500 words)

The conclusion wraps up the paper by summarizing the findings or – in case of a research design paper – the hypothesized findings, discussing the implications of the research, and suggesting areas for further study. It is essential for rounding off the paper cohesively and reflecting on the research's broader significance.

We will engage in several exercises within and out of class to practice these elemental components of a research paper, but you can heavily draw on your prior theoretical and methods courses. Despite all the courses who have taken previously, coming up with a relevant and feasible research topic and question is more challenging as it may appear. For a course essay paper, the research question should be sufficiently specific to handle it. For instance, a question such as "How can countries be incentivized to adhere to more advanced climate change policies" is overly ambitious and broad to be addressed well in a course essay. However, "Why do some countries support more restrictive CO_2 emission goals than others?" may be much more manageable, in particular if you limit it, for instance to Europe.

Here are some research questions that students can choose and work on directly or adapt:

• Could veil-of-ignorance thinking (or perspective taking) reduce prejudices between Israeli and Palestinian civilians? (Reading from session 1)

• Are gender unequal countries more authoritarian? If so, why? (Readings from session 5, in particular Hudson et al.)

• Under which conditions are valuable natural resources (e.g., oil, gas, gold) a blessing or a curse? (Compare countries such as Nigeria, Sudan with countries like Norway and the UK)

• When does development aid contribute to good or bad governance? (Readings from session 7)

• Can IR theories (e.g., realism, liberal institutionalism) help explain* Israel's attacks in Gaza? (Readings from session 9)

Evalueringsmetode(er)	Survey

Sammendrag av studentene sin evaluering

Based on the student survey in which most students participated (n=20), the majority of students evaluated the lectures and the seminars positively. Surprisingly, a big majority (83%) chose 3/5 in the question on how much the reading contributed to their learning. This is an aspect that requires follow-up (see below).

The large majority was very satisfied or satisfied with the learning environement in the course, sufficient room for discussion with peers, room for discussions with peers, the usefulness of prior courses, and in particular with the first part of the lectures (the introduction). Only 40 percent were vs or s with the group and individual exercises.

80% were vs or s with the topical expertise of the instructor, 85% were vs or s with the responsiveness of the instructor with regards to questions or requests.

65% would recommend the course, 24% maybe, and 12% would not recommend the course.

Emneansvarlig sin evaluering

This was the first time this course was taught. The students were generally motivated and had an interest in the topic. It is important to say that the course pursued a wide topical breadth, which is something I would consider to sharpen more in the future by focusing on one overarching topic that provides a better frame, e.g., inequality, and then branch out into different types of inequality (economic, political, gender, social, disability, etc.), look at their determinants and consequences.

My impression was and students also mentioned that they were exhausted, already in the beginning of the course. Students mentioned that the elective courses required more work than they anticipated and that requirements in the electives were somewhat unclear and different among these. I experienced some of this exhaustion in mediocre preparation. Few students were prepared well and read the required literature. In the sessions there were 4-6 students who were well prepared, and this therefore affected the depth of discussions. What I did was to do think-pair-share exercises to give students time to prepare a response. In particular for shy students this lowers the barrier to participate.

Apart from low preparation rates among the students, I always had the feeling that there is genuine interest in the topics and when I provided the introduction lectures.

Student weren't that happy with the Activ 2 room as other students worked in it. In the beginning I accepted other students in the room if they were fully quiet, but Gov355 students told me they preferred other students to leave. It might them more comfortable to share their inputs.

Mål for neste evalueringsperiode- Forbedringstiltak

I am planning, should I be again emnesansvarlig, to tighten the topical focus and make the exercises even more directly applicable in the leadup to the term paper.

The topical focus, as explained, may focus more on inequality.

I have been thinking about having the students work on a complete project cycle in which they can practice qualitative research and quantitative research and then use the data for their final paper.

FS754.001: Gjennomføringsfakta - emne

Emne: GOV355 0   Undervisningstermin: 2024-VÅR

GOV355 0   Conceptualizing Global Challenges: Theoretical Advances   10 SP

184.15.12.00 Institutt for politikk og forvaltning

Studenter - studieprogram

Studieprogram	1	2	3	4	5	6	Annen	Bekr.	Ikke Bekr.	Termin 1	2+	Termin 1	2+	Eks. meldt	Best.	Stryk		Ikke møtt	Snitt kar.
MASV-GLGOV Master's programme in Politi	0	23	0	0	0	0	0	22	1	22	0	22	0	22	22	0	0%	0	C
- Andre und./eks.meldt MED studierett	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	
- Studenter totalt MED studierett	0	23	0	0	0	0	0	22	1	22	0	22	0	22	22	0	0%	0	C
- Und./Eks.meldt UTEN studierett	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	
- Studenter Totalt	0	23	0	0	0	0	0	22	1	22	0	22	0	22	22	0	0%	0	C

Ansvarlig fagperson: Førsteamanuensis Carlo Koos E-post: cko044@uib.no
Lærerressurser: Carlo Koos, Vilde Dybwik, Thea Tufte

Undervisningsaktiviteter

Termin	Disiplin	Undervisningsform	Antall studenter
1	Teori	Forelesning	

Vurderingsordninger m / karakterfordeling

Vurd.enhet	Ordning	Antall studenter	A	B	C	D	E	F	Andre	Bestått	Stryk	Avbrutt	Ikke møtt	Mangl. oblig	Lege-attest	Trekk før eks	Annen
2024 VÅR ORD	O Oppgave	22	3	4	14	1	0	0	0	22	0	0	0	0	0	0	0
		%	14	18	64	5	0										
		%	14	18	64	5	0	0	0								

Karakterfordeling
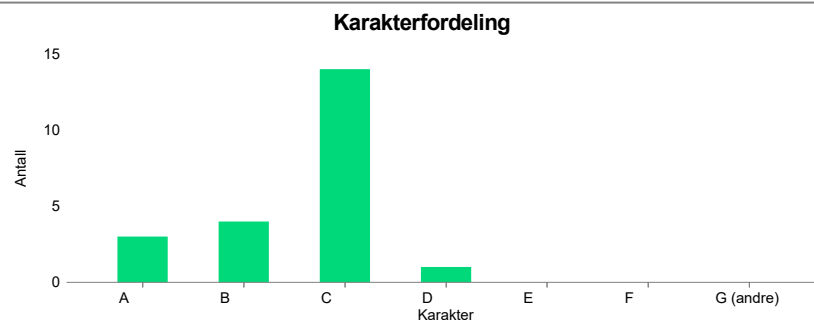
Kommisjoner

Vurd.enhet	Kommisjon		Antall oppgaver
O 2024 VÅR	1		
	Carlo Koos	Intern sensor	0
	Lovise Aalen	Ekstern sensor	0
O 2024 VÅR	2		
	Lise Rakner	Intern sensor	0
	Matthew Kiragu Gichohi	Ekstern sensor	0

How many lectures did you attend?

Respondenter

0-3	0% — 0
4-7	42% — 8
8-10 (all of the lectures)	58% — 11

0%   25%   50%   75%   100%
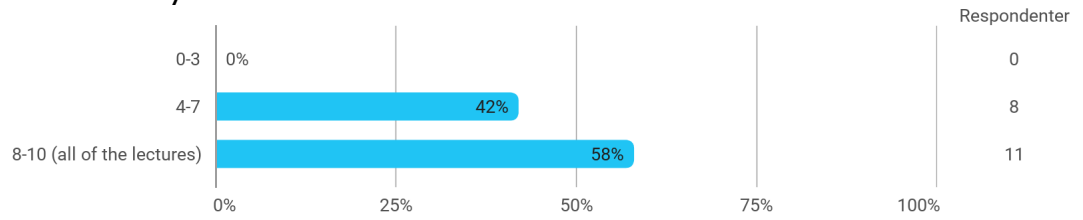
To what degree have the lectures contributed to your learning? (Where 1 is least and 5 is most)

Respondenter

1	5% — 1
2	5% — 1
3	37% — 7
4	26% — 5
5	26% — 5

0%   25%   50%   75%   100%
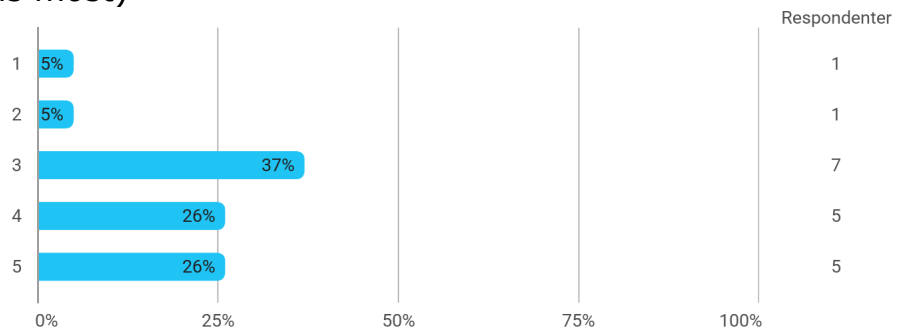
Did you attend the seminars?

Respondenter

Yes	100% — 18
No	0% — 0

0%   25%   50%   75%   100%
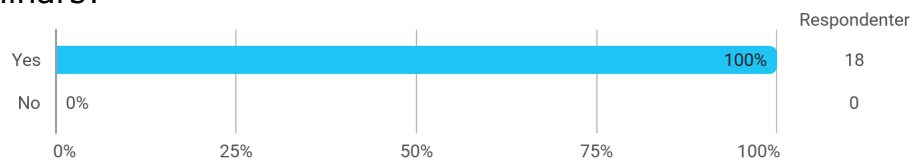
If you attended the seminars, to what degree have the seminars contributed to your learning? (Where 1 is least and 5 is most)

Respondenter

1	5% — 1
2	10% — 2
3	25% — 5
4	45% — 9
5	15% — 3

0%   25%   50%   75%   100%

Respondenter

How many hours per week did you spend on the readings?	3,6 — 19

1   2   3   4   5   6   7
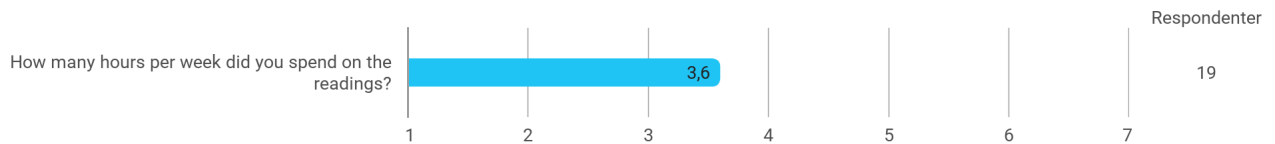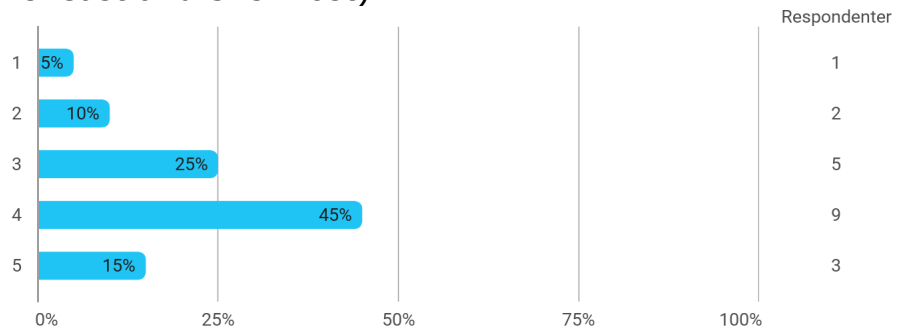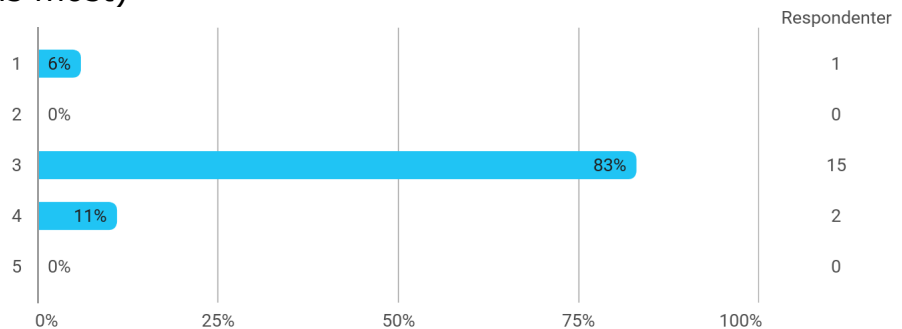
To what degree have the readings contributed to your learning? (Where 1 is least and 5 is most)

		Respondenter
1	6%	1
2	0%	0
3	83%	15
4	11%	2
5	0%	0

0%   25%   50%   75%   100%

Which topic of the course did you find to be the MOST interesting and relevant? Please explain why this section was most interesting to you.

- Zz
- g
- 4
- Migration, aid, corruption
- War, insecurity, and violence
  Corruption and democratic accountability
  Legitimacy

  Overall personal preference
- I most like the topics pertaining to democracy and development, so for instance I very much liked foreign aid.
- I mean some of the topics I would have found interesting if it were to preceed in the way it was meant to, but many were changed due to illness. Other than those I would the one about gender and the one about immigration the most interesting.
- I think foreign aid because it is probably the least familiar to me and it might also be relevant to the work we might end up doing.
- The perils of well-intentioned foreign aid
- The course on Migration and refugees topic. I liked group work connected to the politics regulation on the migration issues
- Causes and consequences of gender inequality since the topic is most closely related to my main interests.
- economics & democracy
- refugee policies
- War, insecurity and violence
- War and foreign aid.
- conflict and polygyny - i thought the link was really interesting and i hadn't considered it before; i liked the geographic, map-based approach too.
  corruption and democratic accountability - it feels kinda undervalued in many discussions (Like Bo Rothstein said) so i appreciate learning more about its functionings and effects.
  also the discussions of states as organised crime, aka Tilly's article, was very neat.
- Those on warfare, immigration, and aid, as I have missed these topics in other gov courses and it is what is most relevant for me.
- All of them! Really enjoyed all the lectures
- Session 03: War, insecurity, and violence, but also Session 02: Climate change governance, justice, and action.

Which topic of the course did you find to be the LEAST interesting and relevant? Please explain why this section was least interesting to you.

- Hh
- g
- 4
- Maybe pandemics. But everything was interesting to some degree, so i dont have specific feedback on this.

- Climate change
  Pandemics

  Once again, personal preference
- no comment
- All the topics were intersting, but some had way to much to read so I didnt get a proper overview of the subject.
- Probably "domestic politics and legitimacy" because it did not contain as much new stuff and we might not have dug into it deep enough (especially into the legitimacy of autocracies)
- migration
- Climate change
- Climate change, it's just a bit tiring (even though the focus and readings helped). I liked all the topics, so it's hard to choose.
- all are fine
- pandemics
- Pandemics
- Pandemics
- climate change and justice/fairness - interesting of course and probably my biggest concern in life, but after previous courses including gov109 it was mostly old news to me.
- I found everything relevant and interesting. Personally I feel like the topics of pandemic and domestic policies where the least interesting.
- Pandemics. Think it's just been a lot about it
- N/A

Which book or article on the curriculum did you gain the MOST from reading? Please explain why this reading was so useful.
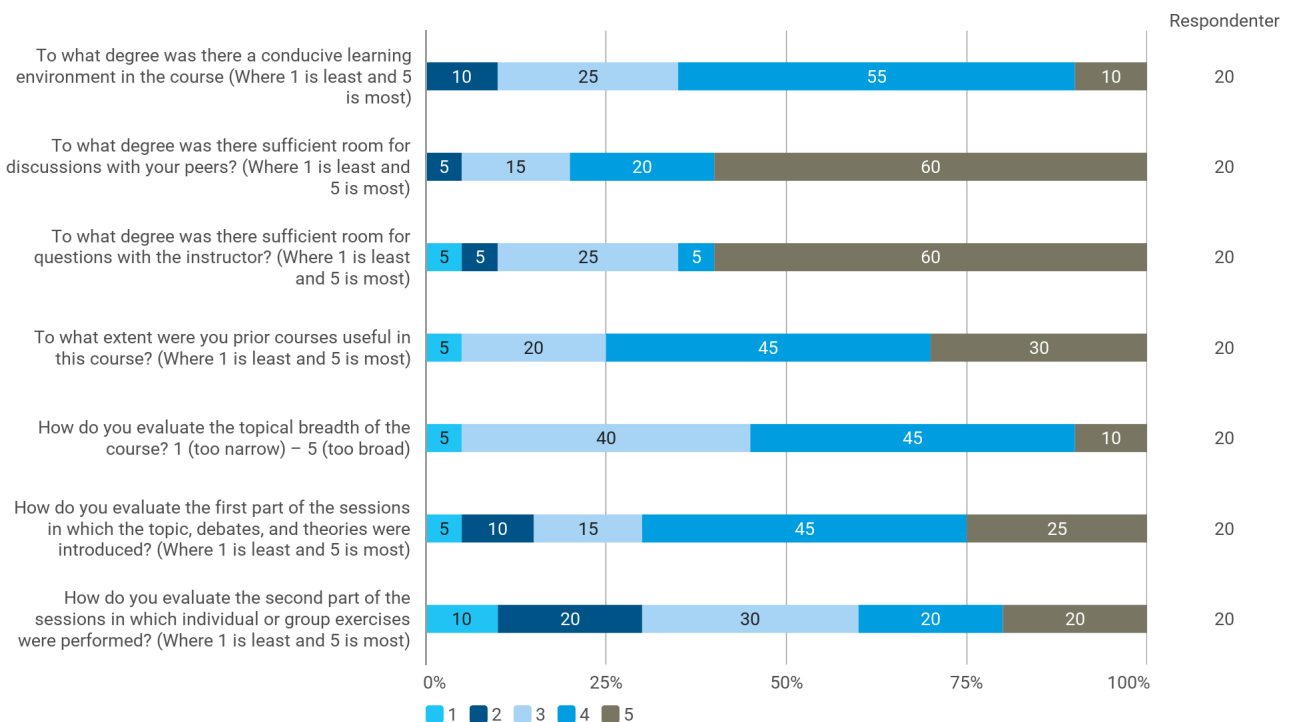- Hh
- g
- 4
- Political Legitimacy, Authoritarianism, and Climate Change, was very interesting
- -
- I really liked the article on climate change that explained authoritarian and democratic governance. It was nice to have climate change connected to governance.
- Pandemic had some interesting and fun articles with intersting topics.
- Maybe, Mearsheimer's book was actually beneficial in terms of getting acquainted with the arguments that have been widely discussed but which I have previously not researched
- Bou-Habib, provided new perspectives
- Hangartner et al. since it made me see the refugee crisis in a different light and more aware.
- Political Legitimacy, Authoritarianism, and Climate Change.
- "Does Exposure to the Refugee Crisis Make Natives More Hostile?"
- War and Nationalism: How WW1 Battle Deaths Fueled Civilians' Support for the Nazi Party
- Why nations fail : the origins of power, prosperity, and poverty
- Tilly (as said above) and the 'excess men' article.
- Why nations fail
- Why nations fail was fun
  But also, the chapters/articles about migration
- Tilly, Charles. 2017. "War Making and State Making as Organized Crime." In Collective Violence, Contentious Politics, and Social Change, eds. Ernesto Castañeda and Cathy Lisa Schneider.
  Routledge, pages 121–39

Which book or article on the curriculum did you gain the LEAST from reading? Please explain why this reading was least useful.
- Hh
- g
- 4
- .
- -
- I did not at all like chapter 11 from why nations fail.
- The more advanced articles were too hard to read

- It is difficult to give an answer but, maybe, Acemoglu and Robinson's book because their arguments are relatively well-known.
- Fearon article, hard to follow the argumentation
- Asdf
- all are fine
- no article comes to mind
- asdf
- Why we fight : the roots of war and the paths to peace
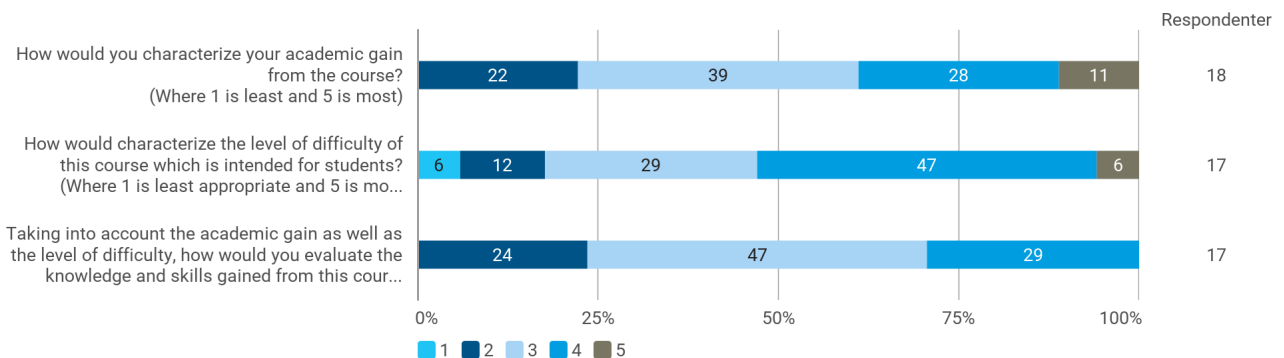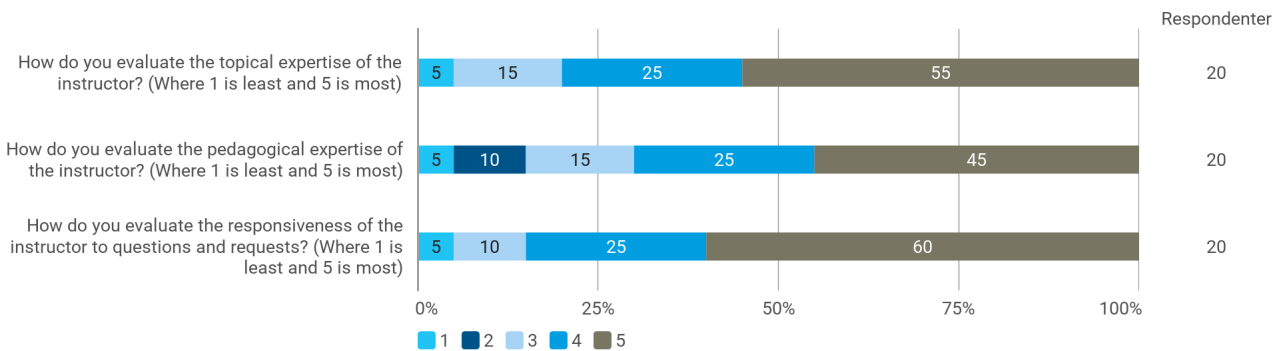- sorry, i don't know :/
- dont know
- Don´t know
- N/A

Question	Distribution	Respondenter
To what degree was there a conducive learning environment in the course (Where 1 is least and 5 is most)	10 / 25 / 55 / 10	20
To what degree was there sufficient room for discussions with your peers? (Where 1 is least and 5 is most)	5 / 15 / 20 / 60	20
To what degree was there sufficient room for questions with the instructor? (Where 1 is least and 5 is most)	5 / 5 / 25 / 5 / 60	20
To what extent were you prior courses useful in this course? (Where 1 is least and 5 is most)	5 / 20 / 45 / 30	20
How do you evaluate the topical breadth of the course? 1 (too narrow) – 5 (too broad)	5 / 40 / 45 / 10	20
How do you evaluate the first part of the sessions in which the topic, debates, and theories were introduced? (Where 1 is least and 5 is most)	5 / 10 / 15 / 45 / 25	20
How do you evaluate the second part of the sessions in which individual or group exercises were performed? (Where 1 is least and 5 is most)	10 / 20 / 30 / 20 / 20	20

Legend: 1, 2, 3, 4, 5

Which types of exercises did you find most useful
- Hh
- f
- 4
- Socratic circle
- The exercises directly linked to the exam were most useful, as it provided motivation to complete the tasks.
- Policy discussions, discussions on applicability of readings/theories - helps us figure out what we can/want to do with our knowledge
- no comment
- group hand in
- Policy-relevant exercises, I guess (although I would say that Socratic circles were also okay but people seemed not as interested)
- ...
- reflection notes on the readings
- I loved discussing and finding solutions and policies.
- the one on the grass was nice!
- gov-day
- asdf
- discussions in smaller groups
- more guided, theory/research-driven discussions
- The one we had on immigration.

- I like the seminars where we get feedback and give feedback to one another
- Socratic Circle

Which types of exercises did you find least useful?

- Hh
- f
- 4
- working alone
- Socratic circle. It is a good idea in theory, but difficult to discuss the articles when it is not mandatory to read them.
- socratic circles (with the exception of the one we did outside) - issue is that only a minority of students actually participated meaning the exchange of opinions was rather limited; seems to work better in smaller groups
- no comment
- Socratic circle
- Probably the exercises that subsituted the lectures (simply because many people were absent)
- ...
- analyzing the policies
- I hated the idea of Socratic circles which I did not want to participate in
- all are fine
- seminars so close to the end
- asdf
- socratic circle
- probably when I/we led the discussions and people hadn't read, the group was probably a bit big, and I think my own lack of expertise on the topics nerfed my ability to engage the others. also the feedback sessions at the end felt kinda excessive and I think many of us are starting to feel 'done' with the course/uni/etc, impacting participation.
- I found some of the Socratic circles to be least useful, would rather prefer to have regular lectures to learn more.
- .
- n/a

Respondenter

	1	2	3	4	5	
How do you evaluate the topical expertise of the instructor? (Where 1 is least and 5 is most)	5		15	25	55	20
How do you evaluate the pedagogical expertise of the instructor? (Where 1 is least and 5 is most)	5	10	15	25	45	20
How do you evaluate the responsiveness of the instructor to questions and requests? (Where 1 is least and 5 is most)	5	10		25	60	20

0%   25%   50%   75%   100%

■1 ■2 ■3 ■4 ■5

Respondenter

	1	2	3	4	5	
How would you characterize your academic gain from the course? (Where 1 is least and 5 is most)		22	39	28	11	18
How would characterize the level of difficulty of this course which is intended for students? (Where 1 is least appropriate and 5 is mo...	6	12	29	47	6	17
Taking into account the academic gain as well as the level of difficulty, how would you evaluate the knowledge and skills gained from this cour...		24	47	29		17

0%   25%   50%   75%   100%

■1 ■2 ■3 ■4 ■5

Is there any part of the course that you are especially satisfied with?

- Hh
- d
- Interesting to continue and discuss theoretical concepts against empirical global challenges.
- -
- I liked the presentation part in the beginning
- Topics are interesting
- The final assignment should probably be beneficial for the development of research skills, the seminars seem useful and engaging as well (and it also probably helps psychologically).
- ...
- Carlos's expertise and ability to take into account students' knowledge as well made a good environment.
- atmosphere, lecture comfort, quick surveys, lectures wer enice
- gov-day
- asdf
- how much Carlo listened to us and was flexible and trying to find optimal teaching methods. the concrete cases and articles utilising theory.
- Especially pleased with the inclusion of themes not covered in other gov courses.
- I liked the learning outcomes from the lectures. The learning outcome was best when I had read the curicilum before class
- The debates, for example, the Socratic Circle.

Is there any part of the course that you are especially dissatisfied with?

- Bj
- d
- I did on quite get the point of the course. Did not feel like I learned much either
- Expectations of the course were not set properly. I think many of us expected a more hands on application of theories on concrete global challenges and cases, and not only theory.
- -
- no comment
- Very disorganized makes it hard to combine with a busy work schedule
- Perhaps, there were too many readings and some of them were rather specific (e.g. experimental papers)
- ...
- The Socratic circles were nerve wracking, especially when the questions were not clear and the announcements were last-minute.
- the topics feel a bit bachelor's degree,
- seminars so close to the end
- asdf
- it felt a bit reiterative of previous courses and its aims, to me, were not so obvious (or obviously new). especially vis-a-vis the hyper-specific elective courses which were very distinct from the methods- and theory-courses of the last semester.
- I wish we could have more lectures on geopolitics, diplomacy, and warfare. I did not gain much from the socratic circles, and I think we could have benefited from having some reflection notes (1-2 pages), as I feel like this course was a bit like: "make an essay on whatever", so I feel like it was a bit easier to fall out.
- No, but after a while, when we started on our drafts and we had a lot to do, then it didn´t feel so relevant to attend all the topics in class because we weren't going to write about it
- N/A

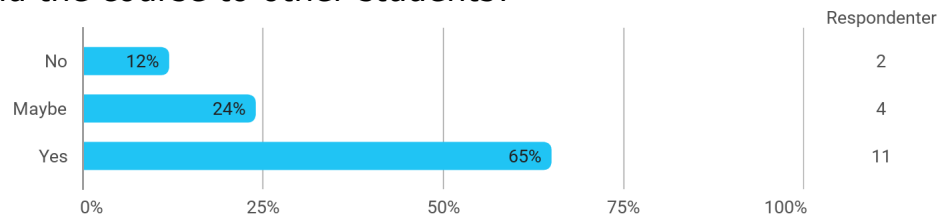## In your opinion, how could this course be improved?

- Bb
- d
- Learning how to use the academic tools we have gained earlier on current global affairs.

  Sending out the questions for the debates before class so we have time to prepare for a good discussion
- Better connect the lectures to the exam maybe? As it stands now one could drop out of every lecture in order to work on the exam and do a good job, as there is no requirement to use any curriculum.
- Broad range of topics sometimes makes it a bit difficult to take something away from the course

- no comment
- Put a good structure on the course, so we know what to do and to what time it needs to be done.
- Ideally, the readings should probably be both relatively broad (so that they are relevant to many students' research interests) and deep (so that they do not repeat what students already know). At the same time, (again) ideally, the number of readings should be a bit more limited in terms of being realistic about how much students can consume :)
- ...
- Better preparations and clear information given earlier.
- i'd suggest more hours/harder, more nuanced texts
- dont know
- asdf
- see above.
- As I wrote above, and drop the socratic circles and just have some whole lectures.
- Mandatory classes
- I realise why we have not explored the topics in depth and why you have opted for seminal works rather than more critical perspectives, but I think it's possible to admit a more balanced perspective. Having 2 classes per topic, for example.

Would you recommend the course to other students?

		Respondenter
No	12%	2
Maybe	24%	4
Yes	65%	11

E-post

Samlet status

		Respondenter
Ny	0%	0
Distribuert	5%	1
Noen svar	10%	2
Gjennomført	86%	18
Frafalt	0%	0