

# SEEP COURSE DESCRIPTION

<b>Course title:</b>	Introduction to Research & Writing on Contemporary Policy Challenges II			
<b>Course credit:</b>	ECTS: 4		Hours per week: 2	
<b>Semester</b>	<input type="checkbox"/> S1	<input checked="" type="checkbox"/> S2	<input type="checkbox"/> S3	<input type="checkbox"/> S4
<b>Expected prior knowledge</b>	<input checked="" type="checkbox"/> Yes, this course bases on Introduction to Research & Writing on Contemporary Policy Challenges I		<input type="checkbox"/> No	
<b>Teaching method(s):</b>	Lecture, Discussion, Inverted Classroom, Methods Workshop			
<b>Type(s) of evaluation:</b>	<input type="checkbox"/> Exam		<input type="checkbox"/> Written report	
	<input type="checkbox"/> Participation / Presentation		<input checked="" type="checkbox"/> Group project	
	Other	Panel Discussion, Written Assignments, Methods Assignments		
<b>Short course description</b>	<p>This course builds on Introduction to Research and Writing on Contemporary Policy Challenges I and focuses on understanding and communicating pressing policy issues, with a particular emphasis on climate change and social inequality. Students will examine how contemporary policy challenges are framed in academic and public debates and how discourse shapes public understanding, political action, and policy outcomes. The course places a strong emphasis on non-academic writing, while situating it within broader research and methodological debates. Students will explore when and how persuasion works, and how different forms of non-academic communication can be used strategically to influence decision-makers and public audiences. At the same time, students will strengthen their ability to draw on academic research and apply both qualitative and quantitative methods to contemporary policy questions. Time will also be dedicated to the role of AI in research and writing, with a focus on ethical, transparent, and effective uses of AI tools in academic and policy-oriented work. Peer review is a core component of the course and is designed to support learning through constructive feedback. Through a combination of readings, discussions, writing exercises, and peer review, students will develop the ability to critically evaluate policy discourse, conduct and communicate qualitative and quantitative analyses, and produce concise, compelling, and methodologically sound policy-oriented documents for diverse audiences.</p>			
<b>Topics (summary keywords)</b>	Discourses, Narratives, Non-Academic Writing, The Political Economy of AI, Research Design, Qualitative methods, Quantitative Methods			
<b>Selected readings:</b>	<p>Brevini, B. (2024, November 22). An eco-political economy of AI to understand the complexities of its environmental costs. CEPR. <a href="https://cepr.org/voxeu/columns/eco-political-economy-ai-understand-complexities-its-environmental-costs">https://cepr.org/voxeu/columns/eco-political-economy-ai-understand-complexities-its-environmental-costs</a></p> <p>Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (3. ed.). SAGE Publ.</p> <p>FAO (2012). Writing effective reports. <a href="https://www.fao.org/4/i2195e/i2195e03.pdf">https://www.fao.org/4/i2195e/i2195e03.pdf</a></p> <p>Lamb, W. F., Mattioli, G., Levi, S., Roberts, J. T., Capstick, S., Creutzig, F., Minx, J. C., Müller-Hansen, F., Culhane, T., &amp; Steinberger, J. K. (2020). Discourses of climate delay. Global Sustainability, 3, e17. <a href="https://doi.org/10.1017/sus.2020.13">https://doi.org/10.1017/sus.2020.13</a></p> <p>The OpEd Project (2025). Op-Ed Writing: The Basics. The OpEd Project. <a href="https://www.theopedproject.org/resources">https://www.theopedproject.org/resources</a></p>			