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Pedagogical idea/basic view

My central goal in teaching political science is to activate and encourage students to think rigorously and critically about theoretical and empirical problems in the field of politics and about wider issues in society. While this also includes knowing the answers given by the existing literature, independent problem-solving and contextualizing are prioritized over mere factual knowledge. My role as a teacher is therefore one of a moderator and facilitator. This also allows me to better accommodate a group of students coming from diverse backgrounds. I plan my classes so that they are 1) well-structured, 2) research-based, 3) interactive and 4) innovative. First, structure is essential, both in terms of overall course structure and the structure of an individual session. I believe that students benefit from structure, especially at the undergraduate level, as it provides them with the necessary orientation in the field. Second, I always try to be as up to date on current research as possible, given the level and background of the students. At a minimum this means that textbooks should always be accompanied by research-based material, including material from my own research. The advantage of using my own research is to be able to show in much more detail how to get from research interest to a clear research question and eventually to results. Allowing students a look 'under the hub' will help learn about and realistically evaluate methods of analysis. Even for students who are not planning an academic career, this is crucial as it helps them to learn rigorous, critical, methods-based thinking. A third important aspect for me is to use interactive learning. Responding to all questions in a respectful and open-minded manner is the most basic interactive form. I also try to build upon the experiences the students bring to my class. In this respect, I integrate the different preconceptions of students coming from different countries about social policy and the welfare state. This has been a fruitful source of ideas and discussions particularly in the Welfare Master at SDU and during my time in the United States. Interaction involves interaction between teacher and student and among students, for example, via group-work settings of various kinds. Some interactive methods that I use include simulation games and policymaking scenarios. Outside of classes, I interact with students mostly during my office hours, through e-mail, skype and Blackboard. Innovation, the fourth element that I wish to highlight, is not restricted to new technologies in teaching – although they do play a part – but, above all, about fostering new ideas and encouraging novel perspectives. These new ideas will often come from students themselves, but also from discussing current events and from inviting experts from outside the department or the university. When it comes to e-learning, I have found tools like padlet to be helpful in encouraging group work and securing results.

Teaching experience

Participation in and responsibility for development and planning of new programmes or revision of existing programmes. All teaching from the past five years (2013- summer 2018) has been registered, thus you only need to provide significant teaching tasks prior 2013 and/or from this semester.

Teaching experience

Comparative Political Economy

Peter Starke
01/09/2016 → 31/01/2017

Comparative Welfare State Analysis - BSc.

Peter Starke & Melike Wulfgramm
01/02/2014 → 30/06/2015

Comparative Welfare State and Labour Market Analysis

Peter Starke & Pieter Vanhuyse
01/02/2014 → 30/06/2016

Comparative welfare state policies

Pieter Vanhuyse
01/09/2015 → 31/01/2019

Concepts, methods and data

Romana Careja
01/02/2016 → 30/06/2016

Development and Reform of the Welfare State

Peter Starke
01/09/2013 → 31/01/2015

Development and Reform of the Welfare State

Peter Starke
01/09/2015 → 31/01/2016

Development and Reform of the Welfare State

Peter Starke
01/09/2016 → 31/01/2018

Globalization and the Transformation of the State

Peter Starke
01/02/2016 → 30/06/2016

Globalization and the Transformation of the State (will run for last time autumn 2017)

Peter Starke
01/09/2017 → 31/01/2018

Globalization, Organizations and the State

Peter Starke
01/09/2017 → 31/01/2018

Globalization, Organizations and the State

Amelie Theussen & Peter Starke
14/09/2018 → 31/01/2020

Interest organizations and policy making

Peter Starke
01/09/2015 → 31/01/2016

Journalistiske værktøjer: Researchtilgange, -metoder og -teknikker 1

David Nicolas Hopmann
01/02/2015 → 30/06/2018

Political parties and Interest Groups in the Policymaking Process, guest lecture

Peter Starke & Jonas Havstein Eriksen
23/11/2020 → 23/11/2020

Politics of Labor Market Change

Peter Starke & Pieter Vanhuyse
01/02/2018 → 30/06/2018

Politics of Labor Market Change

Peter Starke & Pieter Vanhuyse
01/02/2019 → 30/06/2019

Politics of Labor Market Change

Peter Starke & Pieter Vanhuyse
01/02/2020 → 30/06/2020

Politikuge I + II

Peter Starke, Romana Careja & Jonas Havstein Eriksen
01/02/2021 → 08/02/2021

Public Management and Globalization

01/09/2013 → 31/01/2014

Quantitative and Qualitative Methods in Inequality Research (Specialized Methods)

Peter Starke & Melike Wulfgramm
01/09/2017 → 31/01/2018

Specialized Methods/Case Studies

Peter Starke
01/09/2015 → 31/01/2016

Specialized Methods: Mixed Methods

Peter Starke
01/09/2016 → 31/01/2017

Teaching certificates

2015- 2017	Lecturer Training Program at SDU Universitetspædagogik (Centre for Teaching and Learning), University of Southern Denmark
2012	“Rhetorik – Frei sprechen und überzeugend argumentieren“ [The art of public speaking – Speaking without notes and making a convincing case], Workshop, Dr. Ulonska Training, University of Bremen
2007	“Shaping up teaching – designing academic lessons according to learning needs“, Workshop at Graduate School of Social Sciences, Bremen