

SYLLABUS

POLITICS 201: Logics of Inquiry | Fall 2019

POLI 201 | Course #: [21685](#) | University of California, Santa Cruz

<p>Professor:</p> <p>Anjuli Verma acverma@ucsc.edu Office: 163 Merrill Faculty Annex</p> <p>Office Hours: Wednesdays 2-3pm & By Appointment</p>	<p>Seminar Meetings:</p> <p>Mondays, 2:00-5:00pm Merrill 134</p> <p>Course website: https://canvas.ucsc.edu/courses/24644</p>
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First Seminar: Monday, September 30, 2019

Last Seminar: Monday December 2, 2019

Final Assignment Due: Wednesday, December 11, 2019 (by 5pm)

Syllabus date: November 4, 2019

**Subject to change; check [website](#) for latest version.*

Course Overview

Logics of Inquiry (POLI 201) investigates approaches to the study of politics and the wider enterprise of social science. The course works from positivist, interpretive, historical, and critical theoretical standpoints to engage logics, epistemology, and research aesthetics of paradigmatic examples of particular knowledge productions and programs. The seminar focuses on three related issues: 1) how do authors in politics and in related fields convince their readers of the validity of their theories; 2) how can the reader distinguish between convincing and unconvincing research; 3) how can one design one's own research so that it is as convincing as possible?

Students are challenged to digest and discuss wide-ranging research spanning many modes and methodologies, within a scholarly community of inquiry where truth claims are held up to epistemological reflection and generative intellectual examination.

While some academic careers begin with developing proficient research skills in a specific method, this course aims to launch students from a different starting point—here, while recognizing the importance of appropriate methodological tools for doing meaningful research in politics and beyond, the emphasis in this seminar is on the articulation of important questions prior to developing methods for grappling with them.

Powerful research interventions entail scholars' ability to articulate how they go about generating knowledge from the ground up; they can explain the foundational logics undergirding how they approach political puzzles, research questions, and problematics, and they can assert and defend to even skeptical audiences the modes of inquiry they employ, not just on the disciplinary terms of politics and social science, but also in more essential philosophical terms.

In ten weeks, we can only begin making some progress towards these goals. As a realistic aim, the course intends to creatively launch what is, in truth, a career- and life-long project of mastering logics of political inquiry and modes of research by which we might truly unravel the most compelling puzzles and problems of our time.

See the ['Course At-A-Glance'](#) + ['Reading Schedule'](#) that follows at the end of this syllabus.

Learning Objectives

Upon successful completion of POLI 201, students will be able to:

- Frame a clear research inquiry, problematic, or question that animates one's larger research agenda and contributes to building out a dissertation project;
- Clarify the role of theory and previous literature in pursuing lines of research in wider domains of knowledge and social science, which should, in turn, enhance the ability to conduct and write effective literature reviews and generate strong theoretical arguments about one's own research inquiry;
- Experience the pleasure of intellectual community and scholarly practice, including the core activities of reading, writing, learning, teaching, dissemination and idea exchange with colleagues; and
- Rigorously confront claims to truth, knowledge, and expertise (including one's own), developing skill and a self-examined scholarly orientation and identity as a critical consumer, producer, and purveyor of research.

Reading

There are two required books (Available for purchase at UCSC's [BayTree Bookstore](#)):

Abbott, Andrew (2004) [Methods of Discovery: Heuristics for the Social Sciences](#). W.W. Norton & Co. ISBN: 978-0-393-97814-8.

Becker, Howard S. (1986/2007) [Writing for Social Scientists: How to Start and Finish your Thesis, Book, or Article](#) (2nd Edition). U. Chicago Press. ISBN: 978-0-226-04132-2.

Recommended book (available for purchase online; BayTree Bookstore availability uncertain):

Frankfort-Nachmias, Chava, Nachmias, David & DeWaard, Jack (2015) [Research Methods in the Social Sciences](#) (8th Edition). Worth Publishers. ISBN-13: 978-1-429-23300-2.¹

Additionally-required readings are posted for each week on the [course website \(Canvas\)](#). Recommended readings are listed to supplement assigned texts and, where possible, posted for your convenience on the course website. All books have been placed on [Library Course Reserves](#) where they are available for time-delimited viewing in print and/or electronic (eBook) formats.

Course Expectations & Requirements

Seminar meets weekly on Mondays, 2-5pm in Merrill 134. Seminars are interactive opportunities to discuss and clarify assigned texts; they are also critical forums where thematic content can be approached in good company, forging a community of learning and exchange among colleagues (students and teacher alike).

General course requirements:

- The most basic requirement is that you complete all assigned readings each week (prior to seminar) and attend all seminars. Please communicate with me *in advance* if you anticipate difficulties.
- Come to each seminar prepared, to be present, and to substantively participate through comments, questions, active notetaking, and open, collegial communication.
- Turn assignments in on-time. Careful planning at the beginning and throughout the quarter, and your proactive communication about potential problems *in advance* of course deadlines, are necessary to meet this requirement.

¹ The [7th Edition \[2008\]](#), ISBN-13: 978-0-716-75519-7, which is less expensive, works just as well.

- Make use of my availability for individual attention during the regular weekly office hours I have reserved for students in this seminar (Wednesdays 2-3pm, and by appointment); please ask for help if and when you need it.

Grading & Assignments

In general, your final grade (whether on the basis of Satisfactory/Unsatisfactory or ABC/NC) will reflect:

- the degree and quality of your active engagement and participation in seminar each week;
- your completion of the assigned reading each week and demonstration of serious engagement with texts throughout the course; and
- the extent to which your Assignments reflect sustained, substantive reflection, a progression of work over the quarter, and indicate meaningful progress toward mastery of course Learning Objectives by the end of the quarter.

Students will be graded on the basis of seminar participation (20%), which includes regular submission of reading précis and facilitating the discussion of readings in an assigned week; periodic memo assignments and class activities (50%); and two cumulative writing assignments due at the end of the quarter (30%).

Assignments:

Research Inquiries. For the first seminar meeting, prepare a brief written statement of *Research Inquiry & Fact*, containing: (a) a few sentences (certainly no more than 1-2 typed paragraphs) introducing a research inquiry that most captures your interest and curiosity in the field of politics or related fields. This quarter you will spend time following the thread of this inquiry, so take care contemplating an idea worth your sustained investigation; and (b) provide, in quotations (with source citation), one statement of fact pertaining to your research inquiry and area of interest; the factual statement should be concise (ideally one sentence) and may be quoted from any published source, not necessarily limited to social scientific research literature. Please be prepared to verbally introduce your research inquiry and present its accompanying fact in class.

You will revisit your Research Inquiry through later assignments and activities, including *'Style of Thought' Memos & Bibliographies*, an *'Existential Questions' Worksheet* (In-Class Activity), and a *Final Cumulative Writing Assignment*, all designed to help you think more fluently and creatively in terms of concepts from this course and to refine your research statement.

Weekly Reading Précis. Starting in Week 2, you will complete a concise writing assignment, known as a précis, designed to aid and reflect your understanding and critical engagement of assigned readings, and to hone the practice of putting texts in conversation with one another as a way of generating arguments and new ideas. You will choose any two readings from among those assigned in a given week to analytically summarize and relate in a single précis. Your précis should end with 1-3 key questions provoked by the two readings taken together, as well as in light of that week's course topic and/or previous weeks' course topics. Each week's précis should be 500-1,500 words, in a typed single-spaced document. Note: each weekly précis should be uploaded to Canvas and circulated to the class by 10am on Mondays. If you get your assignment in to me by that time, I should be able to grade it and return it by the end seminar that same day. Please bring your précis to seminars in a format that best allows you to most easily access and refer to it for class discussion. You will submit a total of six précis (for **Weeks 2, 3, 5, 6, 8 & 9**), each worth 3 points (Note: you will not submit précis the weeks you have other substantial writing assignments due, see below).

Weekly Reading Discussion Facilitators. Student groups (2-3 per group) will take responsibility for facilitating one week's seminar discussion of assigned readings (in **Weeks 2, 3, 4, 5, 6, 8, or 9**); facilitators should plan to guide a discussion lasting for 45-60 minutes of our seminar. Discussion Facilitators must make an effort to meet with me during office hours, or by appointment, in the week prior to consult on readings, discussion plans and format. The

assigned Discussion Facilitators for any given week will turn in their Weekly Précis assignment as usual (by 10am on Mondays before seminar); facilitators should make a point to consult the précis circulated by fellow students as aid in preparing that day's discussion. Discussion Facilitator / Course Week assignments will be finalized and announced during Week 1. Facilitating one week's seminar discussion of readings is worth 2 points. Successfully carrying out your role as *Discussion Facilitator* for the assigned week, together with submission of *Weekly Précis* throughout the quarter, comprises 20% of your overall grade for this course. (See the course site for examples, resources, and additional assignment details).

'Style of Thought' Memos & Bibliographies. At the end of each of the three course modules examining (I) Positivism, (II) Interpretive and Historical, and (III) Critical Theory approaches, students will submit a '*Style of Thought Memo*' consisting of a written reflection of 500-1,000 words and an *Annotated Bibliography* of 5-10 citations related to their individual research inquiry, in which they draw on Positivist ('*Style of Thought*' I, due October 21, 2019); Interpretive and Historical ('*Style of Thought*' II, due November 11, 2019); and Critical Theory ('*Style of Thought*' III, due December 2, 2019) paradigms and logics of inquiry.

Each *Annotated Bibliography* should be composed of 5-10 sources relevant to your research inquiry that could feasibly be used to develop your theoretical framework and literature review, *and* a concise (3-5 sentences) annotation for each citation. All bibliographic sources should be scholarly, primarily peer-reviewed journal articles, scholarly books published with university presses (not textbooks), and/or chapters from edited scholarly volumes. You are encouraged to consult [Annual Reviews](#) as well.

Each *Memo* should include a discussion of the particular style of thought, how such approaches have informed your area of research interest, and how works in that style do, or do not, seem to work to approach and/or answer your specific research inquiry, problematic, or question. *Note:* the 500-1,500 wordcount is *non-inclusive* of the bibliography and annotations. Your Annotated Bibliography will constitute additional words beyond your Memo. There is no separate word limit/count associated with the bibliography portion of this assignment. When turning in this assignment, please enclose as attachments the full-text of each of your bibliographic sources (except for books).

For your '*Style of Thought (III)*' assignment, ***please conclude with a brief section at the end of your memo that reflects and restates, or refines, articulation of the Research Inquiry you framed at the beginning of the course.***

Depending on the final cumulative writing assignment you choose for this course (see below), you may be asked to prepare a synthetic essay building off your previous work on all three of these '*Style of Thought*' memos.

Final Assignment: Literature (or Book) Reviews. You have two choices for your final cumulative writing assignment for this course: Option (1) *Literature Review* - prepare a synthetic literature review, building off the work of your previous memos and other writing assignments over the quarter, that ends with a theoretical argument and your (likely revised and restated) research inquiry; your literature review should include a comprehensive Annotated Bibliography and list of References. Literature Reviews should be 2,000-3,500 words (12pt. font, double-spaced) *not* including the Annotated Bibliography and list of References. Option (2) *Book Review* - The class will spend time considering what constitutes 'canon' and the criteria for books that might fall within said canons of politics and related fields, as well as examine what makes for the writing of preparation effective Reviews of any sort (whether of a body of literature, or a book). Students who choose this option for their final assignment will select a book to review, and identify an ideal peer-review journal publication outlet, including submission instructions, in consultation with me. Book Reviews generally range from 1,000-3,000 words in length, depending on the outlet. *Note:* All students must make a final selection of Option (1) or (2) by the end of seminar in Week 5. All Final Assignments are due Weds., Dec. 11, 2019, uploaded to Canvas by 5pm.

Grading Summary:

- 20%: Seminar Attendance and Overall Participation**
(3 pts. Each/ 18 pts. Total): *Weekly Reading Précis* – a total of **six**, Due Mondays (by 10am)
(2 pts.): *Discussion Facilitator* – Individually-assigned (groups of 2-3), Weeks 2, 3, 4, 5, 6, 8 &9 (One Week per Group)
- 50%: Periodic Memo Assignments & Class Activities**
'Style of Thought' Memos & Bibliographies
(10 pts.): (I) *Positivism, Memo & Bibliography* – Due Mon. Oct. 21, 2019 (by 10am)
(10 pts.): (II) *Interpretive and Historical, Memo & Bibliography* - Due Mon. Nov. 11, 2019 (10am)
(15 pts.): (III) *Critical Theory, Memo & Bibliography + Research Inquiry (re)Statement* – Due Mon. Dec. 2, 2019 (by 10am)
- Class Activities & Assignments**
(5 pts.) *Research Inquiry & Fact* – Due at First Seminar (Sept. 30, 2019)
(5 pts.) *'Existential Questions' Worksheet* – In-Class Activity (Oct. 28, 2019)
(5 pts.) *Midterm Survey (Online Course Feedback)* – Due Friday, Nov. 1 (by 5pm)
- 30%: Final Cumulative Writing Assignment**
(30 pts.) EITHER: *Your Literature Review* (Option 1) OR *Your Book Review* (Option 2) – Due Weds., Dec. 11, 2019 (by 5pm)

The grading scale is:

A	100%	to 94%	C-	< 74%	to 70%
A-	< 94%	to 90%	D+	< 70%	to 67%
B+	< 90%	to 87%	D	< 67%	to 64%
B	< 87%	to 84%	D-	< 64%	to 61%
B-	< 84%	to 80%	F	< 61%	to 0% (Fail)
C+	< 80%	to 77%	I	Incomplete	
C	< 77%	to 74%			<i>*Assigned only by prior arrangement.</i>

Notices & Resources

Principles of Community. This class is committed to promoting and protecting an environment that values and supports every person in an atmosphere of civility, honesty, cooperation, professionalism and fairness. Our discussions will be guided by [UCSC Principles of Community](#).

Personal Electronic Devices: Computers, tablets, cell phones and other electronic devices can be useful tools in the classroom, but they can also be a source of distraction. Depending on your reading and study habits, you probably *should* bring your laptop to take notes, access readings being discussed, check the course website, and the like. However, especially in our small seminar environment, please be mindful of a problem we all know well: divided attention. The university classroom is one place where we can strive to avoid the problem of divided attention for at least two reasons: to enhance learning, and to affirm a norm of respect by simply committing to pay attention to those around us. For both reasons, please turn off or silence your cellphones during seminar, and do not text. Social media, checking email, and doing other non-course-related, distracting stuff is not welcome.

Academic Integrity: We all take academic integrity very seriously at UC Santa Cruz. If you are not already familiar, please take care to review UCSC's [Academic Integrity for Graduate Students](#).

Citation Requirements & Style: Like all courses in the Politics Department, this course requires that you use standard citation formats in your written work—please see the Politics Department’s [Citation Requirements](#); additionally, you may find the [University Library Citation Resources](#) useful. For this course, please use MLA Style.

Office Hours: I will hold regular weekly office hours on Wednesdays, 2-3pm & By Appointment.

Disability Accommodations: UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC: 831-459-2089 or drc@ucsc.edu.

Title IX: Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education ([CARE](#)) Office (call: 831-502-2273). In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support (call: 831-459-2628). You can also report gender discrimination directly to the University’s Title IX Office (call: 831-459-2462). Reports to law enforcement can be made to UCPD (call: 831-459-2231 ext. 1). For emergencies, call 911. Faculty and Teaching Assistants are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Enrollment Policies: Please take a moment to review the [2019-20 UCSC Academic and Administrative Calendar](#). The last day to **Add, Drop, or Swap** Fall 2019 courses is October 16, 2019; the deadline to **Withdraw** from a Fall 2019 course (with a W-Withdraw notation) is November 6, 2019. Please refer to UC Santa Cruz policy if you have questions: <https://registrar.ucsc.edu/faqs/students/enrollment/index.html>.

To keep up with other key campus-wide dates and enrollment deadlines, I recommend signing up for the online [UCSC Academic and Administrative Google Calendar \(Instructions here\)](#).

In addition to your primary faculty advisors, the Politics Department Graduate Program Coordinator, Lorato Anderson (lorato@ucsc.edu) is a great resource for Politics Ph.D. students with any questions or clarifications about curricular planning and enrollment.

COURSE AT-A-GLANCE

POLITICS 201: Logics of Inquiry | Fall 2019

Week 1 | Philosophy & Style in the Social Sciences: An Introduction

M | Sept. 30 DUE (In-Class): Statement of *Research Inquiry & Fact*
Seminar (2-5pm), *Research Beyond Keywords*

Week 2 | Styles of Thought (I): Positivism, Introduction

M | Oct. 7 DUE (by 10am): Weekly Précis
Seminar, *Positivist Paradigms*
Reading Discussion Facilitators: **Student A + Student B**

Week 3 | Styles of Thought (I): Positivism, cont'd

M | Oct. 14 DUE (by 10am): Weekly Précis
Seminar, *Positivist Conversations & Critiques*
Reading Discussion Facilitators: **Student A + Student B**

Week 4 | Styles of Theory & Data

*No Précis due this week.

M | Oct. 21 DUE (by 10am): *Styles of Thought (I): Positivism Memo & Biblio.*
Seminar, *Positivism and Beyond: Empiricism & Truth Claims (Beyond Positivism)*
Reading Discussion Facilitators: **Student A + Student B**

Week 5 | Styles of Thought (II): Interpretive & Historical, Introduction

M | Oct. 28 DUE (by 10am): Weekly Précis
Seminar, *Interpretive & Historical Paradigms*
Reading Discussion Facilitators: **Student A + Student B**
(In-Class): *'Existential Questions' Worksheet*

F | Nov. 1 DUE (by 5pm): *Midterm Survey (Online Course Feedback)*

Week 6 | Styles of Thought (II): Interpretive & Historical, cont'd

M | Nov. 4 DUE (by 10am): Weekly Précis
Seminar, *Interpretive & Historical Cases, Conversations & Critiques*
Reading Discussion Facilitators: **Student A + Student B**

T | Nov. 5 (**Extended**) DUE (by 5pm): Midterm Survey (Online Course Feedback)

Week 7 | Styling Canons & Styles of Critique

*No Précis due this week.

** No Seminar this week. ***Rescheduled Seminar Pending - To Be Confirmed/Announced.**

M | Nov. 11 DUE (by 10am): Styles of Thought (II): Interpretive and Historical Memo & Biblio.
No Seminar (Holiday - Veteran's Day)

Week 8 | Styles of Thought (III): Critical Theory, Introduction

M | Nov. 18 DUE (by 10am): Weekly Précis
Seminar, *Critical Theory Paradigms*
Reading Discussion Facilitators: **Student A + Student B**

Week 9 | Styles of Thought (III): Critical Theory, cont'd

M | Nov. 25 DUE (by 10am): Weekly Précis
Seminar, *Critical Theory Conversations & Paradigmatic Critique*
Reading Discussion Facilitators: **Student A + Student B**

Week 10 | Philosophy & Style in (the Politics of) Social Science

*No Précis due this week.

M | Dec. 2 DUE (by 10am): Styles of Thought (III): Critical Theory Memo & Biblio.
+ *Research Inquiry (re)Statement*
Last Seminar, *Research Inquiries Restated*

FINAL ASSIGNMENT, Your Literature (or Book) Review DUE: Wednesday, December 11, 2019 (*upload to Canvas by 5pm).

READING + COURSE SCHEDULE

POLITICS 201: Logics of Inquiry | Spring 2019

Week 1 | Philosophy & Style in the Social Sciences: An Introduction

M | Sept. 30 Seminar: *Research Beyond Keywords*

Reading (Complete *before first class*):

- Abbott, A. (2004) *Methods of Discovery*. “To the Reader” (xi-xii); Ch. 1: “Explanation” (pp. 3-40).
- Becker, H.S. (2007) *Writing for Social Scientists*. “Preface to the Second Edition” (pp. vii-viii); “1986 Preface” (pp. ix-xiv).
- Leeper, T.J. (2018) “Am I a Methodologist? (Asking for a Friend),” *PS: Political Science & Politics* July: 602-605.

Keywords: SCIENCE/SCIENTIST; ACADEMIC[‡]

DUE (In-Class): *Research Inquiry & Fact*

[‡]Indicates (throughout the syllabus) an entry from the Keywords Project (<https://keywords.pitt.edu/>); all other “*Keywords*” reference entries in Raymond Williams’ (1983) *Keywords: A Vocabulary of Culture and Society (Revised Edition)*.

Week 2 | Styles of Thought (I): Positivism, Introduction

M | Oct. 7 **DUE** (*upload to Canvas by 10am): Weekly Précis Seminar: *Positivist Paradigms*

Reading:

- Abbott, A. (2004) *Methods of Discovery*. Ch. 2: “Basic Debates and Methodological Practices.” (pp. 41-79).
- Kuhn, T.S. (1962/2012) *The Structure of Scientific Revolutions*. U. of Chicago Press. I. “A Role for History” (pp. 1-9); IV. “Normal Science as Puzzle-solving” (pp. 35-42); V. “The Priority of Paradigms” (pp. 43-51).
- Durkheim, E. *The Rules of Sociological Method*. Ch. 1 “What is a Social Fact?” (pp. 50-59); Ch. 2. “Rules for the Observation of Social Facts” (pp. 60-84).
- Frankfort-Nachmias, C., Nachmias, D. & DeWaard, J. (2015) *Research Methods in the Social Sciences* (8th Edition). Ch. 1: “The Scientific Approach.” (pp. 3-22); Ch. 3: “Elements of Research” (pp. 45-62).
- Becker, H.S. (2007) *Writing for Social Scientists*. Ch. 1: “Freshman English for Graduate Students.”

Keywords: POSITIVIST; BEHAVIOR

Reading Discussion Facilitators: *Student A + Student B*

Week 3 | Styles of Thought (I): Positivism, cont'd

M | Oct. 14 DUE (*upload to Canvas by 10am): Weekly Précis
Seminar: *Positivist Conversations & Critiques*

Reading:

- Abbott, A. (2004) *Methods of Discovery*. Ch. 3: "Introduction to Heuristics." (pp. 80-109).
- Popper, K. (1959/1992) Ch. 4: "Falsifiability" (pp. 57-73), in *The Logic of Scientific Discovery*. Routledge.
- Frankfort-Nachmias, C., Nachmias, D. & DeWaard, J. (2015) *Research Methods in the Social Sciences* (8th Edition). Ch. 16: "Bivariate Analysis" (pp. 331-358); Ch. 17: "Multivariate Analysis" (pp. 359-382).
- Ericson, R. (1998) "How Journalists Visualize Fact," *ANNALS* 560: 83-95.
- Becker, H.S. (2007) *Writing for Social Scientists*. Ch. 2: "Persona and Authority" (pp. 26-42).

Keywords: AESTHETICS; INTELLECTUAL; FORMALIST; PRAGMATIC

Reading Discussion Facilitators: ***Student A + Student B***

Week 4 | Styles of Theory & Data

M | Oct. 21 DUE (*upload to Canvas by 10am): *Style of Thought (I): Positivism Memo & Bibliography*

Seminar: *Positivism and Beyond: Empiricism & Truth Claims (Beyond Positivism)*

Reading:

- Abbott, A. (2004) *Methods of Discovery*. Ch. 4: "General Heuristics: Search and Argument." (pp. 110-136).
- Frankfort-Nachmias, C., Nachmias, D. & DeWaard, J. (2015) *Research Methods in the Social Sciences* (8th Edition). Ch. 2: "Conceptual Foundations of Research" (pp. 23-44).
- Abend, G. (2008) "The Meaning of 'Theory,'" *Sociological Theory* 26: 173-199.
- Zuberi, T., Patterson, E. & Stewart, Q. (2015) "Race, Methodology, and Social Construction in the Genomic Era," *ANNALS* 661: 109-127.
- Imai, K., Keele, L., Tingley, D. & Yamamoto, T. (2011) "Unpacking the Black Box of Causality: Learning about Causal Mechanisms from Experimental and Observational Studies," *American Political Science Review* 105(4): 765-789.
- Lin, A.C. (1998) "Bridging Positivist and Interpretivist Approaches to Qualitative Methods," *Policy Studies Journal* 26(1): 162-180.
- Becker, H.S. (2007) *Writing for Social Scientists*. Ch. 3: "One Right Way" (pp. 43-67).

Keywords: THEORY; EMPIRICAL; ETHNIC; NATURALISM; RACIAL

Reading Discussion Facilitators: ***Student A + Student B***

Week 5 | Styles of Thought (II): Interpretive & Historical, Introduction

M | Oct. 28 DUE (by 10am): Weekly Précis
Seminar (2-5pm), *Interpretive & Historical Paradigms*
(In-Class): 'Existential Questions' Worksheet

Reading:

- Abbott, A. (2004) *Methods of Discovery*. Ch. 5: "General Heuristics: Description and Narration" (pp. 137-161).
- Mounk, Y. (2016) "How Political Science Gets Politics Wrong," *The Chronicle of Higher Education*.
- Bhattacharya, H. (2012) "Interpretive Research," *SAGE Encyclopedia of Qualitative Research Methods*.
- Frankfort-Nachmias, C., Nachmias, D. & DeWaard, J. (2015) *Research Methods in the Social Sciences* (8th Edition). Ch. 12: "Qualitative Research" (pp. 241-260).
- Bryne, D. (2009) Introduction: "Case-Based Methods: Why We Need Them; What They Are; How to Do Them" (pp. 1-10), in *The SAGE Handbook of Case-Based Methods*, D. Byrne & C.C. Ragin, Eds. London: Sage Publications.
- Small, M. (2013) "Causal Thinking and Ethnographic Research," *American Journal of Sociology* 119(3): 597-601.
- Sewell, Jr., W. (2006) Ch. 1 "Theory, History, and Social Science" (pp. 1-21); Ch. 3: "Three Temporalities" (pp. 81-123); in *Logics of History*: U. Chicago Press.
- Becker, H.S. (2007) *Writing for Social Scientists*. Ch. 4: "Editing by Ear" (pp. 68-89).

Keywords: REPRESENTATIVE; REPRESENTATION[‡]; SUBJECTIVE; SOCIAL

Reading Discussion Facilitators: *Student A + Student B*

F | Nov. 1 DUE (by 5pm): Midterm Survey (Online Course Feedback)

Week 6 | Styles of Thought (II): Interpretive & Historical, cont'd

M | Nov. 4 DUE (by 10am): Weekly Précis
Seminar (2-5pm), *Interpretive & Historical Cases, Conversations & Critiques*

Reading:

- Abbott, A. (2004) *Methods of Discovery*. Ch. 6: "Fractal Heuristics" (pp. 162-210).
- Mahoney, J. (2004) "Comparative-Historical Methodology," *Annual Review of Sociology* 30: 81-101.
- Pierson, P. (2000) "Not Just What, but *When*: Timing and Sequence in Political Process," *Studies in American Political Development* 14: 72-92.
- Geertz, Clifford. 1973 "Thick Description: Toward an Interpretive Theory of Culture."
- Read, B.L. (2010) Ch. 8: "More Than an Interview, Less Than Sedaka," (pp.145-161), in *Contemporary Chinese Politics: New Sources, Methods, and Field Strategies*. A. Carlson, M.E. Gallagher, K. Lieberthal & M. Manon, Eds. London, UK: Cambridge U. Press.
- Small, M. (2009) "How Many Cases Do I Need? On the Science and Logic of Case Selection in Field-Based Research," *Ethnography* 10(1): 5-38.
- Lucas, S.R. (2014) "Beyond the Existence Proof: Ontological Conditions, Epistemological

Implications, and In-Depth Interviewing,” *Qualitative Quantitative* 48: 387-408.

- Suddaby (2006) “What Grounded Theory Is Not,” *The Academy of Management Journal* 49(4): 633-642.
- Healy, K. (2017) “Fuck Nuance,” *Sociological Theory* 35(2): 118-127.
- Becker, H.S. (2007) *Writing for Social Scientists*. Ch. 5: “Learning to Write as a Professional” (pp. 90-107).

Keywords: ISMS; HISTORY; MYTH; TRADITION

Reading Discussion Facilitators: **Student A + Student B**

T | Nov. 5 (**Extended**) DUE (by 5pm): *Midterm Survey (Online Course Feedback)*

Week 7 | Styling Canons & Styles of Critique

*No Précis due this week.

** No Seminar this week. ***Rescheduled Seminar Pending - To Be Confirmed/Announced.**

M | Nov. 11 DUE (by 10am): *Styles of Thought (II): Interpretive and Historical Memo & Biblio.*
No Seminar (Holiday - Veteran’s Day)

Reading:

- Cohn, J. (1999) “When Did Political Science Forget About Politics?” *The New Republic*.
- Beard, L. (2019) “Submerged and Contained: The Figure of Race in American Political Science,” *National Political Science Review* 20(1): 193-198.
- Corbin, J. & Strauss, A. (1990) “Grounded Theory Research: Procedures, Canons, and Evaluative Criteria,” *Qualitative Sociology* 13(1): 1-19.
- Denmark, R.A. & O’Brien, R. (1997) “Contesting the Canon: International Political economy at UK and US Universities,” *Review of International Political Economy* 4(1): 214-238; OR
- Diament, S.M., Howat, A.J. & Lacombe, M.J. (2017) “What is the Canon in American Politics? Analyses of Core Graduate Syllabi,” *Journal of Political Science Education*.
- Ross, D. (1991) “Against Canons: Liberating the Social Sciences,” *Society* Nov./Dec.: 10-13.
- Katz, J. (2019) “On Becoming an Ethnographer,” *Journal of Contemporary Ethnography* 48(1): 16-50.
- Becker, *Writing for Social Scientists*, Ch. 8: “Terrorized by the Literature” (pp. 135-149).
- The UNC Writing Center Handouts: “Literature Reviews” & “Book Reviews”

Keywords: ART; CRITICISM; LITERATURE; ORIGINALITY

Week 8 | Styles of Thought (III): Critical Theory, Introduction

M | Nov. 18 DUE (by 10am): Weekly Précis
Seminar (2-5pm), *Critical Theory Paradigms*

Reading:

- Garland, D. (2014) “What is a ‘history of the present’? On Foucault’s genealogies and

their critical preconditions,” *Punishment & Society* 16(4): 365-384.

- Collins, P.H. (2000), Ch. 11: “Black Feminist Epistemology” (pp. 251-271), in *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2nd Edition. New York: Routledge.
- Haraway, D. (1998) “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective,” *Feminist Studies* 14(3): 575-599.
- Wedeen, L. (2002) “Conceptualizing Culture: Possibilities for Political Science,” *American Political Science Review* 96(4): 713-728.
- Latour, B. (2004) “Why Has Critique Run out of Steam? From Matters of Fact to Matters of Concern,” *Critical Inquiry* 30(Winter): 225-248.
- Becker, H.S. (2007) *Writing for Social Scientists*. Ch. 6: “Risk, by Pamela Richards” (pp. 108-120).

Keywords: PHILOSOPHY; RADICAL; WESTERN

Reading Discussion Facilitators: **Student A + Student B**

Week 9 | Styles of Thought (III): Critical Theory, cont’d

M | Nov. 25 DUE (by 10am): Weekly Précis

Seminar (2-5pm), *Critical Theory Conversations & Paradigmatic Critique*

Reading:

- hooks, b. (1994) Ch. 5: “Theory as Liberatory Practice” (pp. 59-75) in *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge. (Reprinted from *Yale Journal of Law & Feminism*, 1991 4.1).
- Brown, W. (2003) “Neo-liberalism and the End of Liberal Democracy,” *Theory & Event* 7(1): 1-15.
- Sharp, J. (2001) “Feminist Geopolitics,” *Space & Polity* 5(3): 165-176.
- Laurie, E.W. (2015) “Who lives, who dies, who cares? Valuing life through thr disability-adjusted life year measurement,” *Royal Geographical Society (with the Institute of British Geographers)* 40: 75-87.
- Armstrong, S. (2015) “Using the Future to Predict the Past: Prison Population Projections and the Colonisation of Penal Imagination” (pp. 136-163), in *Crime, Critique, and Utopia*. M. Malloch & B. Munro, Eds. Palgrave Macmillan.
- Becker, *Writing for Social Scientists*, Ch. 7: “Getting It out the Door” (pp. 121-134).

Keywords: DIALECTIC; EXPERIENCE; EXPERT; TRUTH^{††}

Reading Discussion Facilitators: **Student A + Student B**

Week 10 | Philosophy & Style in (the Politics of) Social Science

*No Précis due this week.

M | Dec. 2 DUE (by 10am): *Styles of Thought (III): Critical Theory Memo & Biblio.*
+ *Research Inquiry (re)Statement*

Last Seminar (2-5pm): *Research Inquiries Restated*

Reading:

- Abbott, A. (2004) *Methods of Discovery*. Ch. 7 (final chapter!): “Ideas and Puzzles” (pp. 211-249).
- Cazeaux, C. (2016) “The Aesthetics of the Scientific Image,” *Journal of Aesthetics and Phenomenology* 2(2): 187-209.
- Small, M.L. (2011) “How to Conduct a Mixed Methods Study: Recent Trends in a Rapidly Growing Literature,” *Annual Review of Sociology* 37: 57-86.
- Mills, C.W. (1959) Appendix: “On Intellectual Craftsmanship” (pp. 195-228), in *The Sociological Imagination*. New York: Oxford U. Press.
- Becker, *Writing for Social Scientists*, Ch. 9: “Writing with Computers” (pp. 150-172); 10: “A Final Word” (pp.173-183).
- Cohen, S. (1978) “The Last Seminar.”

Keywords: CAREER; CREATIVE; GENIUS; SENSIBILITY; WORK; POLITICAL‡

FINAL ASSIGNMENT, *Your Literature (or Book) Review* DUE: Wednesday, December 11, 2019 (*upload to Canvas by 5pm).