

**University of Florida**  
**Senior Research Seminar in International Studies**  
**INS 4930**  
**Spring 2024**

**COURSE INFORMATION:**

Instructor: Prof. Alexander Panayotov, Ph.D.

E-mail: [apanayotov@ufl.edu](mailto:apanayotov@ufl.edu)

Course Time: Wednesday 3:00-6:00 PM

Course Location: TUR 2336

Office Location: Turlington Hall 3343

Office Hours: Friday 10:50-12:50 (in person), Monday 10:45-11:45 PM (Zoom), and by appointment

*“Thoughts without content are empty, intuitions without concepts are blind.”*  
*Immanuel Kant*

**COURSE DESCRIPTION:**

This course is a senior research seminar in International Studies. Students will have to write a major research paper. Each week, we will discuss two types of readings. First, we will discuss readings pertaining to the foundations of social science methodology. Second, we will supplement the methodological readings with exemplars: major substantive issues in international studies and articles that explore their development. By reading and discussing these articles, you will learn how to employ and refine a variety of research strategies. You will encounter different styles of analysis and argumentation. Understanding these styles might prove challenging. Because of this, be prepared to discuss them during the class. The class discussion is a deliberative exercise: you are expected to contribute to it because everyone will benefit from a vigorous exchange of ideas. In addition, please respect your colleagues' views because we will study problems open to multiple interpretations. Don't forget that collegiality and tolerance are virtues not vices.

**LEARNING OBJECTIVES:**

Students in this course will:

- Complete a research paper that addresses an original question pertaining to theoretical developments in international studies.
- Explore the ontological and epistemological foundations of international studies.
- Learn the social scientific methodological skills necessary to complete the paper.
- Explore classic and contemporary international studies perspectives that will help them improve their research skills.

- Refine their writing, editing, and presentation skills.

#### **COURSE TEXTS:**

1. Turabian, Kate. 2018. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9<sup>th</sup> ed. Chicago: The University of Chicago Press, 2018 [hereinafter Turabian].
2. Swedberg, Richard. 2014. *The Art of Social Theory*. Princeton: Princeton University Press [ hereinafter Swedberg]
3. John Lewis Gaddis. 2018. *On Grand Strategy*. New York: Penguin Press [ hereinafter Gaddis].
4. Additional readings will be posted on the Canvas web site.

#### **EXAMINATIONS AND ACADEMIC HONESTY:**

- I will not be able to change exams' parameters and presentation dates except in the following cases: a medical emergency, which must be properly documented, and a death in the immediate family.
- Absences from class must be properly documented. An absence without proper documentation will be counted as an unexcused one. Two or more unexcused absences will result in lowering of your attendance and participation grade.
- Depending on our progress, there might be changes in the schedule. You will be notified of all changes in advance.
- No extra credit assignments will be offered.
- Please note that UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class. Please note that this is a research-intensive course. Because of this, plagiarism and other forms of academic dishonesty will not be tolerated. Students are required to read, understand, and abide by the University of Florida Academic Honesty policy. The policy can be found here: <https://sccr.dso.ufl.edu/process/student-conduct-code/> . All violations of the said policy will be reported in accordance with the process outlined in it.
- The requirements in the syllabus are consistent with the UF grading policy. The policy can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

**GRADE CONCERNS:**

If a student disagrees with her grade, she must outline her concerns in writing within 48 hours of receiving the grade. I will not accept grade concern statements after the expiration of the 48-hour period. The statement must contain a reasoned claim backed by textual evidence. After evaluating the merit of the claim, I will do one of the following: 1) increase the grade; 2) lower the grade; or, 3) leave the grade unchanged. The student will be notified about my decision within a reasonable time frame and the grade will be adjusted accordingly. Please note that this policy will not be applicable to the final paper and the overall final grade.

**ATTENDANCE:**

- Please be advised that class attendance is mandatory. I will revise your grade one grade step down (e.g. B+ to B) for systemic unexcused absences from class (three or more absences).
- Arrive on time. I will lower your attention and participation grade in cases of systematic tardiness. I define systematic tardiness as “three or more late arrivals to class.”
- Do not leave early. If you leave early three or more times, I will lower your attention and participation grade.
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**INCOMPLETES:**

Incompletes will be granted under exceptional circumstances. A student who wants to receive an incomplete must: (1) inform the professor 10 (ten) days prior to the last day of class and (2) provide a written explanation about the reasons necessitating the incomplete. These reasons must be properly documented. In addition, the student must provide a written plan for finishing the missing work. The student must complete the work during the following semester. Failure to complete the work will result in an E.

**COURSE EVALUATIONS:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> . Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**ACCOMMODATIONS:**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting [disability.ufl.edu/students/get-started](http://disability.ufl.edu/students/get-started). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester

Faculty can expect to receive a student's accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodations. Neither faculty nor administrators may independently deny a request for accommodation that is approved by the Disability Resource Center.

Students are also advised to explore the opportunities offered by the UF Disability Resource Center. The Center is located at 001 Reid Hall, web page: <https://disability.ufl.edu/#> .

#### **COUNSELING AND WELLNESS CENTER:**

Contact information for the Counseling and Wellness Center:  
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### **RECORDINGS:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

#### **RESPONSIBILITIES:**

- Ensure that you have a reliable access to Canvas because it will be used extensively throughout the semester. Note that you will be responsible for printing or viewing the assigned material.
- Read the materials in advance and in the order indicated in the syllabus.
- Turn off your cell phones **before** coming to class.

- Restrict the use of electronic devices to class-related activities, e.g., note-taking or article reading.
- Please do not eat in class. Drinks in closed containers are permitted.
- Please note that I will call people in class. This means that it's your responsibility to be prepared at all times. I reserve the right to lower your participation grade if you are unprepared.

**GRADE SCALE:**

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
E	0-59

**ASSIGNMENTS AND DEADLINES:**

<b>DUE DATE</b>	<b>ASSIGNMENT</b>	<b>DESCRIPTION</b>	<b>WEIGHT</b>
	Attendance and participation	Please note that attendance is mandatory. Participation is an essential ingredient for your success in the course. I will revise your grade one grade step up (e.g. A- to A) to reward your class participation. I will also revise your grade one grade step down (e.g. B+ to B) for systemic unexcused absences from class (two or more absences). I will consider revising the grade one grade step down (e.g. B+ to B) for systemic tardiness (three or more late arrivals). I will not revise grades upwards to reward regular attendance. Do not leave early. If you leave early three or more times, I will lower your attention and participation grade.	10%
	Discussion Lead	Each student will be responsible for one of the class discussions. S/he will be responsible for studying the assigned materials, posing questions, participating in the methodological debates, and summarizing the readings. We will discuss the schedule of these assignments during our first meeting. Please note that I won't be able to change the schedule and you will be responsible for this assigned date.	5%
24-Jan-2024	Research proposal	<p>The research proposal is a short description of your project and its justification. It should be three double spaced pages, 1'' margin all around, Times New Roman font, size 12. The proposal should 1) define your research question; 2) justify its substantive importance; and 3) outline a research strategy and methods for answering the question. In addition, please include a preliminary bibliography and a tentative completion schedule. They will not be counted towards the page requirement.</p> <p>I will deduct 10 points for a proposal submitted after the deadline and prior to 11:59 PM on January 26<sup>th</sup>. I will not accept submissions after that and no points will be awarded for this assignment.</p>	10%

07-Feb-2024	Annotated Bibliography	Please submit an annotated bibliography that contains at least 10 entries (books or articles) pertaining to your research project. Building on your research proposal, explain how these materials will contribute to the answer of your research question. Please be as specific as possible. There is no page requirement for this assignment, but please try to write between three and seven pages double spaced pages, 1'' margin all around, Times New Roman font, size 12. You can select a particular citation style, but please be consistent in its application. You may find a detailed citation guidance in Turabian's book. I will not penalize you for deviating from my suggestions about the page limits and citation styles. I will deduct 10 points for a proposal submitted after the deadline and prior to 11:59 PM on February 9 <sup>th</sup> . I will not accept submissions after that and no points will be awarded for this assignment.	5%
20-Mar-2024	Research Paper First Draft	The first draft must be at least 8 and at most 10 double-spaced pages in length, 1'' margin all around, Times New Roman font, size 12. Please include a bibliography. It will not be counted toward the page requirement.  I will deduct 10 points for a proposal submitted after the deadline and prior to 11:59 PM on March 22 <sup>nd</sup> . I will not accept submissions after that and no points will be awarded for this assignment.	20%
10-Apr-2024 — 17-Apr-2024	Presentations	Please prepare a presentation that will inform the class about the topic of your paper and its findings. You can select the mode of presentation: 1) In person or 2) On-line. I will circulate specific instructions about the posting of the on-line presentations. You have to inform me about your preferred option by March 27 <sup>th</sup> . Once selected, the option cannot be changed. The presentation will have to be 20-25 minutes long. You may choose the presentation techniques, e.g., Power Point, lecture, demonstration, etc. Students who fail to deliver class presentations will receive no credit for this assignment. I will post video responses to the presentations. Everyone is encouraged to do the same and help their colleagues. Failure to present within the specified period will result in no points awarded for the assignment.	20%
26-Apr-2024 11:59 pm	Research paper	You are free to select a topic related to international studies. Please write a paper that is at least 18 and at	30%

		most 28 double-spaced pages in length, 1'' margin all around, Times New Roman font, size 12. The paper must contain a bibliography. It will not be counted towards the page requirement. I will deduct 20 points for late submissions sent after the deadline and prior to 11:59 PM on April 28 <sup>th</sup> . I will not accept submissions after that and no points will be awarded for this assignment.	
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#### **SUBMISSIONS:**

All assignments should be submitted by using the class Canvas web site unless otherwise noted in the syllabus.

#### **IMPORTANT DATES:**

- **January 24<sup>th</sup>:** Research proposal due
- **February 7<sup>th</sup>:** Annotated bibliography due
- **March 20<sup>th</sup>:** Research paper first draft due
- **April 10<sup>th</sup> -17<sup>th</sup>:** Presentations
- **April 26<sup>th</sup>:** Research paper due

## **COURSE SCHEDULE:**

### **CLASS 1: JANUARY 10<sup>TH</sup>**

<b>DATE</b>	10-JAN-2024
	Introduction I
<b>GOAL</b>	David McCullough once wrote: “ <i>History is a guide to navigation in perilous times. History is who we are and why we are the way we are.</i> ” We will learn the history of international studies and place it in a broader context: the difference between natural and social sciences.
<b>READINGS</b>	1. Schmidt, Brian C. “The History of International Studies.” In <i>Oxford Research Encyclopedia of International Studies</i> , pp. 1-29 [Canvas] 2. Gaddis, Ch.1 (pp.1-27)

### **CLASS 2: JANUARY 17<sup>TH</sup>**

<b>DATE</b>	17-JAN-2024
	Introduction II
<b>GOAL</b>	Leo Tolstoy claims that there are two essential questions of history: (1) What is power? (2) What force produces the movement of nations? (Leo Tolstoy, “ <i>War and Peace</i> ”, Second Epilogue, Ch.7). Many will argue that these two questions constitute the subject matter of international studies. Before exploring them, however, we have to understand the ontological and epistemological underpinnings of the study of international politics. In other words, we will try to answer two other questions: (1) What exists? (2) How do we know what we know?
<b>READINGS</b>	1. James Mahoney & Gary Goertz, “A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research”, <i>Political Analysis</i> 14 (3): 227-249 [Canvas] 2. Gaddis, Ch.2 (pp. 29-62) 3. Prepare to discuss your research questions.

### **CLASS 3: JANUARY 24<sup>TH</sup>**

<b>DATE</b>	24-JAN-2024
<b>TOPIC</b>	Research Projects: The Basics
<b>EXEMPLAR</b>	Authority in International Politics
<b>GOAL</b>	We will explore the foundations of social science research, its nature, and its limitations.
<b>READINGS</b>	1. Turabian, Ch.1 (pp. 5-9) 2. Swedberg, Introduction (pp. 1-9) (skim) 3. Swedberg, Ch.1&2 (pp.13-51)

	<p>4. Lake, David A. (2010). "Rightful Rules: Authority, Order, and the Foundations of Global Governance." <i>International Studies Quarterly</i> 54(3): 587-613 [Canvas]</p> <p>5. Bring your draft proposals for workshopping.</p>
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#### CLASS 4: JANUARY 31<sup>ST</sup>

<b>DATE</b>	31-JAN-2024
<b>TOPIC</b>	The Research Question
<b>EXEMPLAR</b>	Territory and Sovereignty in International Politics
<b>GOAL</b>	Finding an original research question is an art, science, and craftsmanship. We will explore the process of finding original research questions in a systematic fashion. Or, alternatively, we will try to evaluate whether finding an original research question is only possible if there is a “spark of genius.”
<b>READINGS</b>	<p>1. Turabian, Ch.2&amp;3 (pp. 10-37)</p> <p>2. Swedberg, Ch. 3&amp;4 (pp. 52-97)</p> <p>3. Robert Jackson, “<i>Sovereignty in World Politics: A Glance at the Conceptual and Historical Landscape</i>”, pp. 431-456 [Canvas]</p>
<b>ASSIGNMENT DUE</b>	Research proposal due

#### CLASS 5: FEBRUARY 7<sup>TH</sup>

<b>DATE</b>	07-FEB-2024
<b>TOPIC</b>	Refining the Research Question
<b>GOAL</b>	Social science research projects entail planning and execution. We will attempt to figure out how to embed an original question into an existing theoretical framework(s) within a set of constraints: time, resources, and commitments.
<b>READINGS</b>	<p>1. Swedberg, Ch. 5&amp;6 (pp.98-145)</p> <p>2. Gaddis, Ch.3 (pp. 63-91)</p>

#### CLASS 6: FEBRUARY 14<sup>TH</sup>

<b>DATE</b>	14-FEB-2024
<b>TOPIC</b>	Sources and Literature Review
<b>GOAL</b>	Science is a cumulative enterprise. Isaac Newton once said that “ <i>We are standing on the shoulders of giants.</i> ” It means that we cannot pursue our research in a vacuum. For this reason, we will learn how to find and summarize the relevant literature. Most importantly, we will learn how identify the blind spots in the literature. These blind spots are the entry points to an original research project.
<b>EXEMPLAR</b>	The State in International Politics

<b>READINGS</b>	<ol style="list-style-type: none"> <li>1. Turabian, Ch. 4 (pp. 38-50)</li> <li>2. Spruyt, H. (2002). "The Origins, Development, and Possible Decline of the Modern State." <i>Annual Review of Political Science</i> 5: 127-149 [Canvas]</li> <li>3. Swedberg, Ch. 8&amp;9&amp;10 (pp. 169-229)</li> <li>4. Gaddis, Ch.4 (pp. 93-119)</li> </ol>
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### CLASS 7: FEBRUARY 21<sup>ST</sup>

<b>DATE</b>	21-FEB-2024
<b>TOPIC</b>	Testing Ideas
<b>EXEMPLAR</b>	International Institutions
<b>GOAL</b>	Finding an original question is only the beginning of a long process. In order to reach the end of this process, we need to connect our theory and data. Testing is the crucial link that enables scholars to move from an exciting idea conceived by a lone scholar to a finding accepted by a scientific community.
<b>READINGS</b>	<ol style="list-style-type: none"> <li>1. March J. S&amp; Johan P. Olsen (1998). "The Institutional Dynamics of International Political Orders." <i>International Organization</i> 52 (4): 943-969 [Canvas]</li> <li>2. Gaddis, Ch.5 (pp. 121-150)</li> </ol>
<b>ASSIGNMENT DUE</b>	Annotated bibliography due.

### CLASS 8: FEBRUARY 28<sup>TH</sup>

<b>DATE</b>	28-FEB-2024
<b>TOPIC</b>	Incorporating Causality in Research Projects
<b>EXEMPLAR</b>	Human Rights and International Politics
<b>GOAL</b>	Causation is the "Holy Grail" of science. When we speak of causation, we often imagine a monolithic idea embraced by all. For better or worse, this isn't true. Causation puzzles social scientists. To understand it, we need to map it. We need to clarify its multifaceted nature. Then, we will explore the methodological strategies for incorporating causation in social science research projects.
<b>READINGS</b>	<ol style="list-style-type: none"> <li>1. Goldthorpe, J. H. (2001). "Causation, Statistics, and Sociology." <i>European Sociological Review</i> 17(1): 1-20 [Canvas]</li> <li>2. Reus-Smit, C. (2011). "Struggles for Individual Rights and the Expansion of the International System." <i>International Organization</i> 65(2): 207-242 [Canvas]</li> <li>3. Gaddis, Ch.6 (pp.151-183)</li> </ol>

**CLASS 9: MARCH 6<sup>TH</sup>**

<b>DATE</b>	06-MAR-2024
<b>TOPIC</b>	Theory and Data: Connecting Arguments and Evidence
<b>EXEMPLAR</b>	Trade
<b>GOAL</b>	As the story goes, an editor from <i>The Economist</i> once advised journalists to “simplify and then exaggerate.” Social scientists cherish the former and dislike the latter. Social science is the art of moderation. Ideally, social scientists limit their claims to what can be backed by evidence. Thus, we will learn how to construct arguments that can be proven and how to avoid unsubstantiated claims.
<b>READINGS</b>	<ol style="list-style-type: none"> <li>1. Turabian, Ch. 5 (pp. 51-65)</li> <li>2. Rogowski, R. 1987. “Political Cleavages and Changing Exposure to Trade”. <i>The American Political Science Review</i> 81(4): 1121-1137 [Canvas]</li> </ol>

**CLASS 10: MARCH 20<sup>TH</sup>**

<b>DATE</b>	20-MAR-2024
<b>TOPIC</b>	The Comparative Method
<b>EXEMPLAR</b>	Strategy
<b>GOAL</b>	The comparative method is essential in understanding contemporary social science. It helps us elucidate the similarities and difference between social objects. But why is this method important? We will learn how to use it in the context of research projects.
<b>READINGS</b>	<ol style="list-style-type: none"> <li>1. Giovanni Sartori, “Comparing and Miscomparing”, <i>Journal of Theoretical Politics</i> 3(3): 243-257</li> <li>2. Gaddis, Ch.7 (pp. 185-216)</li> </ol>

**CLASS 11: MARCH 27<sup>TH</sup>**

<b>DATE</b>	27-MAR-2024
<b>TOPIC</b>	Case Studies
<b>GOAL</b>	One of the most heated debates in contemporary social science is about the epistemic status and effectiveness of case studies. What are they? Do they provide valuable insights? Do they violate the main methodological precepts of social science research? Methodological debates aside, case studies provide an avenue for studying some of the most interesting developments in international studies. Thus, we will learn how to construct and utilize case studies without committing methodological felonies.
<b>READINGS</b>	<ol style="list-style-type: none"> <li>1. David Collier, “Process Tracing: Introduction and Exercises” 1-33 [Canvas]</li> </ol>

	2. James Mahoney, “Qualitative Methodology and Comparative Politics”, <i>Comparative Political Studies</i> 40 (2): 122-144 [Canvas] 3. Gaddis, Ch.8 (211-253)
<b>ASSIGNMENT DUE</b>	Draft research paper due

### CLASS 12: APRIL 3<sup>RD</sup>

<b>DATE</b>	03-APR-2024
<b>TOPIC</b>	1. Drafting, Editing, and Revising 2. Introductions 3. Conclusions & Presentations
<b>EXEMPLAR</b>	War
<b>GOAL</b>	Editing and revising are time-consuming tasks. For this reason, we will learn a number of techniques that will help you reduce the amount of time spent on these tasks. The readings will help you bridge the gap between the academic and policy domains. They will also enable you to translate complex academic theories into policy-oriented presentations.
<b>READINGS</b>	1. Turabian, Ch. 7&9 (pp. 75-85, pp. 102-105) 2. Mearsheimer, John. “Realism and Restraint”, <i>Horizons: Journal of International Relations and Sustainable Development</i> 14 (Summer, 2019): 12-31 [Canvas] 3. Turabian, Ch. 10&11 (pp. 106-123) 4. Turabian, Ch. 8&13 (pp. 86-101; pp. 127-133) 5. Salmond, R. and David T. Smith. (2011). “Cheating Death-by-PowerPoint: Effective Use of Visual Aids at Professional Conferences.” <i>PS</i> : 589-596 [Canvas]

### CLASS 13: APRIL 10<sup>TH</sup>

<b>DATE</b>	10-APR-2024
<b>TOPIC</b>	Presentations I
<b>READINGS</b>	There are no readings for this class.

### CLASS 14: APRIL 17<sup>TH</sup>

<b>DATE</b>	17-APR-2024
<b>TOPIC</b>	Presentations II
<b>READINGS</b>	There are no readings for this class.

### CLASS 15: APRIL 24<sup>TH</sup>

<b>DATE</b>	24-APR-2024
<b>TOPIC</b>	Concluding Remarks

<b>READINGS</b>	1. Gaddis, Ch.9 (254-313)
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**ASSIGNMENT DUE: APRIL 26<sup>TH</sup>**

<b>DATE</b>	26-APR-2024
<b>ASSIGNMENT DUE</b>	Final Paper Due: Please submit your paper via Canvas.

## **ABBOTT'S HEURISTICS FOR THE SOCIAL SCIENCES**

### **NORMAL SCIENCE HEURISTICS**

Adding a new variable or similar move

### **SEARCH HEURISTICS**

Making an analogy

Borrowing a method

### **ARGUMENT HEURISTICS**

Problematizing the obvious

Making a reversal

Making an assumption

Reconceptualization

### **DESCRIPTIVE HEURISTICS**

Changing context

Changing levels

Setting conditions: lumping and splitting

### **NARRATIVE HEURISTICS**

Stopping and putting in motion

Taking and leaving contingency

Analyzing latent functions

Analyzing counterfactuals

### **FRACTAL HEURISTICS**

Repeating the structure

[Adopted from Richard Swedberg, *The Art of Social Theory* (2014), 137]

## RESEARCH PROPOSAL TEMPLATE (OPTIONAL)

1. Articulate your research question.
2. Ensure that your question is:
  - a. Narrow
  - b. Answerable
  - c. Manageable within the time constraints imposed by the course schedule
3. Explain the importance of your question in either intellectual or practical terms (or both).
  - a. Try to view your question as a way of filling a gap in the existing knowledge; don't view it as a way of confirming your particular predilections.
4. Outline the existing literature (s) that deal with this question and evaluate it in light of your question.
  - a. Pay particular attention to other researchers' methodological approaches. How do they attempt to answer similar questions? Do their approaches make sense in light of *your* question? Can you identify how their theories drive their choice of methodology?
5. Outline your data collection strategy.
6. Develop specific hypothesis (propositions, narratives) to answer the question.
7. Try to think and identify potential roadblocks in your project.
  - a. Review the accessibility of data.
  - b. Ensure that you will have a reliable access to the sources you need for this project.
8. Create a plan for completing the project.
9. Conclude by identifying your theory, data, and the possible connection between the two.

**BOOK LIST (OPTIONAL):**

WRITING	Joseph Williams, “ <i>Style: Toward Clarity and Grace (Chicago Guides to Writing, Editing, and Publishing)</i> ,” The University of Chicago Press, 1995
EDITING	Claire Cook, “ <i>Line by Line: How to Edit Your Own Writing</i> ”, Houghton Mifflin Harcourt, 1985
PRESENTATION	Jerry Weissman, “ <i>Presenting to Win” The Art of Telling Your Story</i> ”, Pearson FT Press, 2008
PHILOSOPHY OF SCIENCE	Peter Godfrey-Smith, “ <i>Theory and Reality: An Introduction to the Philosophy of Science</i> ”, The University of Chicago Press, 2003
PHILOSOPHY OF SOCIAL SCIENCE (BEGINNER)	Colin Hay, “ <i>Political Analysis: A Critical Introduction</i> ”, Palgrave, 2002
PHILOSOPHY OF SOCIAL SCIENCE (ADVANCED)	Patrick Thaddeus Jackson, “ <i>The Conduct of Inquiry in International Relations</i> ”, Routledge, 2 <sup>nd</sup> Edn., 2016
GENERAL RESEARCH	Booth, Colomb, and Williams. “ <i>The Craft of Research, (Chicago Guides to Writing, Editing, and Publishing).</i> ” University of Chicago Press, 4 <sup>th</sup> Edn., 2016
SOCIAL SCIENCE CONCEPTS	Gary Goertz, “ <i>Social Science Concepts: A User's Guide</i> ”, Princeton University Press, 2005
CRITICISM OF MODERN SOCIAL SCIENCE	John, Lewis Gaddis, “ <i>The Landscape of History: How Historians Map the Past</i> ”, Oxford University Press, 2004
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