

**University of Florida**  
**Senior Research Seminar in International Studies**  
**INS 4930**  
**Spring 2026**

**COURSE INFORMATION:**

Instructor: Prof. Alexander Panayotov, Ph.D.

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

Office Phone Number: 352-2947-153

Course Time: Monday 1:55-4:55 PM

Course Location: MCCA 3194

Office Location: Turlington Hall 3343

Office Hours: Wednesday 11:45AM -12:45 PM (in person), Friday 11:45AM -12:45 PM (in person), Monday 11:45 AM -12:45 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. Please also note that that instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials. 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 Pressm [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.

## **NUMBER OF CREDITS: 3**

## **EXAMINATIONS:**

- I will not be able to change exams' parameters and presentation dates except in circumstances enumerated in the UF Attendance policies.
- 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.

## **ATTENDANCE POLICY:**

- Please be advised that class attendance is mandatory. I will revise your overall grade by one grade step down (e.g., B+ to B) for systemic unexcused absences from class (three absences).
- If a student accumulates more than three unexcused absences, I reserve the right to prohibit further attendance and assign a failing grade. The student/s will be given a due waring. This right is recognized by the UF grading policy.
- Arrive on time. I will lower your attention and participation grade by 5(five) points 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 by 5(five) points.
- Please provide documentation for all absences (except religious holidays), missed work, or inability to fully engage in class.

### **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.

### **PROCEDURE FOR CONFLICT RESOLUTION:**

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Marianne Vernetson, Graham Center Interim Director ([mvernetson@ufl.edu](mailto:mvernetson@ufl.edu), (352) 846-1575). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

### **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.
- Silence 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.

**COMPLIANCE WITH UF ACADEMIC POLICIES:**

This course complies with all UF academic policies. For information on those policies and for resources for students, please see this [link](#)

**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	<ul style="list-style-type: none"> <li>• Please be advised that class attendance is mandatory. I will revise your overall grade by one grade step down (e.g., B+ to B) for systemic unexcused absences from class (three absences).</li> <li>• If a student accumulates more than three unexcused absences, I reserve the right to prohibit further attendance and assign a failing grade. The student/s will be given a due warning. This right is recognized by the UF grading policy.</li> <li>• Arrive on time. I will lower your attention and participation grade by 5(five) points in cases of systematic tardiness. I define systematic tardiness as “three or more late arrivals to class.”</li> <li>• Do not leave early. If you leave early three or more times, I will lower your attention and participation grade by 5(five) points.</li> <li>• Please provide documentation for all absences (except religious holidays), missed work, or inability to fully engage in class. For more information, please consult the attendance policy section.</li> </ul>	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%
02-Feb-2026	Research proposal	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.	10%

		I will deduct 10 points for a proposal submitted after the deadline and prior to 11:59 PM on February 4 <sup>th</sup> . I will not accept submissions after that and no points will be awarded for this assignment.	
23-Feb-2026	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 25 <sup>th</sup> . I will not accept submissions after that and no points will be awarded for this assignment.	5%
23-Mar-2026	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 paper submitted after the deadline and prior to 11:59 PM on March 25 <sup>th</sup> . I will not accept submissions after that and no points will be awarded for this assignment.	20%
06-Apr-2026 — 13-Apr-2026	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 reserve the right to cancel the on-line presentations depending on the number of students in the class. I will circulate specific instructions about the posting of the on-line presentations. You have to inform me about your preferred option by February 23 <sup>rd</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	20%

		<p>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.</p>	
25-Apr-2026 11:59 pm	Research paper	<p>You are free to select a topic related to international studies. Please write a paper that is at least 18 and at 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 27<sup>th</sup>. I will not accept submissions after that and no points will be awarded for this assignment.</p>	30%

#### **SUBMISSIONS:**

All assignments should be submitted via the Canvas course page. Please note that each student is responsible for the timely submission of her assignments. I will not send reminders for overdue assignments.

#### **IMPORTANT DATES:**

- **February 9<sup>th</sup>**: Research proposal due
- **February 23<sup>rd</sup>** : Annotated bibliography due
- **March 23<sup>rd</sup>**: Research paper first draft due
- **April 6<sup>th</sup> - April 13<sup>th</sup>**: Presentations
- **April 25<sup>th</sup>**: Research paper due

## **COURSE SCHEDULE:**

### **CLASS 1: JANUARY 12<sup>TH</sup>**

<b>DATE</b>	12-JAN-2026
	Introduction I
<b>GOAL</b>	<p>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. In addition, 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:</p> <ul style="list-style-type: none"><li>(1) What exists?</li><li>(2) How do we know what we know?</li></ul>
<b>READINGS</b>	<ol style="list-style-type: none"><li>1. Brian C. Schmidt “The History of International Studies.” In <i>Oxford Research Encyclopedia of International Studies</i>, pp. 1-29 [Canvas]</li><li>2. Gaddis, Ch.1, Ch. 2 (pp.1-62)</li><li>3. David A. Lake (2011), “Why “isms” Are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress,” <i>International Studies Quarterly</i>, 55(2): 465-480</li><li>4. Prepare to discuss your research questions.</li></ol>

### **CLASS 2: JANUARY 26<sup>TH</sup>**

<b>DATE</b>	26-JAN-2026
<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>	<ol style="list-style-type: none"><li>1. Turabian, Ch.1 (pp. 5-9)</li><li>2. Swedberg, Introduction (pp. 1-9) (skim)</li><li>3. Swedberg, Ch.1&amp;2 (pp.13-51)</li><li>4. David A. Lake (2010). "Rightful Rules: Authority, Order, and the Foundations of Global Governance." <i>International Studies Quarterly</i> 54(3): 587-613 [Canvas]</li><li>5. Bring your draft proposals for workshopping.</li></ol>

### **CLASS 3: FEBRUARY 2<sup>ND</sup>**

<b>DATE</b>	02-FEB-2026
<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>	<ol style="list-style-type: none"> <li>1. Turabian, Ch.2&amp;3 (pp. 10-37)</li> <li>2. Swedberg, Ch. 3&amp;4 (pp. 52-97)</li> <li>3. Robert Jackson (1999) “Sovereignty in World Politics: A Glance at the Conceptual and Historical Landscape”, <i>Political Studies</i> XLVII 431-456 [Canvas]</li> </ol>

#### CLASS 4: FEBRUARY 9<sup>TH</sup>

<b>DATE</b>	09-FEB-2026
<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>	<ol style="list-style-type: none"> <li>1. Swedberg, Ch. 5&amp;6 (pp.98-145)</li> <li>2. Gaddis, Ch.3 (pp. 63-91)</li> </ol>
<b>ASSIGNMENT DUE</b>	Research proposal due

#### CLASS 5: FEBRUARY 16<sup>TH</sup>

<b>DATE</b>	16-FEB-2026
<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. Hendrik Spruyt (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>

**CLASS 6: FEBRUARY 23<sup>RD</sup>**

<b>DATE</b>	23-FEB-2026
<b>TOPIC</b>	Testing Ideas & Causation
<b>EXEMPLAR</b>	International Institutions
<b>GOAL</b>	<p>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.</p> <p>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.</p>
<b>READINGS</b>	<ol style="list-style-type: none"> <li>1. James G. March &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> <li>3. John H. Goldthorpe, (2001). "Causation, Statistics, and Sociology." <i>European Sociological Review</i> 17(1): 1-20 [Canvas]</li> </ol>
<b>ASSIGNMENT DUE</b>	Annotated bibliography due.

**CLASS 7: MARCH 2<sup>ND</sup>**

<b>DATE</b>	02-MAR-2026
<b>TOPIC</b>	Theory and Data: Connecting Arguments and Evidence
<b>EXEMPLAR</b>	Trade
<b>GOAL</b>	<p>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.</p>
<b>READINGS</b>	<ol style="list-style-type: none"> <li>1. Turabian, Ch. 5 (pp. 51-65)</li> <li>2. Ronald Rogowski (1987). “Political Cleavages and Changing Exposure to Trade”. <i>The American Political Science Review</i> 81(4): 1121-1137 [Canvas]</li> <li>3. Gaddis, Ch.6 (pp.151-183)</li> </ol>

## CLASS 8: MARCH 9<sup>TH</sup>

<b>DATE</b>	09-MAR-2026
<b>TOPIC</b>	Case Studies I
<b>EXEMPLAR</b>	Strategy
<b>GOAL</b>	<p>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.</p>
<b>READINGS</b>	<ol style="list-style-type: none"> <li>1. Jack Levy, “Case Studies: Types, Designs, and Logics of Inference”, <i>Conflict Management and Peace Studies</i> 25 1-18 [Canvas]</li> <li>2. John Gerring, “What is a Case Study and What Is It Good For?”, <i>American Political Science Review</i> 98(2) 341-354 [Canvas]</li> <li>3. Andrew Bennett. &amp; Colin Elman., “Case Study Methods in the International Relations Subfield,” <i>Comparative Political Studies</i>, 40(2) 170-195 [Canvas] (Optional)</li> <li>4. Gaddis, Ch.7 (pp. 185-216)</li> </ol>

## CLASS 9: MARCH 23<sup>RD</sup>

<b>DATE</b>	23-MAR-2026
<b>TOPIC</b>	Case Studies II
<b>GOAL</b>	<p>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.</p>
<b>READINGS</b>	<ol style="list-style-type: none"> <li>1. David Collier, “Understanding Process Tracing”, <i>PS: Political Science and Politics</i> 44(4), 823-830 [Canvas]</li> <li>2. Giovanni Sartori, “Comparing and Miscomparing”, <i>Journal of Theoretical Politics</i> 3(3): 243-257</li> <li>3. James Mahoney, “Qualitative Methodology and Comparative Politics”, <i>Comparative Political Studies</i> 40 (2): 122-144 [Canvas] (Optional)</li> <li>4. Gaddis, Ch.8 (211-253)</li> </ol>
<b>ASSIGNMENT DUE</b>	Draft research paper due.

**CLASS 10: MARCH 30<sup>TH</sup>**

<b>DATE</b>	30-MAR-2026
<b>TOPIC</b>	<ol style="list-style-type: none"><li>1. Drafting, Editing, and Revising</li><li>2. Introductions</li><li>3. Conclusions &amp; Presentations</li></ol>
<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>	<ol style="list-style-type: none"><li>1. Turabian, Ch. 7&amp;9 (pp. 75-85, pp. 102-105)</li><li>2. Mearsheimer, John. "Realism and Restraint", <i>Horizons: Journal of International Relations and Sustainable Development</i> 14 (Summer, 2019): 12-31 [Canvas]</li><li>3. Turabian, Ch. 10&amp;11 (pp. 106-123)</li><li>4. Turabian, Ch. 8&amp;13 (pp. 86-101; pp. 127-133)</li><li>5. Rob Salmond, and David T. Smith. (2011). "Cheating Death-by-PowerPoint: Effective Use of Visual Aids at Professional Conferences." <i>PS: Political Science and Politics</i>: 589-596 [Canvas]</li></ol>

**CLASS 11: APRIL 6<sup>TH</sup>**

<b>DATE</b>	06-APR-2026
<b>TOPIC</b>	Presentations I
<b>READINGS</b>	There are no readings for this class.

**CLASS 12: APRIL 13<sup>TH</sup>**

<b>DATE</b>	13-APR-2026
<b>TOPIC</b>	Presentations II
<b>READINGS</b>	There are no readings for this class.

**CLASS 13: APRIL 20<sup>TH</sup>**

<b>DATE</b>	20-APR-2026
<b>TOPIC</b>	Concluding Remarks
<b>READINGS</b>	<ol style="list-style-type: none"><li>1. Gaddis, Ch.9&amp; 10(254-313)</li></ol>

**ASSIGNMENT DUE: APRIL 25<sup>TH</sup>**

<b>DATE</b>	25-APR-2026
<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 hypotheses (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
INTELLECTUAL ENRICHMENT	In Our Time (BBC Radio Program) available at <a href="https://www.bbc.co.uk/programmes/b006qykl">https://www.bbc.co.uk/programmes/b006qykl</a>

## BIBLIOGRAPHY:

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Collier, David. “Understanding Process Tracing.” *PS: Political Science and Politics* 44 no.4 (October 2011): 823-830.

Gaddis, John Lewis. *On Grand Strategy*. New York: Penguin Press, 2018.

Gerring, John. “What is a Case Study and What Is It Good For?”, *American Political Science Review* 98 no.2 (May 2004): 341-354.

Goldthorpe, John H. "Causation, Statistics, and Sociology." *European Sociological Review* 17 no.1 (March 2001): 1-20.

Jackson, Robert. “Sovereignty in World Politics: A Glance at the Conceptual and Historical Landscape.” *Political Studies XLVII* 431-456.

Lake, David A. "Rightful Rules: Authority, Order, and the Foundations of Global Governance." *International Studies Quarterly* 54 no. 3 (September 2010): 587-613.

Lake, David A., “Why “isms” Are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress.” *International Studies Quarterly*, 55 no. 2 (June 2011): 465-480.

Mearsheimer, John. “Realism and Restraint.” *Horizons: Journal of International Relations and Sustainable Development* 14 (Summer 2019): 12-31.

Levy, Jack. “Case Studies: Types, Designs, and Logics of Inference.” *Conflict Management and Peace Studies* 25 no. 1 (March 2008): 1-18.

Mahoney, James. “Qualitative Methodology and Comparative Politics.” *Comparative Political Studies* 40 no. 2 (marmay 2007): 122-144.

March, James and Johan P. Olsen. “The Institutional Dynamics of International Political Orders.” *International Organization* 52 no.4 (Autumn 1998): 943-969.

Rogowski, Roland. “Political Cleavages and Changing Exposure to Trade. ”*The American Political Science Review* 81 no.4 (December 1987): 1121-1137.

Salmond, Rob. and David T. Smith, “Cheating Death-by-PowerPoint: Effective Use of Visual Aids at Professional Conferences.” *PS: Political Science Politics*.44 no.3 (July 2011): 589-596.

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