



Instructor: Marcos S. Scauso, PhD	
Course: Political Inquiry	Term: Spring 2022
Time: M/W/F at 12pm – 12:50pm.	Location: Lender S. of Business – 260
Office Hours: M. between 3pm – 4pm by appointments (e-mail me to find a time).	Office: CAS3 – 310 or via Zoom.
Email: marcos.scauso@quinnipiac.edu	Personal Website: www.marcosscauso.com

Peer Catalyst: Gabriella R. Colello	
Office Hours: Mondays and Fridays between 10:30am and 11:30am	Office: CAS3 – 310 or via Zoom.
Email: gabriella.colello@quinnipiac.edu	

We wish to acknowledge the learning that will take place on unceded Eansketambawg land and honor their community: past, present, and into the future.



Course Description

Since the 1980's, political scientists have seen the re-emergence of the debate about what counts as "science," how should scientific research proceed, what strategies or methods are best suited to produce legitimate knowledge, and what topics they should discuss. Much of this debate divided the discipline and many other fields of social scientific research at least into interpretivist and positivist methodologies. As some authors point out, the debate has, in some cases, awaken bitter divisions, anxiety, and disputes, but others find this discussion to be a fruitful moment of pluralism, which allows for diverse forms of knowledge production to focus on particular issues, providing new insights and moving beyond the boundaries that each approach might reinforce when it claims to be the only "scientific" or valid methodology of a field (Schwartz-Shea and Yanow 2012; Yanow and Schwartz-Shea 2014).

In this class, we will seek to take advantage of this pluralist moment in order to understand and deploy different methodologies of political inquiry. The class will take students into a journey that aims to introduce the principles of various methodologies, encouraging them to deploy and utilize these tools to produce knowledge in ways that are regarded as legitimate within our epistemic communities. Throughout the semester, the course will emphasize the enabling and constraining aspects of positivist and interpretivist methodologies. Then, students will traverse the different steps of research by deploying the tools of approaches that best suit their interest.

Each week will focus on a particular step of research. At the beginning of each unit, we will discuss the principles and tools that we can use to achieve our goals of knowledge production and political inquiry. Then, we will aim to put these tools into practice by constructing a research design that will be discussed and graded throughout the entire semester. Students will thus begin by reviewing the **general characteristics** of research designs. Second, they will start to draw **research questions**, understanding how these queries connect to other steps and sections of their work. Third, students will think through **literature** related to their topics and will draw their main **arguments**, theses, or hypotheses. Fourth, students will be encouraged to gather **data and/or evidence** by using methods consistent with the methodologies they have selected for their work. Finally, students will have to **analyze the validity or trustworthiness** of their evidence and data, drawing conclusions and preparing their final papers. Through each step of research, the class will discuss interpretivist and positivists ways of achieving these goals.



Course Modality

For this course, students will have three **main modalities**:

- 1- Our course will be **primarily on campus**, which means that we will meet on M., W., and F. in the Lender S. of Business - 119 classroom at 12pm. This is our primary modality and it will be very important for you to attend these meetings, ask questions, and participate.
- 2- You will also be able to use Zoom to access **synchronous meetings only when needed or when discussed with me**. In order to access this modality, you will need to e-mail me ahead and let me know why you will stay online for a particular date. You can also let me know if this will be your primary modality due to health reasons or other issues.
- 3- If you get sick, have an emergency, or have other kinds of issues, you will be able to access **recordings** of our classes to make up attendance and to stay up to date with our discussions. Of course, excused absences are exempted from attendance grading (see class policy below for definition of “excused absences”), but you can use the recordings to avoid missing discussions. You can also request recordings if you would like to review a discussion again. In order to access recordings, please e-mail me and I will provide the links.

For more information on attendance policies, please scroll down to the section on assignments.

As a Professor, I will try to keep these options open at all times, but if I get any symptoms, we will switch to online for the time that is medically necessary for me to recover and to avoid contagion. If the University moves all courses to remote modalities due to public health concerns, we will use the synchronous Zoom modality and the recordings as well.



Course goals/student learning objectives

- **Inquiry and Analysis:** The course promotes methodologically rigorous possibilities of researching questions of politics and providing evidence-based answers. This pedagogical opportunity unfolds from the entirety of the process that students traverse throughout the semester. At the end of the semester, students will know how to define clear questions and evidence-based answers that spring from methodologically sound processes of research.
- **Disciplinary Knowledge:** Understanding of the scope of methodological approaches of political inquiry. This goal can be achieved by reading the material, listening to the lectures, and participating in discussions about the enabling and constraining aspects of interpretivism and positivism in Political Science.
- **Effective Communication:** Verbal, written, and academic ability to communicate one's ideas in clear, organized, concise, reasoned, and persuasive arguments, supported by analysis of moral norms, empirical evidence, and theoretical concepts. The class will encourage these skills through participation in discussions, presentations, and written assignments.
- **Critical and Creative Thinking:** Throughout this course, students are encouraged to think beyond the limitations and boundaries of each methodological approach. The possibility of discussing meta-assumptions and limitations of diverse approaches enables students to think beyond epistemic and institutionalized limitations, encouraging more creative and critical possibilities.
- **Social and Emotional Intelligence:** Dealing with the characteristics and quality of relationships that students have with themselves and others. By respecting the research interests of students, this course will encourage skills of reflection and research often related to one's own experiences in different ways. The course will also create spaces of interaction where students will learn to respond to feedback, adapt to different instructions, think about themselves, think about others, and ask for help when assistance is needed.
- **Recognition of Difference and Equity:** The course is structured around the idea of discussing diverse methodologies of political inquiry. Within this diversity, the course deploys a pedagogical possibility of confronting the privilege and biases of dominant perspectives, encouraging pluralism and a fruitful possibility of producing knowledges. Additionally, I provide equal opportunities for all students to succeed both in my course and beyond. This entails the possibility of taking into account the disproportionate obstacles and barriers that some students might face.



Required texts/material

- **Baglione, Lisa A. 2020. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, & Methods. Fourth Edition.* Los Angeles: CQ Press, an imprint of SAGE**
- **Hoover, Kenneth, and Todd Donovan. 2011. *The Elements of Social Scientific Thinking. Tenth Edition.* United States: Wadsworth, Cengage Learning.**
- **Schwartz-Shea, Peregrine, and Dvora Yanow. 2012. *Interpretive Research Design: Concepts and Processes.* New York: Routledge.**
 - In order to decrease costs, I recommend to buy used books or e-books, which can be found in the internet for much less than the new volumes.
- **Some of the articles** that will be assigned can be accessed through the links provided below and in our course website. Please contact me if you have difficulties accessing any of these items. Also, please see the complete bibliography section at the end of the syllabus for full references, which might help you searching for these articles if the links do not work properly.



Communication with the Professor:

- **Student hours / Office hours:**
 - Office hours on M. from 3pm to 4pm.
 - Office hours can take place in person in CAS3-310 or via Zoom. Please e-mail me to confirm the modality and time you prefer. I will provide a Zoom link via e-mail if this is your preferred modality.
 - Students can set up appointments at different times throughout the week via e-mail.
 - I will also answer my office phone (203-582-7519) during M/W/F between 3pm and 4pm.

My office is a **safe space**, where all students can come to talk about class-related issues, professional development, or more personal experiences of struggle.

However, since I am not a trained counselor, I have important limitations. Also remember that all professors and staff members of Quinnipiac University are mandated reporters under Title IX. Beyond these limitations, I can always share resources that the university offers and accompany you to the offices of professionals that can help when I cannot. More detailed information can also be found in the “Policy” section below.

- **Emails:** During the week, I will respond e-mails within 24 hours, but I usually prioritize e-mails during morning hours and before 5pm. If you have an urgent enquiry, please feel free to add the word “urgent” to the subject of the e-mail and I will try to respond as soon as possible. During the weekend, I might take longer to answer or might stay away from my e-mail in order to prioritize research, writing, and self-care.
- **Anonymous and open survey:** I created a survey that is completely anonymous and continuously open (<https://www.surveymonkey.com/r/JZ2TC8M>) for students to be able to provide feedback to me throughout the entire semester. This is one of the tools that students can use to democratize the class and to make changes before it is too late. Students can write positive or negative feedback anytime. The survey can be used by the same person many times as well.
- In general, I will try to make myself **available to you**. Please use these opportunities to avoid missing assignments and to get as much as you can from your education.
- Finally, if you read the syllabus and find this statement before the first week of classes, send me an e-mail with the phrase “I read it. I promise” as the subject, and you will get 0.5 extra credit points.



- **Work and assignments:**

- **Attendance (7% of the grade):**
 - **Classes might take three different modalities:**
 - **On campus:** We will be meeting on campus and without rotations. This means that you will be able to go to our class on campus every Monday, Wednesday and Friday at 12pm. This **is the main modality** of the course and the one you should prioritize unless you become sick or have emergencies. I will take attendance in class.
 - **Online and synchronous:** If you are not feeling well, have become sick, or have other issues, you can access our class online via the Zoom link provided below. In order to access this modality, you will **need to e-mail me and justify the modality**. If all classes go remote due to state or university-wide policies, we will meet via Zoom during our assigned schedule. Please let me know that you are online when I take attendance.
 - For **Zoom meetings:** we will meet during our usual times (Mondays, Wednesdays, and Fridays between 12pm and 12:50pm). Our class meeting ID is 920-1160-3298 (Password: IR2022) or the direct link is: <https://quinnipiac.zoom.us/j/92011603298?pwd=blhkeIAvSTE3VDVMdnVJdFVwcW85Zz09>.
 - **Recorded and asynchronous:** If you have to miss a synchronous class due to emergencies, illness, or other issues, you will be able to access recorded classes. You can also request recorded classes to review particular lectures. This is not the main modality of the course and I expect you to use asynchronous recordings only when needed and when you notify me. To access these recordings, you can e-mail me. Please let me know the date of the class recording that you will need and I will share the link with you.
 - **If you miss attendance** and would like to make up some of these points with the recordings, contact me. In two unexcused cases, you will be able to access the recordings and make up attendance by sending me a one-page long summary of the lecture or discussion. If the absence is excused, you will not need to make up attendance, but you can still watch the recordings to access the lecture and stay up to date.
- **Participation (15% of your grade):**
 - In this class, participation is a key factor for your success. I expect you to ask appropriate questions that will help you to understand the approaches and, more importantly, apply them to your own research.
 - In order to gain participation points, you will have two different kinds of opportunities:



1. If you actively participate in class multiple times throughout the week with appropriate questions, comments, critiques, suggestions, and so on, I might give you a **sticky note**, which is the equivalent of 1.5 points of participation. You can then write your name on the sticky note and turn it back to me at the end of the class. I will use it as a reminder to add the point to your grade. Please notice that you can earn sticky notes only with **active, appropriate, and outstanding participation each week**.
2. Each week, you should take **notes** in class and you should add a **small summary** of the readings. If you do not receive sticky notes in a particular week, you can turn these notes in to me. As long as these notes do not entail any plagiarism and insofar as they evidence your own participation for the entire week, you can receive up to 1.5 points for them. That is, your notes should include discussions about all three days of the week and the readings.
 - **To turn in notes**, you can simply write or copy and paste your notes into the assignment for weekly participation. Go to the assignments in Blackboard, find the “participation” assignment for whatever week you need, and click on “**Write Submission**”. You can then paste your notes and submit them. If you write in word, PDF, or take hand-written notes that you can photograph, you can just **add a file attachment** instead. You can click on “Browse my computer” and then upload whatever file you use to show me your notes. If you take hand-written notes and would like to take pictures of them, please make sure you paste them into a **single document** and then upload that file.
 - These notes should be submitted **before each Sunday at 11:59pm**.
 - Each set of notes submitted should **demonstrate engagement** in the class and with the readings for each week; they should reflect sufficient quality in their content. They should show that you have followed the discussion, connected the examples and illustrations to the concepts, and engaged with the material, processing information and **not simply copying and pasting from slides or from readings** (If you use my slides to take notes, make sure to paste them in a different color than your own notes or at least highlight them and signal that they are not your own notes). I will not be grading grammar or spelling, but your notes will be **assessed for content quality** because they have to demonstrate engagement and participation.
- If your notes attain this level of quality, you can receive up to **1.5 points for each weekly submission**. If this is the case, you will need to turn in only 10 sets of notes (reaching 15 points max.). If your notes do not receive 1.5 points, you can turn in more of them to reach the 15 points. If you receive 10 sticky notes, you will also get the maximum participation score of 15 points. **With class notes or sticky notes, you cannot exceed 1.5 points per week or 15 points of participation in total.**
- If these forms of **participation are not adequate for you**, please contact me via e-mail and I will try to accommodate your circumstances while also meeting the learning goals of the class.



- **Presentation (15% of the grade):**

- Students will be required to do **one presentation during week 15**. This presentation will aim primarily to discuss the final research design. Students will be expected to develop much of their work throughout the entire semester. Throughout the entire course, they will need to select a research question, review relevant literature, state their theses, gather preliminary evidence, draw conclusions, and review the validity or trustworthiness of their work. For the presentation, students will simply state their research questions and answers, but they will then need to **focus on their evidence and conclusions**.
 1. Each presentation should not last more than 5-7 minutes (students will lose points if they go over time).
 2. If students want to use PowerPoints, they have to send them to the Professor at least 48 hours before the presentation (I will display them and you can ask me to pass the slides).
 3. Please sign up and select your presentation date as soon as possible: [Click Here](#)
- If you talk to me, you might be able to send me a video **recording of your presentation at least two days before the due date of your presentation**. You can film yourself doing the presentation, upload it to YouTube, set the privacy settings to “unlisted,” and send me the link via e-mail: marcos.scauso@quinnipiac.edu. Then, I will download the video and put it into my PowerPoint for the class to see. Each video should be between **5 and 7 minutes**. I am providing this option in some cases and once you talk to me, but the video will need to include good editing and more creative skills. Even if you record yourself presenting, I might still ask a question or two about your work. I personally prefer presentations in person, but whatever modality you choose will not affect your grade *per se*.

- **Research Question Paper (15% of the grade):**

- Students will be required to turn in a Research Question Paper before Sunday, March 6th, at 11:59pm.
- This paper should include a brief description of your case, your research question, and the definition of the variables and/or concepts that are included in your query. The paper should be 3 pages long plus an additional page or two for references.
- Please make sure you submit the paper as a **PDF file** in our Blackboard website, in the assignment titled “Week 6 - Research Question Paper.”

- **Literature Review Chart (10% of your grade):**

- In order to begin processing your literature, you will need to select at least 5 academic sources, read them, summarize them, and organize them into “schools of thought.” To achieve this goal, you will use Microsoft Excel. Then, you will title at least the following columns: school of thought, main idea, authors, main idea of author,



difference with other authors, and difference with my argument. Please follow this link for a template: [Click here](#). You can **download or copy** this template to create your own file. Once you have the spreadsheet, you can use it to re-organize your readings and to begin thinking about your literature review.

- You will need to **turn in an Excel file (.xlsx)** in the “Literature Review Chart” assignment by Sunday, April 3rd, at 11:59pm.

- **Hypothesis or Argument Paper (15% of your grade):**

- Students will be required to turn in a Hypothesis or Argument Paper before Sunday, April 10th, at 11:59pm.
- This paper includes a one-page revision of the research question and concepts that you proposed before. Then, you will focus the rest of the paper on the **analysis of relevant literature** about the topic of research you selected. Students will draw their theses from the literature and state their hypotheses or main arguments.
- The paper should be maximum **10 pages-long and double spaced**. It should also include additional pages for references.
- The paper should include **at least 5 academic sources** for the literature review. These sources should be well integrated into the discussion and properly cited.
- Please make sure you submit the paper as a **PDF file** in our Blackboard website, in the assignment titled “Hypothesis or Argument Paper.”

- **Final Paper (23% of the grade):**

- During final’s week, students will be required to turn in a final paper, which will include a summary of the entire research design: research question, literature review, thesis, evidence, analysis, and conclusion. However, this paper will focus primarily on the evidence and its analysis. In the conclusion, you will focus on the analysis of trustworthiness or validity.
- In order to achieve this goal, students will **turn in a 5-page essay** (plus the pages of references and the appendix) to the “Week 16 - Final Paper” assignment, which will be due during Final’s week. The Final’s week is between May 9th and 13th. Please make sure you submit the paper as a **PDF file**.
- I will be available online to answer questions during the exam time: Zoom meeting ID 947-7004-1625 (Password: IR2022) and direct link <https://quinnipiac.zoom.us/j/94770041625?pwd=SHhqUmg3L240S2orUU0vclo0RX YyZz09>

- **Extra credit opportunity:** students can turn in a maximum of three commentaries (worth 1% of the grade each) for extra credit. These commentaries have to be two-pages long maximum and they ought to include parts of the bigger papers that are turned in the week after the extra credits are due. That is, you can use these extra credit commentaries to get feedback on your bigger assignments before you turn them in to me. I might also offer extra credit points for documented participation in particular talks, events, and volunteer activities. Each student can only acquire a maximum of 3 points of extra credit.



Grading:

Evaluation Method

Assignment	Points for each Assignment	Total
Attendance		7
Participation and readings (class notes or sticky notes)	1.5	15
Presentation		15
Research Question Paper		15
Lit. Review Chart		10
Hypothesis and Lit. Review Paper		15
Final Paper		23
Extra Credit	1	3
Total		100

Grades in blackboard: please notice that **the maximum grade is 100 points** even if the total in Blackboard exceeds this amount. If you do not fulfill any extra credits, those points will appear to be 0, but this assignment does not affect your total grade negatively.

Grading System (<https://www.qu.edu/content/dam/qu/documents/academic-catalogs/2018-2019-academic-catalog.pdf>):

Letter Grade	Numerical Range	Grade Pt. Value
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D	60-69	1.00
F	0-59	0.00



Class policy

Late Work

Every assignment for this class is time-sensitive. Acceptable reasons for delayed deadlines or missed assignments are the same as those for an excused absence. An “excuse” absence is defined as 1) illness or injury of the student, 2) death, injury, or serious illness of an immediate family member, 3) religious reasons, 4) jury duty or government obligations, 5) university sanctioned activities (artistic performances, intercollegiate athletics, etc.). Other personal struggles that are not included in those definitions might be considered as well. Documentation might be required for an excused absence. The student is responsible for all missed work. In the event of an excused absence the instructor will offer make up work and no penalty will be applied.

In the event of an **unexcused** missed deadline, students will be able to make up assignments and they will receive a maximum of 70% of the original grade. Despite this policy, attendance has its own rules to make up points. Also, presentations can only be rescheduled when the absence is excused and before week 15. Similarly, final exams can only be taken on the assigned date or rescheduled when the absence is excused and documented.

Online Modality and Personal Responsibility

As you might know, the threat of COVID-19 is still very much present in our daily life. If we have to move to a fully remote modality or if you have to use Zoom due to health reasons, I will do everything within my power to guarantee the quality of your education. Despite my efforts, online modalities also require some things from you:

1. The Covid-19 pandemic is an unprecedented situation, with unprecedented decisions, and still with emerging knowledge that changes policies and regulations. Hence, we will all need to **learn to be flexible** in our planning if we want to fulfill our educational goals. I will continue making everything as democratic, clear, and explicit as possible, but you will need to read my e-mails and follow online conversations if you want to succeed in my class.
2. Learning online tends to demand **more self-reliance**. I will make myself available and we will have live lectures, but you will need to read all of my e-mails, messages, syllabi modifications, and suggestions in order to success.
3. You will also need to learn **how to use online tools** such as Blackboard, TechSmith, and others. If you have any questions about them or if you have limited access to technology, please e-mail me and/or technical support at Quinnipiac. You can also use our anonymous survey if you prefer to avoid sharing your name. If I know about the situation of different students, I can adapt correspondingly, **avoiding inequality** and unnecessary obstacles in our education.
4. Also, having a class online entails that **the modality** of our meetings, assignments, finals, office hours, and everything we share in our class will be different. Hence, please read carefully all clarifications and instructions, which will help you to navigate the rest of the semester.



Student Accessibility (<https://catalog.qu.edu/university-policies/disability-policy/>)

Quinnipiac University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me.

If you have a disability, or think you may have a disability, you may also want to meet with the Office of Student Accessibility, to begin this conversation or to request reasonable accommodations. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Please contact the Office of Student Accessibility by emailing access@qu.edu, or by calling (203) 582 – 7600. If you have already been approved for accommodations through the Office of Student Accessibility, please meet with me so we can develop an implementation plan together.

Title IX (<https://catalog.qu.edu/university-policies/titleix-policy/>)

Quinnipiac University is committed to providing an environment free from gender-based discrimination and harassment. Consistent with its commitment to addressing gender-based misconduct, the university complies with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in educational programs or activities that receive federal financial assistance. As such, Quinnipiac University is dedicated to fostering a healthy and safe environment in which members of the community can realize their full potential in an educational, working and living environment free from all forms of gender or sex discrimination and sexual misconduct.

Quinnipiac seeks to ensure that no student, faculty or staff member is excluded from participation in or denied the benefits of any university program or activity on the basis of sex. This includes all university activities, including, without limitation, academic, athletic, campus life, residential life programs and all aspects of employment. Students, faculty or staff who believe they have been subjected to or witnessed gender-based misconduct are encouraged to report these incidents. As discussed below, faculty, administration, athletic, human resources, public safety and student affairs staff are considered responsible employees under Title IX and are required to immediately report any incidents of sexual violence they observe. Please notice that this includes Prof. Marcos S. Scauso and Peer Catalyst, Gabriella Colello. The Title IX Coordinator, Dennis Kwarteng, can be contacted by phone at (203) 582-7327, or by email at Dennis.Kwarteng@quinnipiac.edu .

Upon receiving a report, the university will respond promptly, equitably and thoroughly. In addition, the university will take steps to prevent the recurrence of the misconduct and correct its effects, if appropriate.



Academic Dishonesty (<https://catalog.qu.edu/university-policies/academic-integrity-policy/#policiestext>)

Integrity: The Foundation of Quinnipiac University

In its Mission Statement, Quinnipiac University emphasizes its commitment to be an academic community. As an academic community, our students, faculty and staff work together to acquire and extend knowledge, develop skills and competencies and serve the greater good of our nation and local communities. Our individual and collective inquiry and pursuit of knowledge are only possible when each of us in the community is aware of and strives to maintain a code of ethical practice and integrity. All communities, though diverse in their individual members, are based on a shared set of beliefs and values that serve as their foundation. **At Quinnipiac, our community has chosen integrity as one of its guiding principles.**

Integrity means upholding a code or standard of values. In its most general sense integrity also means being complete. As an academic community, the completeness that we seek includes asking each individual to see her/his life as a whole, and to understand how the actions that he/she takes affect self, others and the community. Individual actions also impact the community of higher education as a whole. In keeping with this commitment to the Quinnipiac community and the larger community of higher learning, Quinnipiac is a member of the Center for Academic Integrity (CAI), a consortium of institutions of higher education committed to the principle of integrity. Our Academic Integrity Policy is based on the five fundamental values outlined by the CAI: honesty, trust, responsibility, fairness and respect.

Quinnipiac expects all members of our community, students, faculty and staff, to uphold these five standards of integrity and to contribute to our larger culture of integrity.

Honesty

Honesty is the bedrock upon which integrity is based. Academic and professional honesty require that each individual conduct herself or himself openly and in keeping with the truth. Even more importantly, honesty requires actively searching for and upholding the truth. Honesty is critical for the production and exchange of knowledge and ideas that are the hallmark of an institution of higher learning.

Trust

Trust is essential for an academic community. Academic work almost always builds upon or extends from the work of others and all members of the community must respect the work of others. Each individual must trust that community members undertake their work in such a way that we build our knowledge, while freely and openly admitting our dependence upon the work of others. Community members also must endeavor to be worthy of the trust others have placed in us. This foundation of trust is vital to our community of inquiry and learning.



Responsibility

An academic or professional community provides its members with support, fellowship and intellectual stimulation. The price of these benefits is responsibility to the community. Therefore, all members of the university community must not only be committed to ethical practices themselves, but also must bear the responsibility of helping to encourage integrity among all community members.

Fairness

True communities celebrate the differences among their members while upholding the general principle that each individual should be treated equally. This basic principle of fairness to all is an aspect of integrity that guarantees each of us freedom to express our own individuality. This standard of fairness also carries the burden, however, of fair sanctions to those who violate the standards of the community.

Respect

The university is a gathering place where students and faculty come to learn about different ideas, cultures and ways of thinking — even those with which we may strongly disagree. This learning environment can be maintained only with mutual respect. This respect must be present in the classroom, in our everyday encounters with each another, and in our individual work. Respect means listening to others, evaluating and criticizing their ideas fairly, and properly acknowledging all sources of material that are not originally ours.

Plagiarism, Misrepresentation and Fabrication (<https://catalog.qu.edu/university-policies/academic-integrity-policy/#appendicestext>)

1. Plagiarism

Plagiarism refers to representing another person's words or ideas as one's own in any academic exercise, whether intentional or not. Examples include:

- Copying information word for word from a source, without using quotation marks and giving proper acknowledgment/citation.
- Paraphrasing (i.e., putting into one's own words) a source's text, without providing proper acknowledgment/citation. This violation occurs when the ideas or arguments of another are presented in such a way as to lead the reader to believe that these ideas originated with the writer.
- Presenting as one's own any work (or portion thereof) that which has been prepared in whole or in part by someone other than oneself. This includes using unauthorized assistance in preparing one's work and acquiring written work from an outside source. Outside sources include other persons, commercial organizations, electronic sources and other sources.
- Reproducing (without proper citation) any other form of work of another person, such as a graphic element, a musical phrase, a proof, experimental data, experimental results, data or



laboratory reports, in full or in part. This includes turning in work of another student as one's own work.

- *It is the responsibility of all students to understand the methods of proper attribution and to apply those principles in all written, oral and electronic submissions.*

2. Misrepresentation

Examples include, but are not limited to:

- Arranging for another student to substitute for oneself in class, during an examination session or in the completion of any course work.
- Taking credit for work not done, such as taking credit for a team assignment without participating or contributing to the extent expected.
- “Double Dipping” (multiple uses of the same work) or presenting the same or substantially the same written work (or portion thereof) as part of the course requirement for more than one project or course, without the express prior written permission of the instructor(s) involved.
- If a student does wish to use another assignment as a base for additional credit, faculty should give the student the opportunity to submit in writing an explanation of the unique educational benefits of the new project.

3. Fabrication

Fabrication refers to falsifying or misusing data in any academic exercise. Examples include, but are not limited to:

- Falsifying data collected for any academic purpose.
- Making up or presenting falsified data in papers, manuscripts, books or other documents submitted for publication or as course or degree requirements.
- Making up a source for use in any assignment.
- Citing a source one did not use.
- Falsifying material cited.
- Attempting to deceive any instructor by altering and resubmitting for additional credit assignments, tests, quizzes or exams that have been graded and returned.
- Attempt to deceive any instructor or supervisor with respect to attendance in any class, internship or clinical setting.
- Falsifying any information on any document relating to any course, internship or co-curricular activity (including signatures, hours, etc.)

4. Cheating and Stealing

Cheating refers to using (or attempting to use) unauthorized assistance in any academic exercise. It includes the stealing or unauthorized acquisition of a test or test answers or impeding the fair process of an examination in any way. Examples of this violation include, but are not limited to:

- Copying from someone else's exam, paper or assignment.



- Looking at someone else's exam before or during an examination.
- Unauthorized use or possession of notes, supplemental notes, access passwords or any unauthorized materials during an examination, quiz or other assignment or evaluation.
- Possessing an electronic device that contains unauthorized information for a test or assignment (e.g., programming one's computer or calculator inappropriately).
- Using unauthorized materials (e.g., notes, textbooks, calculators, computers or other online sources) in the preparation of a test or assignment.
- Violating test and assignment procedures and restrictions established by the instructor. If a student is uncertain or unaware of the instructor's expectations/procedures, the student must consult with the instructor beforehand.
- Communicating or attempting to communicate answers, hints or suggestions during an examination.
- Collaborating (without instructor permission) in the preparation and presentation of reports, laboratory reports or take-home examinations or other course assignments such as copying or giving aid or otherwise failing to abide by the university's or instructor's rules governing the exercise or examination.
- Using another person's answers for an assignment.
- Soliciting, obtaining, possessing or providing to another person an examination or portions of an exam, prior or subsequent to the administration of the exam, without the authorization of the instructor. Unless the instructor has given permission, students may not provide test questions to other students in any form--oral, written or electronic.
- Stealing, or attempting to steal, an examination or answer key.
- Sharing answers for or collaborating on a take-home assignment or examination without explicit permission from the instructor.
- Signing an attendance sheet for another student or having another student sign an attendance sheet on your behalf when attendance is a part of the course grade.
- Recording any portion of a classroom lecture or other instructional activity, or any conversation related to academics or the academic integrity process, without the express consent of the instructor, adviser or administrator.
- The unauthorized sale, purchase, posting, dissemination or use of academic lectures, academic computer software, instructional materials, papers/essays or research for papers/essays.



Course Schedule: Please note that I might change the schedule if necessary. All modifications will be notified via e-mail.

Week	Class	Topics	Readings and Assignments
1	January 24 th	Introduction to the class and logistics	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Syllabus ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	January 26 th	Introduction to “Scientific” Research: Positivism	<ul style="list-style-type: none"> • Required <ul style="list-style-type: none"> ○ (Hoover and Donovan 2011) <ul style="list-style-type: none"> ▪ Ch. 1 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here • Recommended: <ul style="list-style-type: none"> ○ (Habermas 1968) ○ (Berezow 2021)
	January 28 th	Introduction of Interpretivist Research	<ul style="list-style-type: none"> • Required <ul style="list-style-type: none"> ○ (Schwartz-Shea and Yanow 2012) <ul style="list-style-type: none"> ▪ Introduction (until the section called “A Sketch of the Book.”) ○ (Scauso 2020) <ul style="list-style-type: none"> ▪ Until the section called “Methodological disagreements...” <ul style="list-style-type: none"> • For the article, Click Here ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ (Lynch 2014) ○ (Scauso, Schwarz, and Lynch 2018)



2	January 31 st	Research Designs in Positivism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Baglione 2020) <ul style="list-style-type: none"> ▪ Ch. 1 (Until the section called “Blue Print of the Book”) ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 Direct link: Click Here • Recommended: <ul style="list-style-type: none"> ○ (Van Evera 1997) <ul style="list-style-type: none"> ▪ Pol. Sci. methods book ○ (Oneal, Russett, and Berbaum 2003) <ul style="list-style-type: none"> ▪ Example of positivist work
	February 2 nd	Research Designs in Positivism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Baglione 2020) <ul style="list-style-type: none"> ▪ Ch. 1 (Until the section called “Blue Print of the Book”) ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	February 4 th	Research Designs in Interpretivism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Schwartz-Shea and Yanow 2012) <ul style="list-style-type: none"> ▪ Ch. 1 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ (Epstein 2008) <ul style="list-style-type: none"> ▪ Example of interpretive work. ○ (Yanow and Schwartz-Shea 2014) <ul style="list-style-type: none"> ▪ Interpretivism in Pol. Sci. ○ (Klotz and Lynch 2007) <ul style="list-style-type: none"> ▪ Interpretivism in Pol. Sci.



3	February 7 th	Positivism: Questions, Concepts, and Variables.	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Hoover and Donovan 2011) <ul style="list-style-type: none"> ▪ Ch. 2 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here • Recommended: <ul style="list-style-type: none"> ○ (King, Keohane, and Verba 1994) <ul style="list-style-type: none"> ▪ Qualitative positivist research
	February 9 th	Positivism continued	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Hoover and Donovan 2011) <ul style="list-style-type: none"> ▪ Ch. 2 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 Direct link: Click Here • Recommended: <ul style="list-style-type: none"> ○ (Chiou and Tucker 2020) <ul style="list-style-type: none"> ▪ Example of research that uses variables and statistical research.
	February 11 th	Variables, Hypotheses, and Discussion	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Hoover and Donovan 2011) <ul style="list-style-type: none"> ▪ Ch. 2 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 Direct link: Click Here ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.



4	February 14 th	Interpretivism: Approaches, Questions, and Potential Answers	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Schwartz-Shea and Yanow 2012) <ul style="list-style-type: none"> ▪ Ch. 2 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here • Recommended: <ul style="list-style-type: none"> ○ (Méndez 2018) ○ (Escobar 2010) <ul style="list-style-type: none"> ▪ Examples of interpretive questions and answers.
	February 16 th	Interpretivism Continued	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Schwartz-Shea and Yanow 2012) <ul style="list-style-type: none"> ▪ Ch. 2 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	February 18 th	Discussion and Examples	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Said 1978) <ul style="list-style-type: none"> ▪ Introduction <ul style="list-style-type: none"> • (Click Here for PDF) ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.



5	February 21 st	Drawing Research Questions	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Baglione 2020) <ul style="list-style-type: none"> ▪ Ch. 2 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	February 23 rd	Drawing Research Questions Continued	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Baglione 2020) <ul style="list-style-type: none"> ▪ Ch. 2 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	February 25 th	Drawing Research Questions Together	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Baglione 2020) <ul style="list-style-type: none"> ▪ Ch. 2 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Optional: <ul style="list-style-type: none"> ○ Extra Credit #1 due on Sunday at 11:59pm



6	February 28 th	Citations or Plagiarism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Baglione 2020) <ul style="list-style-type: none"> ▪ Ch. 3 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	March 2 nd	Analyzing Relevant Literature	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Baglione 2020) <ul style="list-style-type: none"> ▪ Ch. 4 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	March 4 th	Zotero, Literature Review, and Discussion	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Zotero: <ul style="list-style-type: none"> ▪ https://www.zotero.org ▪ Zotero connectors: https://www.zotero.org/download/ ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. ○ Turn in the Research Question Paper by Sunday, March 6th, at 11:59pm in our “Assignments” in Blackboard.



7	March 7 th	Positivism: Variables and Hypotheses	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Hoover and Donovan 2011) <ul style="list-style-type: none"> ▪ Ch. 4 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	March 9 th	Interpretivism: Arguments and Concepts	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Schwartz-Shea and Yanow 2012) <ul style="list-style-type: none"> ▪ Ch. 3 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	March 11 th	Hypotheses, Arguments, and Discussion	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.
8	No classes	Spring Break	No requirements



9	March 21 st	Drawing Hypotheses and Arguments	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Baglione 2020) <ul style="list-style-type: none"> ▪ Ch. 5 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here • Recommended: <ul style="list-style-type: none"> ○ Research proposal example in our Blackboard or here.
	March 23 rd	Drawing Hypotheses and Arguments	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Baglione 2020) <ul style="list-style-type: none"> ▪ Ch. 5 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	March 25 th	Arguments, Literature, and Discussion	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Baglione 2020) <ul style="list-style-type: none"> ▪ Ch. 5 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. ○ Submit the Literature Review Chart by next week’s Sunday, April 3rd, at 11:59pm. • Optional: Turn in Extra Credit #2 by Sunday, March 27th, at 11:59pm.



10	No classes	No Classes	<ul style="list-style-type: none"> • Prof. Scauso attends International Studies Association Annual Conference (See link here) <ul style="list-style-type: none"> ○ Let me know if you would like extra credit points and plan on attending. ○ Submit the Literature Review Chart by Sunday, April 3rd, at 11:59pm.
11	April 4 th	Positivism: Proving and Testing Hypotheses	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Baglione 2020) <ul style="list-style-type: none"> ▪ Ch. 7 and Ch. 8 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	April 6 th	More on testing	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Hoover and Donovan 2011) <ul style="list-style-type: none"> ▪ Ch. 5 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here • Recommended: <ul style="list-style-type: none"> ○ (Frankfort-Nachmias and Leon-Guerrero 2011) <ul style="list-style-type: none"> ▪ Statistics for Social Studies
	April 8 th	Testing, Proving, and Discussing	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. ○ Turn in Hypotheses/arguments and Lit. Review Paper by Sunday, April 10th, at 11:59pm in “Assignments” in Blackboard.



12	April 11 th	Interpretivism: Evidence and Circularity	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Schwartz-Shea and Yanow 2012) <ul style="list-style-type: none"> ▪ Ch. 4 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	April 13 th	Interpretivism: Evidence and Reflexivity	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Schwartz-Shea and Yanow 2012) <ul style="list-style-type: none"> ▪ Ch. 5 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Example of archival research and systematic interpretation: <ul style="list-style-type: none"> ▪ Archives and Files: Click Here ▪ Archives and Interpretation: Click Here • Recommended: <ul style="list-style-type: none"> ○ (Said 1978) ○ (Lynch 2020) <ul style="list-style-type: none"> ▪ Examples of archival research and interpretive research
	April 15 th	No classes	<ul style="list-style-type: none"> ○ No classes ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.



13	April 18 th	Interpretivism: Post-colonial Reflexivity	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Said 1978) <ul style="list-style-type: none"> ▪ Introduction and Chapter 1 <ul style="list-style-type: none"> • (Click Here for PDF) ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	April 20 th	Interpretivism: Post-colonial Reflexivity Continued	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Said 1978) <ul style="list-style-type: none"> ▪ Introduction and Chapter 1 <ul style="list-style-type: none"> • (Click Here for PDF) ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	April 22 nd	Positivism: Factuality, Reality, and Validity	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Hoover and Donovan 2011) <ul style="list-style-type: none"> ▪ Ch. 6 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ (Keohane 1998)



14	April 25 th	Interpretivism: Trustworthiness and Epistemic Communities	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Schwartz-Shea and Yanow 2012) <ul style="list-style-type: none"> ▪ Ch. 6 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here
	April 27 th	Interpretivism: It is more Complicated	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Scauso 2020) <ul style="list-style-type: none"> ▪ From section called “Methodological Disagreements...” ▪ For the article, Click Here ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here • Recommended: <ul style="list-style-type: none"> ○ (Mignolo 2009) <ul style="list-style-type: none"> ▪ Epistemic Disobedience ○ (Milliken 1999) <ul style="list-style-type: none"> ▪ Methodology and the problem of difference
	April 29 th	Preparing for Presentations	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Optional: <ul style="list-style-type: none"> ○ Turn in Extra Credit #3 by Sunday, May 1st, before 11:59pm. ○ Will you use Power Point for presentations on Monday? Send it to me today via e-mail.



15	May 2 nd	Discussion and Presentations	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Presentations are due today: Presentation Schedule. <ul style="list-style-type: none"> ▪ Make sure to send your Power Point (if you will use one) on Friday, April 29th. • Optional: <ul style="list-style-type: none"> ○ If you will use Power Point for your presentation on Wednesday, please send it to me by today (Monday) • Recommended: <ul style="list-style-type: none"> ○ Check out Baglioni (2020), Ch. 9 to get some tips and advice on how to present your work.
	May 4 th	Discussion and Presentations	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Presentations are due today: Presentation Schedule. <ul style="list-style-type: none"> ▪ Make sure to send your Power Point (if you will use one) on Monday, May 2nd. • Optional: <ul style="list-style-type: none"> ▪ If you will use Power Point for your presentation on Friday, please send it to me by today (Wednesday).
	May 6 th	Discussion and Presentations	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 920-1160-3298 ▪ Password: IR2022 ▪ Direct link: Click Here ○ Presentations are due today: Presentation Schedule. <ul style="list-style-type: none"> ▪ Make sure to send your Power Point (if you will use one) on Wednesday, May 4th. ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.



16	TBA	Final Paper	<ul style="list-style-type: none">• Required:<ul style="list-style-type: none">○ Turn in your Final Paper as a PDF file in our “Assignments” in Blackboard by the time of our officially scheduled Final Exam (TBA).• Optional:<ul style="list-style-type: none">○ Online meeting in Zoom:<ul style="list-style-type: none">▪ Meeting ID: 947-7004-1625▪ Password: IR2022▪ Direct link: Click Here
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