

Theories of Inquiry
HNRS-395-004

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COURSE DESCRIPTION

The quest for knowledge is a journey to discover the world and our place in it, and spans both the logic in our minds and the poetry in our souls. Knowledge can take many forms, appearing in a well-argued research paper or policy memo, presented in a captivating documentary film, or expressed through an enthralling work of art. The many paths to creating knowledge begin with asking a good question and a willingness to take some risks. We refer to this process of producing and presenting knowledge as *inquiry*. All inquiry begins with a problem or puzzle or question. It seeks to address or solve or answer it in a way that is compelling for audiences other than the inquirer themselves. Different traditions of inquiry approach this process in different ways, fitting questions to methods according to different principles and structuring the process to achieve different outcomes. This breadth is captured in the university's official definition of "scholarship" as encompassing "research...and creative or professional activity."¹ At the same time, traditions of inquiry are not entirely exclusive; they are, rather, engaged in an ongoing scholarly dialogue and feature subtle overlaps and complementarities.

This course is designed to help you navigate this complexity while formulating plans for your own "research, creative, or professional activities" — most immediately for the Honors Challenge Course (HNRS-399) next semester; but what you learn in this course will also feed directly into other classes, Honors colloquia, and your capstone. You will also take these lessons with you into the world beyond the university. During this semester, you will grapple with the difficulties of identifying a strong question to inaugurate a process of inquiry, refining your question in dialogue with different research traditions, situating your question within the scholarly literature, and identifying and locating the right material and methods to answer your question. Any good research question must take a risk; the challenge is figuring out how to leverage this risk. You will also confront the necessary messiness of research and the fact that an initial guess rarely pans out without modification. You will not only read material that will allow you to imagine different ways of posing questions, you also will learn to be reflective about how to answer those questions. Throughout the semester, you will be refining your questions and plans in interactive workshops, as well as grappling with the twin issues of *objectivity* and *ethics* that run throughout all good scholarly inquiry.

¹ American University Faculty Manual (<https://www.american.edu/provost/academicaffairs/upload/faculty-manual.pdf>), p. 9.

LEARNING OUTCOMES

By the time this course concludes, you should be able to engage in the following research tasks.

1. Formulate and refine a scholarly question, and a plan for answering that question, in each of the traditions of inquiry that we will be exploring.
2. Explain the significance of the differences and similarities between the distinct traditions of inquiry we will explore and discuss the best ways to leverage each tradition.
3. Critically reflect on the ways that each tradition conceptualizes and operationalizes objectivity as well as the ethical issues at stake.

COURSE MEETINGS

All course meetings will be held in online, synchronous sessions.

COURSE REQUIREMENTS

Active and Effective Participation in Class Activities: 10%

Since there will be so much in-class practice, effective and regular participation is essential. This does not mean that you should speak for the sake of speaking; it means you should engage in active listening and contribute to collective discussions fruitfully and seriously. You are also expected to be well-prepared for each seminar, including by completing all assigned materials *before* class, and actively participate in all class activities.

Inquiry Journal and Journal Group Discussion: 30%

Inquiry journals are spaces for you to explore how your research topic looks when brought into dialogue with the readings and class exercises throughout the semester. In your journal, you will keep track of how your question shifts and reflect upon what you have learned about your question as your strategy for addressing and answering them evolves. You will also record significant tools/ideas/concepts you have gleaned from the course readings.

A minimum of two weekly entries are required: one posted at least 24 hours before class begins, focusing on the substance of that week's topic (and readings, if applicable), and one posted no more than 72 hours after class ends, reflecting on the week's class session. The first journal entry should be *substantive* and engage directly with the assigned readings and relate them to your specific research question. The second journal entry should be *reflective* and include your reflections on the material covered in class, its relationship to your research interests and question, and your broader reflections on the research process.

During the 24-hours prior to each class, all members of each journal group are expected to engage in constructive discussion related to the journal entries from the other journal group members. This discussion should contain specific references to the course materials (citing page numbers) covered for that week and prior weeks as well as broader points that seek to constructively advance the group's investigation of the particular type of inquiry.

Three "Plan for Inquiry" Design Sketches: 30%

Three times throughout the semester, you will formally propose questions and plans of inquiry, in writing (48 hours after the end of the 4th class in each module). Each of these three design

sketches (about 5-7 pages, double-spaced, in length) will practice a different tradition of inquiry, and will be preceded by a workshop session in which you will peer-review one another's drafts. Your sketches must engage in a sustained manner with course materials (with citations), related literature that addresses your question, and include very specific examples of the application of the relevant tradition of inquiry to your topic. You must provide appropriate citations for all literature that you use. See Turabian et al. (2018), listed under the recommended texts below.

At least 48-hours prior to the fourth course in each module, you will submit an outline of your plan of inquiry that contains 1) your question, 2) an explanation of why this is an important question, 3) how other scholars have tried to answer the question, and 4) what methods/approaches you plan on using to answer this question. This is due at least 24-hours prior to the beginning of class, uploaded to your inquiry group folder in Canvas. Your inquiry group will then have 24 hours to read each of the plans for inquiry and prepare at least half of a page of detailed feedback on each plan, which will count as the first inquiry journal for that week. Your feedback should contain citations and references to the content from the other classes in this module (or other modules) to support your points.

Final Independent Project and Presentation: 30%

During the final exam period, you will offer a short presentation of a revised version of one of your "plans for inquiry" to the class. You will hand in the final version of your selected plan for inquiry (about 10 pages in length)—a revised version of one of the design sketches submitted earlier in the semester—along with a significant meta-analysis that demonstrates what you have learned about the process of inquiry. This final assignment is due 48 hours after this presentation session.

Grading

I will assign a letter grade to each of your three Plans for Inquiry and your Final Independent Project and Presentation. I will assign an overall letter grade for your participation and inquiry journals. Note that I will award an A only to students who: a) integrate all feedback that I provide to them throughout the semester; b) engage constructively in their inquiry journal discussion with references to the course material and broader discussion; c) produce thoughtful inquiry journals that engage constructively with the course materials, their own research topic, and class discussions; and d) participate actively and constructively in all class discussions with specific reference to the course material (including page numbers).

A (3.51-4.0): Outstanding work

B (2.51-3.5): Solid, capable work

C (1.51-2.5): Satisfactory work

D (1.0-1.50): Unsatisfactory work

F (0.0-0.9): Failure to meet minimum goals

Course Texts

All texts read for this class will be read on two levels: for their *content* and for their *form*. In relation to content, you will engage the arguments made by the authors. In relation to form, you

will be able to explore the mode of inquiry and what makes the argument effective and persuasive.

Most assigned readings will be posted to Canvas. In addition to the readings assigned for each class, I recommend that you gain access to three books that help you with the craft of writing and research. Good research requires not only a good question, research design, and method, but also in the well-written communication of the findings.

Recommended:

- Steven Pinker, *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century* (New York: Penguin Books, 2014).
- Turabian, Kate L. et al. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers / Kate L. Turabian ; Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff*. 9th edition. Chicago: University of Chicago Press, 2018.
- Lunsford, Andrea A., and Franklin E. Horowitz. *Easy Writer: A pocket reference*. 3rd ed., Bedford/St. Martin's, 2006.

TECHNOLOGY

- Zoom protocol:
 - Login to Zoom using your AU credentials. This is necessary for us to take advantage of the integration between Zoom and Canvas.
 - Please keep your camera on and use backdrops to ensure privacy.
 - Learning remotely means that many of us are sharing our learning/work spaces with children, pets, partners, and roommates. That's okay! Keep yourself muted when appropriate and do your best given the circumstances.
 - You are encouraged to use the raise hands function during class discussions and the chat function when we shift to group brainstorming. It is distracting to carry on a class discussion that includes both the chat function and people speaking. Please be attentive to this during class.
 - Be kind to yourself, to your classmates, and to your instructor. These are challenging times for all of us and we will learn more if we are generous with ourselves and others.
- Tips for engaging in constructive online discussions:
 - When you are asked to comment or critique fellow students, be specific and constructive in your responses. Ask for clarification if needed and provide reasons and thoughtful suggestions.
 - Types of questions to ask of fellow students:

- *Clarifying questions*: "In your reply, you say x follows Y. Can you say more about how one follows the other?"
- *Challenging questions* (constructive): "Isn't it possible that that passage/quote/dataset can be also interpreted in ABC way, which would imply XYZ about the larger argument?"
- *Suggestions phrased as questions*: "Do you happen to know the work of this scholar/researcher? They look at XYZ in a way that resonates with your approach. You may find it of interest."
- *Process questions*: "Can you say a little bit about how you chose this particular example/case study/methodology?"
- If you agree with a statement, provide a reason for your agreement, and/or additional arguments or a personal view (instead of just "I agree").

(Reference: *Chronicle of Higher Ed*, "The Professor Is In")

COMMUNICATION

Please only email me through the Canvas email system. I will respond to you within 24 hours on week days (not on weekends) using the Canvas system.

COURSE SCHEDULE AND TOPICS

The sections below list the topic and readings for each class. The required readings are mandatory and must be done **before** class. All readings are posted on Canvas.

Overview of Weekly Topics and Assignments

Week	Date	Topic
1	08/25/2020	<i>Introduction: Curiosity in Critical Perspective</i> <i>Assignments:</i> <ul style="list-style-type: none"> • Introductory journal entry. • Inquiry Journal #2 due no more than 72 hours after class. • Schedule a 15-minute one-on-one appointment with me via the Canvas “scheduler” function. Available times are: 3-5:30pm on August 27th and 3-5:00pm on August 28th.
<i>Module ONE - Critical Research</i>		
2	09/01/2020	Models of Critical Research <i>Assignments:</i> <ul style="list-style-type: none"> • Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class. • Inquiry Journal #2 (reflective) due no more than 72 hours after class. • Complete AU Human Subjects Research Training.
3	09/08/2020	Methods of Critical Research <i>Assignments:</i> <ul style="list-style-type: none"> • Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class. • Inquiry Journal #2 (reflective) due no more than 72 hours after class.
4	09/15/2020	Practice of Critical Research <i>Assignments:</i> <ul style="list-style-type: none"> • Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class. • Inquiry Journal #2 (reflective) due no more than 72 hours after class.
5	09/22/2020	Application of Critical Research <i>Assignments:</i> <ul style="list-style-type: none"> • Outline of Plan for Inquiry #1 due at least 48 hours before class. • Inquiry Journal #1: Submit feedback on each outline for your inquiry group before class (include references/citations from module), at least 24 hours before class. • Plan for Inquiry #1 due 48 hours after the end of the class. • Inquiry Journal #2 (reflective) due no more than 72 hours after class.
<i>Module TWO - Interpretive Research</i>		
6	9/29/2020	Models of Interpretive Research <i>Assignments:</i> <ul style="list-style-type: none"> • Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class. • Inquiry Journal #2 (reflective) due no more than 72 hours after class.
7	10/06/2020	Methods of Interpretive Research <i>Assignments:</i> <ul style="list-style-type: none"> • Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class. • Inquiry Journal #2 (reflective) due no more than 72 hours after class.

8	10/13/2020	Practice of Interpretive Research <i>Assignments:</i> <ul style="list-style-type: none"> • Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class. • Inquiry Journal #2 (reflective) due no more than 72 hours after class. • Using the tips from the book <i>Writing Ethnographic Fieldnotes</i>, go out and gather participant-observation data, write it up, and bring it to class.
9	10/20/2020	Application of Interpretive Research <i>Assignments:</i> <ul style="list-style-type: none"> • Outline of Plan for Inquiry #2 due at least 48 hours before class. • Inquiry Journal #1: Submit feedback on each outline for your inquiry group before class (include references/citations from module), at least 24 hours before class. • Plan for Inquiry #2 due 48 hours after the end of the class. • Inquiry Journal #2 (reflective) due no more than 72 hours after class.
<i>Module THREE - Causal Research</i>		
10	10/27/2020	Models of Causal Research <i>Assignments:</i> <ul style="list-style-type: none"> • Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class. • Inquiry Journal #2 (reflective) due no more than 72 hours after class.
11	11/03/2020	Methods of Causal Research <i>Assignments:</i> <ul style="list-style-type: none"> • Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class. • Inquiry Journal #2 (reflective) due no more than 72 hours after class.
12	11/10/2020	Practice of Causal Research <i>Assignments:</i> <ul style="list-style-type: none"> • Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class. • Inquiry Journal #2 (reflective) due no more than 72 hours after class.
13	11/17/2020	Application of Causal Research <i>Assignments:</i> <ul style="list-style-type: none"> • Outline of Plan for Inquiry #3 due at least 48 hours before class. • Inquiry Journal #1: Submit feedback on each outline for your inquiry group before class (include references/citations from module), at least 24 hours before class. • Plan for Inquiry #3 due 48 hours after the end of the class. • Inquiry Journal #2 (reflective) due no more than 72 hours after class.
14	12/01/2020	<i>Conclusion: Knowing and Knowledge</i> <i>Assignments:</i> <ul style="list-style-type: none"> • Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class. • Inquiry Journal #2 (reflective) due no more than 72 hours after class. • Schedule a 15-minute one-on-one appointment with me via the Canvas “scheduler” function. Available times are: 3-5:30pm on December 3rd and 3-5:00pm on December 4th.
15		Student Presentations (during scheduled final exam period) <i>Assignments:</i> <ul style="list-style-type: none"> • Short presentation of Final Plan for Inquiry in class. • Final Plan for Inquiry (10-pages) and meta-analysis demonstrating what you have learned about the process of inquiry due 48 hours after session.

Week 1: August 25, 2020 – Curiosity in Critical Perspective

This class will provide an overview of the course and the three modes of inquiry that the course covers – critical, interpretive, and causal. We will then examine the characteristics of a good research question in each mode of inquiry as well as the basic structure of a research proposal.

- Why do we ask research questions?
- What are the different types of questions – Why? How? What? Which modes of inquiry use which type?
- How do we ask questions? Why does this matter?

Required Reading:

- Why do we ask questions?
 - Enloe, Cynthia. "Introduction: Being Curious about Our Lack of Feminist Curiosity." *The Curious Feminist: Searching for Women in a New Age of Empire*. University of California Press, 2004.
 - Lorde, Audre. "Transformation of Silence into Language and Action." *Sister Outsider : Essays and Speeches*. Crossing Press, 2007.
 - Gustafsson, Karl, and Linus Hagström. "What Is the Point? Teaching Graduate Students How to Construct Political Science Research Puzzles." *European Political Science*, vol. 17, no. 4, Palgrave Macmillan, Dec. 2018, pp. 634–48
- How do we ask questions?
 - Bassett, Dani. "A Network Science of the Practice of Curiosity." *Curiosity Studies: A New Ecology of Knowledge*. Eds. Zurn, Perry and Arjun Shankar. University of Minnesota Press, 2020.
 - Swanson, Heather. "Curious Ecologies of Knowledge: More-Than-Human Anthropology." *Curiosity Studies: A New Ecology of Knowledge*. Eds. Zurn, Perry and Arjun Shankar. University of Minnesota Press, 2020.
- How do you write a research proposal?
 - The Graduate Writing Center. [Writing Conference, Thesis, and Dissertation Proposals](#). State College, PA: Penn State.

Assignments:

- Introductory journal entry.
- Inquiry Journal #2 due no more than 72 hours after class.
- Schedule a 15-minute one-on-one appointment with me via the Canvas “scheduler” function. Available times are: 3-5:30pm on August 27th and 3-5:00pm on August 28th.

Weeks 2-5: Module ONE – Critical Research
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Making the invisible visible.

Week 2: September 1, 2020 – Models of Critical Research

Required reading:

- Butler, Judith. *The Force of Nonviolence: The Ethical in the Political*. London: Verso, 2020. (Introduction and Conclusion).

Assignments:

- Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class.
- Inquiry Journal #2 (reflective) due no more than 72 hours after class.
- Complete AU Human Subjects Research Training.

Week 3: September 8, 2020 – Methods of Critical Research

Required reading:

- How do I do textual analysis?
 - Brummett, Barry. *Techniques of close reading*. Sage Publications, 2018. (Chapters 2 and 5.)
- How do I do critical theory?
 - Thompson, Michael J. "Introduction: What Is Critical Theory?" *The Palgrave Handbook of Critical Theory*. Ed. Thompson, Michael J. New York: Palgrave Macmillan, 2017. 1-14.
 - Thompson, Michael J. "Critique as the Epistemic Framework of the Critical Social Sciences." *The Palgrave Handbook of Critical Theory*. Ed. Thompson, Michael J. New York: Palgrave Macmillan, 2017. 231-52.

Assignments:

- Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class.
- Inquiry Journal #2 (reflective) due no more than 72 hours after class.

Week 4: September 15, 2020 – Practice of Critical Research

Required reading:

- Ranganathan, Malini. "Thinking with Flint: Racial Liberalism and the Roots of an American Water Tragedy." *Capitalism, nature, socialism* 27.3 (2016): 17-33.
- Taylor, Astra, director. *Examined Life*, Sphinx Productions, National Film Board of Canada, 2008. (Watch video clip featuring Judith Butler and Sunaura Taylor), available through YouTube (URL: https://www.youtube.com/watch?v=R_N84BffPcM).

- Watts, Michael, William Bowen, and Neil Rudenstein. "The holy grail: In pursuit of the dissertation proposal." *Institute of International Studies* (2001): 1-12.

Assignments:

- Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class.
- Inquiry Journal #2 (reflective) due no more than 72 hours after class.

Week 5: September 22, 2020 – Application of Critical Research

Required reading:

- Read Plan for Inquiry outlines for students in your inquiry group.

Assignments:

- Outline of Plan for Inquiry #1 due at least 48 hours before class.
- Inquiry Journal #1: Submit feedback on each outline for your inquiry group before class (include references/citations from module), at least 24 hours before class.
- Plan for Inquiry #1 due 48 hours after the end of the class.
- Inquiry Journal #2 (reflective) due no more than 72 hours after class.

In-class Proposal Workshop:

- Small group peer review work.
- Collective reflection on models, method, practice, and application.

Weeks 6-9: Module TWO – Interpretive Research
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Putting yourself into your research.

Week 6: September 29, 2020 – Models of Interpretive Research

Required reading:

- De León, Jason, and Michael Wells. *The Land of Open Graves : Living and Dying on the Migrant Trail*. University of California Press, 2015. (Introduction and Chapters 1, 2, 4)
- Nordstrom, Carolyn. *Shadows of War Violence, Power, and International Profiteering in the Twenty-First Century*. University of California Press, 2004. (Introduction and Part 3 and 4, Chapters 7-14)
- Matlon, Jordanna. "Racial capitalism and the crisis of black masculinity." *American Sociological Review*. 81.5 (2016): 1014-1038.

Assignments:

- Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class.
- Inquiry Journal #2 (reflective) due no more than 72 hours after class.

Week 7: October 6, 2020 – Methods of Interpretive Research

Required reading:

- Bond, Kanisha D. "Reflexivity and revelation." *Qualitative and Multi-Method Research* 16.1 (2018): 45-47.
- Fujii, Lee Ann. *Interviewing in Social Science Research: A Relational Approach*. Routledge, 2017. (Chapters 1, 2, and 5)
- Schwartz-Shea, Peregrine. *Interpretive Research Design Concepts and Processes / Peregrine Schwartz-Shea and Dvora Yanow*. Routledge Series on Interpretive Methods. Ed. Yanow, Dvora. New York: Routledge, 2012. (Chapters 4 and 6)
- Tsing, Anna, and Paulla Ebron. "Writing and Rhythm: Call and Response with Anna Tsing and Paulla Ebron: Writers on Writing." *The Journal of the Royal Anthropological Institute* 21.3 (2015): 683–687.

Assignments:

- Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class.
- Inquiry Journal #2 (reflective) due no more than 72 hours after class.

Week 8: October 13, 2020 – Practice of Interpretive Research

Required reading:

- Fujii, Lee Ann. "Research ethics 101: Dilemmas and responsibilities." *PS: Political Science & Politics* 45.4 (2012): 717-723.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing Ethnographic Fieldnotes*. University of Chicago Press, 2011. (Chapters 1, 2, 5, 6, 7)
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Chicago: University of Chicago Press, 2003. (Chapter 3 and 4)

Assignments:

- Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class.
- Inquiry Journal #2 (reflective) due no more than 72 hours after class.
- Using the tips from the book *Writing Ethnographic Fieldnotes*, go out and gather participant-observation data, write it up, and bring it to class.

Week 9: October 20, 2020 – Application of Interpretive Research

Required reading:

- Read Plan for Inquiry outlines for students in your inquiry group.

Assignments:

- Outline of Plan for Inquiry #2 due at least 48 hours before class.

- Inquiry Journal #1: Submit feedback on each outline for your inquiry group before class (include references/citations from module), at least 24 hours before class.
- Plan for Inquiry #2 due 48 hours after the end of the class.
- Inquiry Journal #2 (reflective) due no more than 72 hours after class.

In-class Proposal Workshop:

- Small group peer review work.
- Collective reflection on models, method, practice, and application.

Weeks 10-13: Module THREE – Causal Research
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Establishing relationships between cause and effect.

Week 10: October 27, 2020 – Models of Causal Research

Required reading:

- Campbell, Susanna. "Benefits of Bad Behavior: How Global Bureaucrats Aid Local Peace." Working Paper, 2020. (Synthesis of argument in *Global Governance and Local Peace*, CUP, 2018.)
- Chenoweth, Erica, Evan Perkoski, and Sooyeon Kang. "State repression and nonviolent resistance." *Journal of Conflict Resolution* 61.9 (2017): 1950-1969.
- Dixon, Jeffrey C., Royce Singleton, and Bruce C. Straits. "Chapter 1: Why Care About Research Methods". *The Process of Social Research*. Oxford University Press, USA, 2016.
- J-Pal Policy Briefcase. *Stopping a Bullet with a Summer Job*. Cambridge, MA: Abdul Latif Jameel Poverty Action Lab, 2018.
- Nunn, Nathan. "The long-term effects of Africa's slave trades." *The Quarterly Journal of Economics* 123.1 (2008): 139-176.
- Stephan, Maria J., and Erica Chenoweth. "Why civil resistance works: The strategic logic of nonviolent conflict." *International security* 33.1 (2008): 7-44.

Assignments:

- Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class.
- Inquiry Journal #2 (reflective) due no more than 72 hours after class.

In-class Proposal Workshop:

- Small group peer review work.
- Collective reflection on models, method, practice, and application.

Week 11: November 3, 2020 – Methods of Causal Research

Required reading:

- Dixon, Jeffrey C., Royce Singleton, and Bruce C. Straits. "Chapter 4: Research Designs: It Depends on the Question". *The Process of Social Research*. Oxford University Press, USA, 2016.
- Powner, Leanne C. "Chapter 4: Choosing a Design that Fits Your Question." *Empirical research and writing: A political science student's practical guide*. CQ Press, 2014.
- Ruggeri, A., and A. McCauley. "Formulating Research Questions and Designing Research Projects in International Relations." (2018).
- Silver, Nate. Talk on *The Signal and the Noise*, South by Southwest, 2013. [Video](#).
- Yin, Robert K. 2018. "Chapter 2: Designing Case Studies." *Case Study Research: Design and Methods, 6th Edition*. Thousand Oaks, CA: Sage.

Readings on measurement bias in causal research:

- Dworkin, JD et al. "The Extent and Drivers of Gender Imbalance in Neuroscience Reference Lists." *Nature neuroscience* 23.8 (2020): 918–918. and/or Explanation Video (1hr.)
- Sewell, Alyasah. "Nested Models for Critical Studies of Race & Racism: Creating Measures of Supraindividual Racism." *Hubert M. Blalock Memorial Lecture Series*. Publisher, 2019. URL: <https://www.youtube.com/watch?v=04OZ3BFpVg>.

Assignments:

- Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class.
- Inquiry Journal #2 (reflective) due no more than 72 hours after class.

Week 12: November 10, 2020 – Practice of Causal Research

What this looks like in proposal form + outline the data that you could collect and some variables that you would develop.

Required reading:

- Dixon, Jeffrey C., Royce Singleton, and Bruce C. Straits. "Chapter 5: Measurement: Linking Theory to Research". *The Process of Social Research*. Oxford University Press, USA, 2016.
- Dixon, Jeffrey C., Royce Singleton, and Bruce C. Straits. "Chapter 6: Sampling: Case Selection as a Basis for Inference". *The Process of Social Research*. Oxford University Press, USA, 2016.
- Dixon, Jeffrey C., Royce Singleton, and Bruce C. Straits. "Chapter 14: Reading and Writing in Social Research". *The Process of Social Research*. Oxford University Press, USA, 2016.
- Powner, Leanne C. "Chapter 6: Qualitative Data Collection and Management." *Empirical research and writing: A political science student's practical guide*. CQ Press, 2014.
- Powner, Leanne C. "Chapter 7: Quantitative Data Collection and Management." *Empirical research and writing: A political science student's practical guide*. CQ Press, 2014.

Assignments:

- Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class.
- Inquiry Journal #2 (reflective) due no more than 72 hours after class.

Week 13: November 17, 2020 – Application of Causal Research

Required reading:

- Read Plan for Inquiry outlines for students in your inquiry group.

Assignments:

- Outline of Plan for Inquiry #3 due at least 48 hours before class.
- Inquiry Journal #1: Submit feedback on each outline for your inquiry group before class (include references/citations from module), at least 24 hours before class.
- Plan for Inquiry #3 due 48 hours after the end of the class.
- Inquiry Journal #2 (reflective) due no more than 72 hours after class.

In-class Proposal Workshop:

- Small group peer review work.
- Collective reflection on models, method, practice, and application.

Week 14: December 1, 2020 – Knowing and Knowledge
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Required reading:

- Benjamin, Ruha. "Racial fictions, biological facts: Expanding the sociological imagination through speculative methods." *Catalyst: Feminism, Theory, Technoscience* 2.2 (2016): 1-28.
- Campbell, Susanna P. "Ethics of research in conflict environments." *Journal of global security studies* 2.1 (2017): 89-101.
- Hofstra, B., et al. "The Diversity-Innovation Paradox in Science." *Proceedings of the National Academy of Science of the United States of America* 117.17 (2020): 9284-91.
- Oliver, Kathryn, and Paul Cairney. "The dos and don'ts of influencing policy: a systematic review of advice to academics." *Palgrave Communications* 5.1 (2019): 1-11.

Assignments:

- Inquiry Journal # 1 (substantive) due at least 24 hours prior to beginning of class.
- Inquiry Journal #2 (reflective) due no more than 72 hours after class.
- Schedule a 15-minute one-on-one appointment with me via the Canvas "scheduler" function. Available times are: 3-5:30pm on December 3rd and 3-5:00pm on December 4th.

Week 15: Student presentations (during the scheduled final exam period for each section)

Assignments:

- Short presentation of Final Plan for Inquiry in class.
- Final Plan for Inquiry (10-pages) and meta-analysis demonstrating what you have learned about the process of inquiry due 48 hours after session.

American University Policies and Services

Academic Integrity

University policies on [academic integrity](#) (this includes plagiarism) govern all students and will be strictly enforced. Standards of academic conduct are set forth in the University's [Academic Integrity Code](#). By registering for this course, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to the requirements for this course.

Policy for Sharing of Course Content

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course.

Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. See: [ASAC Accommodations](#). To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed (fileshare), sold, or posted on social media outlets without the written permission of faculty. Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of *American University's Student Conduct Code* and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

Emergency Preparedness

In the event of a declared pandemic (e.g. influenza or other communicable disease) or other emergency (e.g. snow day), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, the university is committed to ensuring that all aspects of its educational programs will be delivered to its students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (american.edu/emergency) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

Support for AU Students

During the semester, there may be times when you can benefit from the resources that AU makes available to students to help with stress or academic challenges. Some useful resources are listed below.

Academic Support and Access Center (ASAC) MGC 243, 202-885-3360. All students may take advantage of the Academic Support and Access Center (ASAC) for individual academic skills, counseling, workshops, tutoring and writing assistance, as well as Supplemental Instruction. All services are free. The services include the Writing Center (first floor of Bender Library), which assists students with academic writing and assignments. The Math/Stat Lab (Myers Building, 202-885-3154) which provides mathematics and statistics tutoring. Additional content tutoring is also available in the ASAC's Tutoring Lab.

Students with Disabilities. American University is committed to making learning and programming as accessible as possible. Students who wish to request accommodations for a disability, must notify me with a letter of approved accommodations from the ASAC. As the process for registering and requesting accommodations can take some time, and as accommodations, if approved, are not retroactive, I strongly encourage students to contact the ASAC as early as possible. For more information about the process for registering and requesting disability-related accommodations, contact ASAC.

Counseling Center MGC 214, 202-885-3500 is here to help students make the most of their university experience, both personally and academically. It offers individual and group counseling, urgent care, self-help resources, referrals to private care, as well as programming to help you gain the skills and insight needed to overcome adversity and thrive while you are in college. Contact the Counseling Center to make an appointment in person or by telephone, or visit the Counseling Center page on the AU website for additional information.

Center for Diversity & Inclusion MGC 201, 202-885-3651 is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy.

OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence McCabe Hall 123, 202-885-7070, oasis@american.edu, provides free and confidential advocacy services for students who experience sexual assault, dating or domestic violence, sexual harassment, and/or stalking. Please email or call to schedule an appointment with one of the two victim advocates in OASIS.

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operated in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the [AU Department of Public Safety](#) 202-885-2527 or the [Office of the Dean of Students](#) 202-885-3300 dos@american.edu. To file a Title IX complaint, contact the Title IX Program Officer 202-885-3373 or TitleIX@american.edu. Please keep in mind that all faculty and staff - with exception of counselors in the Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center - who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

International Student & Scholar Services, Butler Pavilion, Room 410 has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources.