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**Qualitative Methods in International Relations**

**Spring 2023**

**SIS-807-001**

**Mon 2:30 pm to 5:20 pm**

**Office Hours: Thursdays 9 am to 1 pm or by appointment**

**Professor Joseph Torigian**

torigian@american.edu

**Course Overview**

The purpose of this course is twofold: to train you to think about qualitative methods conceptually and how to do the nitty gritty of collecting, interpreting, and presenting evidence. Each class, we will begin by investigating a fundamental question about the nature of qualitative methods. After a short break, we will conclude the class with a module on a specific practical challenge to research.

To ensure that you understand the basic principles of qualitative methods, this class will cover the ethics of research, ontology, causation, the differences between quantitative and qualitative methods, multi-method research, ethnography, discourse analysis, the historicist sensibility, the relationship between evidence and theory, how to manage complex systems and contingency, mid-range theories and analytic eclecticism, concept formation, case selection, the comparative method, and within-case analysis. I will mix discussion, questions, and lecture.

The practical modules answer the following questions: How do we do an IRB? how should we conduct literature reviews? How should we write grant proposals? How should we use public information (like newspapers and FBIS) to do research on very current events? How should we prepare and conduct interviews? How should we prepare to go into the field, and what do we do when we get there? How do we effectively use archives? How do we do Freedom of Information Requests? How do we write a dissertation prospectus? How do we find and analyze memoirs and oral histories? How do we use digital databases? How should we organize our research? For many of these modules, I will do a short presentation or invite a guest speaker.

**Requirements**

*Participation*: 25%

*Two research notes:* 20% (Each research note is 10%)

*Grant application:* 20% (due March 2)

*Dissertation prospectus:* 30% (due May 6)

*Wikimedia pizza party:* 5%

*Participation:*

Students are expected to be able to discuss the readings in detail. Occasionally, I will use an app on my phone to randomly select students to answer questions about the readings. Questions asked in this way will not be “gotcha” questions: if you did the readings, you will be able to answer the question.

Every unexcused absence after the first will lead to a lower grade for participation (from A to B or B to C). Please let me know beforehand if you must miss class for personal reasons like illness, family or personal emergency, religious observance, or mandatory event.

No cell phones are allowed in class. Laptops are fine, but only if they are used to take notes.

*Research notes:*

Over the course of the semester, you will write two two-page (double-spaced) research notes. You can write a research note about any of the following modules from class: IRB, the use of newspapers/FBIS, interviews, field research, archives, FOIA, memoirs/oral histories, and digital databases. The research notes are due two weeks after that particular module.

I want to maximize flexibility for the research note—you can write about how you used what you learned from the module for a) a paper for another class b) the final assignment for this class c) or just practice. Questions you might consider are: what did ideas from discussions or the readings get right or wrong? What surprised you? What is something new you learned about that research technique? How did what you learn change your ongoing research project? I will provide specific directions for individual research notes during class.

*Grant application:*

This 2,000–2,500-word “mock” grant proposal for a research project using qualitative methods should be written as if you were seriously planning to submit the document for funding. You will learn more about this assignment during the class module on grant proposals.

*Dissertation prospectus:*

The dissertation prospectus is a 4,500 to 5,000-word updated, expanded version of the grant proposal. You will almost certainly want to read the “Optional” assignments on this syllabus for whichever qualitative methods you are using for the prospectus.

*Wikimedia pizza party:*

At this pizza party, Ariel Cetrone of Wikimedia District of Columbia will conduct Wikipedia editing training so we can edit or create new profiles. “Qualitative Methods in International Relations” is a class on the collection and interpretation of evidence, and the purpose of this exercise is to show an example of how knowledge can be selectively produced. Although Wikipedia is one of the most popular research resources in the world, biographies on the site are disproportionately those of men, particularly those identifying as heterosexual, cisgender, and white. This party will happen outside of normally scheduled class hours at a time everyone can attend.

All readings in bold are required.

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| **January 23** | **Ethics and positionality** |
|  | **How do I do an IRB?** |
| **January 30** | **Ontology** |
|  | **How do I do a literature review?** |
| **February 6** | **Causation** |
|  | **How do I write a grant proposal?** |
| **February 13** | **Qualitative and quantitative neopositivism** |
|  | **How do I use public information (like newspapers and FBIS) to do research on very current events?** |
| **February 20** | **“Multi-method” research** |
|  | **Interviews Part 1: General techniques** |
| **February 27** | **Ethnography and interpretivism** |
|  | **Interviews Part 2: Interviewing elites and relations with foreign scholars** |
| **March 6** | **Discourse analysis** |
|  | **How do I prepare to go into the field, and what do I do when I get there?** |
| **March 13** | **Spring break** |
| **March 20** | **The historicist sensibility (Grant proposal due)** |
|  | **How should I prepare for the archives, and what do I do when I get there?** |
| **March 27** | **The Interpretation of evidence** |
|  | **How do I do a FOIA?** |
| **April 3** | **Counterfactuals** |
|  | **How do I write a prospectus?** |
| **April 10** | **Complex systems, contingency, mid-range theories and analytic eclecticism** |
|  | **[Module of your choice to be determined during semester]** |
| **April 17** | **Concept formation** |
|  | **How do I find and analyze memoirs and oral histories?** |
| **April 24** | **Case selection and comparative method** |
|  | **How do I use digital databases?** |
| **May 1** | **Within-case analysis** |
|  | **How should I organize my research?** |

***January 23:***

***Ethics and positionality***

**Lee Ann Fujii, “Research Ethics 101: Dilemmas and Responsibilities,” *PS: Political Science & Politics* 45, no. 4 (October 2012): 717–23.**

**Kate Cronin-Furman and Milli Lake, “Ethics Abroad: Fieldwork in Fragile and Violent Contexts,” *PS: Political Science & Politics* 51, no. 3 (July 2018): 607–14.**

**Jelena Subotić, “Ethics of Archival Research on Political Violence,” *Journal of Peace Research*, 58:3, (2021), 342–354.**

**Ann Tickner, “Feminism Meets International Relations: Some Methodological Issues” in *Feminist Methodologies for International Relations*, edited by B. A. Ackerly, M. Stern, and J. True (Cambridge: Cambridge University Press, 2006).**

**Jessica Soedirgo and Aarie Glas, “Toward Active Reflexivity: Positionality and Practice in the Production of Knowledge,” *PS: Political Science & Politics* 53, no. 3 (July 2020): 527–31.**

OPTIONAL:

Maria Eriksson Baaz and Mats Utas, “Exploring the Backstage: Methodological and Ethical Issues Surrounding the Role of Research Brokers in Insecure Zones,” *Civil Wars*, 21:2, (2019), 157-178.

***How do I do an IRB?***

**Dvora Yanow and Peregrine Schwartz-Shea , “Encountering Your IRB 2.0: What Political Scientists Need to Know,” *PS: Political Science and Politics* 49, no. 2 (April 2016): 277–86.**

***January 30:***

***Ontology***

**Thomas S. Kuhn, *The Structure of Scientific Revolutions*, 3rd ed. (Chicago: The University of Chicago, 1996). Chapters 2, 3, 9, and 10.**

**Karl Popper, “Normal Science and Its Dangers,” in *Criticism and the Growth of Knowledge*, eds. Imre Lakatos and Alan Musgrave (Cambridge: Cambridge University Press, 1970).**

**Imre Lakatos, “Falsification and the Methodology of Scientific Research Programmes,” in *Criticism and the Growth of Knowledge*, eds. Imre Lakatos and Alan Musgrave (Cambridge: Cambridge University Press, 1970).**

**Peter Hall, “Aligning Ontology and Methodology in Comparative Research,” in *Comparative Historical Analysis in the Social Sciences*, ed. James Mahoney and Dietrich Rueschemeyer (Cambridge: Cambridge University Press, 2003), 373–404.**

**Ian Shapiro, “Problems, Methods, and Theories in the Study of Politics, or: What’s Wrong with Political Science and What to Do about It,” in *Problems and Methods in the Study of Politics*, ed. Ian Shapiro, Roger M. Smith, and Tarek E. Masoud (Cambridge: Cambridge University Press, 2009), 19–41.**

OPTIONAL:

Craig Parsons, *How to Map Arguments in Political Science* (New York: Oxford University Press, 2007). Introduction and Chapter 1.

Andrew Abbott, *Methods of Discovery: Heuristics for the Social Sciences*, Contemporary Societies (New York: Norton, n.d.), 3–79 (Chapter 1–2).

Max Weber, “The ‘Objectivity’ of Knowledge in Social Science and Social Policy” in *The Essential Weber*, ed. Sam Whimster (London: Routledge, 2003).

***How do I do a literature review?***

**Jeffrey Knopf, “Doing a Literature Review,” *PS: Political Science and Politics* 39, no. 1 (January 2006): 127‐32.**

***February 6:***

***Causation***

**Patrick Thaddeus Jackson, “Causal Claims and Causal Explanation in International Studies,” *Journal of International Relations and Development* 20 (2017): 689–716.**

**Milja Kurki and Hidemi Suganami, “Towards the Politics of Causal Explanation: A Reply to the Critics of Causal Inquiries,” *International Theory* 4, no. 03 (2012): 400–429.**

**Chiara Ruffa and Matthew Evangelista, “Searching for a Middle Ground? A Spectrum of Views of Causality in Qualitative Research,” *Italian Political Science Review* 51 (2021): 164–81.**

**Richard Ned Lebow, *Constructing Cause in International Relations* (Cambridge: Cambridge University Press, 2014). Introduction and Chapter 1.**

OPTIONAL:

(I **very** strongly recommend you read this book entirely at some point): Patrick Thaddeus Jackson, *The Conduct of Inquiry in International Relations: Philosophy of Science and Its Implications for the Study of World Politics*, 2nd ed. (London: Routledge, 2016).

Kieran Healy, “Fuck Nuance,” *Sociological Theory* 35, no. 2 (2017): 118–27.

James Mahoney, “Nominal, Ordinal, and Narrative Appraisal in Macrocausal Analysis,” *American Journal of Sociology* 104, no. 4 (January 1, 1999): 1154–96.

*Theory and Evidence in Comparative Politics and International Relations*, ed. Richard Ned Lebow and Mark Irving Lichbach (New York: Palgrave Macmillan, 2007).

Richard W. Miller, *Fact and Method: Explanation, Confirmation and Reality in the Natural and Social Sciences* (Princeton, NJ: Princeton University Press, 1987).

Daniel Little, *Varieties of Social Explanation: An Introduction to the Philosophy of Social Science* (Boulder, CO: Westview Press, 1991).

***How do I write a grant proposal?***

**Michael Watts, “The Holy Grail: In Pursuit of the Dissertation Proposal” (Institute of International Studies’ Online Dissertation Proposal Workshop, Berkeley: University of California Berkeley, 2001).**

**Adam Przeworski and Frank Salomon, “On the Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions” (Social Science Research Council, 1988).**

**Micah Altman, “Funding, Funding,” *PS: Political Science & Politics* 42, no. 3 (2009): 521-526.**

***February 13:***

***Qualitative and quantitative neopositivism***

**Gary Goertz and James Mahoney, *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton, NJ: Princeton University Press, 2012). Chapters 1, 3–7, 15, and Conclusion.**

**Timothy McKeown, “Case Studies and the Limits of the Quantitative Worldview,” in *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, ed. Henry E. Brady and David Collier (Lanham, MD: Rowman & Littlefield, 2004), 139–67 (Chapter 9).**

**Henry E. Brady, “Doing Good and Doing Better: How Far Does the Quantitative Template Get Us?,” in *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, ed. Henry E. Brady and David Collier, 2nd ed. (Rowman & Littlefield, 2010), 67–82 (Chapter 3).**

**Cassandra V. Emmons and Andrew M. Moravcsik, “Graduate Qualitative Methods Training in Political Science: A Disciplinary Crisis,” *PS: Political Science & Politics* 53, no. 2 (2020): 258–64.**

OPTIONAL:

James Mahoney, “After KKV: The New Methodology of Qualitative Research,” *World Politics* 62, no. 1 (2010): 120–47.

Henry Brady, “Do Two Research Cultures Imply Two Scientific Paradigms?,” *Comparative Political Studies* 46, no. 2 (February 2013): 252–65.

Gary King, Robert O. Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton, NJ: Princeton University Press, 1994).

David Dessler, “Beyond Correlations: Toward a Causal Theory of War,” *International Studies Quarterly* 35, no. 3 (September 1991): 337–55.

John P. A. Ioannidis, “Why Most Published Research Findings Are False,” *PLoS Med* 2, no. 8 (August 2005): 696–701.

Rocío Titiunik, “Can Big Data Solve the Fundamental Problem of Causal Inference?,” *PS: Political Science & Politics* 48, no. 1 (January 2015): 75–79.

***How do I use public information (like newspapers and FBIS) to do research on very current events?***

**Allen Whiting, *China Crosses the Yalu: The Decision to Enter the Korean War* (New York: Macmillan Company, 1960). Chapters 3 and 4.**

***February 20:***

***“Multi-method” research***

**Evan Lieberman, “Nested Analysis as a Mixed-Method Strategy for Comparative Research,” *American Political Science Review* 99, no. 3 (August 2005): 435–52.**

**Amel Ahmed and Rudra Sil, “When Multi-Method Research Subverts Methodological Pluralism—or, Why We Still Need Single-Method Research,” *Perspectives on Politics* 10, no. 4 (December 2012): 935–53.**

**Gary Goertz, “Multimethod Research,” *Security Studies* 25, no. 1 (February 25, 2016): 3–24.**

**Jason Seawright, *Multi-Method Social Science: Combining Qualitative and Quantitative Tools* (Cambridge: Cambridge University Press, 2016), 1–18, 45–104, 171–91.**

**A. Thiem, M. Baumgartner, and D. Bol, “Still Lost in Translation! A Correction of Three Misunderstandings Between Configurational Comparativists and Regressional Analysts,” *Comparative Political Studies* 49, no. 6 (2016)*,* 742–74.**

OPTIONAL:

Sidney Tarrow, “Bridging the Quantitative-Qualitative Divide” in *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, ed. Henry E. Brady and David Collier, 2nd ed. (Lanham, MD: Rowman & Littlefield, 2010).

M. L. Small, “How to Conduct a Mixed Methods Study: Recent Trends in a Rapidly Growing Literature,” *Annual Review of Sociology* 37 (2011): 57–86.

Peter Lorentzen, M. Taylor Fravel, and Jack Paine, “Qualitative Investigation of Theoretical Models: The Value of Process Tracing,” *Journal of Theoretical Politics* 29, no.3 (August 2016): 467–91.

Ingo Rohlfing, “What You See and What You Get: Pitfalls and Principles of Nested Analysis in Comparative Research,” *Comparative Political Studies* 41, no. 11 (October 2007): 1492–514.

Henry E. Brady, David Collier, and Jason Seawright, “Refocusing the Discussion of Methodology,” in *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, ed. Henry E. Brady and David Collier (Lanham, MD: Rowman & Littlefield, 2004), 1–20 (Chapter 1).

Hein Goemans and William Spaniel, “Multimethod Research: A Case for Formal Theory,” *Security Studies* 25, no. 1 (February 25, 2016): 25–33.

Michael Shalev, “Limits and Alternatives to Multiple Regression in Comparative Research,” *Comparative Social Research* 24 (May 11, 2007): 261–308.

***Interviews Part 1: General techniques***

**Roberta Bampton, Christopher Cowton, and Yvonne Downs, “The E-Interview in Qualitative Research,” in *Advancing Research Methods with New Technologies* (Hershey, PA: Information Science Reference, 2013), 329–43.**

**Layna Mosley, ed., *Interview Research in Political Science* (Ithaca, NY: Cornell University Press, 2013). Chapter 1.**

**Beth Leech, “Asking Questions: Techniques for Semistructured Interviews,” *Political Science & Politics* 35, no. 4 (December 2002): 665–68.**

**Robert A. Caro, *Working: Researching, Interviewing, Writing* (New York: Alfred A. Knopf, 2019), 111–37.**

***February 27:***

***Ethnography and interpretvism***

**Dvora Yanow and Peregrine Schwartz-Shea, eds., *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 2nd ed. (New York: Routledge, 2015), xiii–xxxi (Introduction).**

**Dvora Yanow, “Thinking Interpretively: Philosophical Presuppositions and the Human Sciences,” in *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, ed. Dvora Yanow and Peregrine Schwartz-Shea (New York: Routledge, 2015), 5–26 (Chapter 1).**

**Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw, *Writing Ethnographic Fieldnotes*, 2nd ed. (Chicago: University of Chicago Press, 2011). Chapters 1 and 2.**

**Lisa Wedeen, “Reflections on Ethnographic Work in Political Science,” *Annual Review of Political Science* 13 (June 2010): 255–72.**

**Diane Fu and Erica S. Simmons, “Ethnographic Approaches to Contentious Politics: The What, How, and Why,” *Comparative Political Studies* 54, no. 10 (June 2021): 1695–721.**

OPTIONAL:

Ed Schatz, “Ethnography Immersion and the Study of Politics,” in Ed Schatz, ed. *Political Ethnography: What Immersion Contributes to the Study of Power* (Chicago: University of Chicago Press, 2009).

Martyn Hammersley and Paul Atkinson, *Ethnography: Principles in Practice*, (New York: Routledge, 2019). Chapters 1 and 2.

Lee Ann Fujii, *Interviewing in Social Science Research: A Relational Approach* (New York: Routledge, 2017). Chapters 1, 2, and 5.

***Interviews Part 2: Interviewing elites and relations with foreign scholars***

**Matthew N. Beckmann and Richard L. Hall, “Elite Interviewing in Washington, DC,” in *Interview Research in Political Science*, ed. Layna Mosley (Ithaca, NY: Cornell University Press, 2013), 196–208.**

**Jeffrey M. Berry, “Validity and Reliability Issues in Elite Interviewing,” *Political Science & Politics* 35, no. 4 (December 2002): 697–82.**

**Frederick C. Teiwes, "Interviews on Party history," *CCP Research. Newsletter*, Nos. 10 and 11 (1992).**

OPTIONAL:

James M. Goldgeier, *Not Whether But When: The US Decision to Enlarge NATO* (Washington D. C.: Brookings Institution Press, 1999).

***March 6:***

***Discourse analysis***

**David Howarth, Aletta Norval, Yannis Stavrakakis, eds., *Discourse Theory and Political Analysis* (Manchester: Manchester University Press, 2000). Introduction**

**Jennifer Milliken, “The Study of Discourse in International Relations: A Critique of Research and Methods,” *European Journal of International Relations* 5, no. 2 (1999): 225–54.**

**Vivien A. Schmidt, “Discursive Institutionalism: The Explanatory Power of Ideas and Discourse,” *Annual Review of Political Science* 11 (2008): 303–26.**

**Iver B. Neumann, “Discourse Analysis” in *Qualitative Methods in International Relations*, edited by A. Klotz and D. Prakash (New York: Palgrave Macmillan, 2009).**

***How do I prepare to go into the field, and what do I do when I get there?***

**Diana Kapiszewski, Lauren M. MacLean, and Benjamin L. Read, *Field Research in Political Science: Practices and Principles* (Cambridge: Cambridge University Press, 2015). Chapters 1–3, and 7.**

**“Symposium: Field Research: How Rich? How Thick? How Participatory?” *Qualitative Methods* 4, no 2. (2006): 9–18.**

**Daniel P. Aldrich, “The 800-Pound Gaijin in the Room: Strategies and Tactics for Conducting Fieldwork in Japan and Abroad,” *PS: Political Science & Politics* 42, no. 2 (April 2009): 299–303.**

OPTIONAL:

Dean Karlan and Jacob Appel, *Failing in the Field: What We Can Learn When Field Research Goes Wrong*, (Prinecton NJ: Princeton University Press, 2016).

Jesse Driscoll, *Doing Global Fieldwork: A Social Scientist's Guide to Mixed-methods Research Far from Home* (New York: Columbia University Press, 2021).

***March 13: Spring break***

***March 20: (Grant proposals due)***

***The historicist sensibility***

**Kathleen Thelen, “The Explanatory Power of Historical Institutionalism,” in *Akteure, Mechanismen, Modelle: Zur Theoriefähigkeit Makro-Sozialer Analysen*, ed. Renate Mayntz (Frankfurt: Campus, 2002), 91–106.**

**Theda Skocpol and Margaret Somers, “The Uses of Comparative History in Macrosocial Inquiry,” *Comparative Studies in Society and History* 22, no. 2 (1980): 174–97.**

**E. H. Carr, *What Is History?*, ed. R. W. Davies, 2nd ed. (London: Penguin Books, 1990). Chapter 1 (“The Historian and His Facts”).**

**Giovanni Capoccia and Daniel Ziblatt, “The Historical Turn in Democratization Studies: A New Research Agenda for Europe and Beyond,” *Comparative Political Studies* 43, no. 8–9 (January 8, 2010): 931–68.**

**Hayden White, “Introduction: The Poetics of History,” in *Metahistory: The Historical Imagination in 19th-Century Europe* (Baltimore: Johns Hopkins University Press, 1973), 1–42.**

**William Sewell Jr., *Logics of History: Social Theory and Social Transformation*, (Chicago: University of Chicago). Chapter 1 (“Theory, History, and Social Science”)**

OPTIONAL:

William H. Sewell, *Logics of History: Social Theory and Social Transformation* (Chicago: University of Chicago Press, 2005).

Clayton Roberts, *The Logic of Historical Explanation* (University Park: Pennsylvania State University Press, 1996). Chapters 1 and 2.

James Mahoney, “Process Tracing and Historical Explanation,” *Security Studies* 24, no. 2 (April 2015): 200–218.

James Mahoney, Erin Kimball, and Kendra L. Koivu, “The Logic of Historical Explanation in Social Sciences,” *Comparative Political Studies* 42, no. 1 (January 2009): 114–46.

Marc Bloch, *The Historian’s Craft*, trans. Peter Putnam (New York: Vintage Books, 1953).

Paul Schroeder, “Historical Reality vs. Neo-Realist Theory,” *International Security* 19, no. 1 (Summer 1994): 108–48.

Hidemi Suganami, “Narrative Explanation and International Relations: Back to Basics,” *Millenium: Journal of International Studies* 37, no. 2 (2008): 327–56.

***How should I prepare for the archives, and what do I do when I get there?***

**Robert A. Caro, *Working: Researching, Interviewing, Writing* (New York: Alfred A. Knopf, 2019), 84–100 (Chapter “LBJA”).**

**Brandon Rottinghaus, “The Search for the Elusive Executive: Archival Collection Methods and Presidential Libraries,” in *Doing Archival Research in Political Science*, ed. Scott Frisch et al. (Amherst: Cambria Press, 2002).**

**Sean Kelly and Linda Whitaker, “Hitting the Road Without Hitting the Potholes,” in *Doing Archival Research in Political Science*, ed. Scott Frisch et al. (Amherst: Cambria Press, 2002).**

**Diana Kapiszewski, Lauren MacLean, and Benjamin Lelan Read, *Field Research in Political Science: Practices and Principles* (Cambridge: Cambridge University Press, 2015), 178–87.**

***March 27:***

***The interpretation of evidence***

**Arlette Farge, *The Allure of the Archives* (New Haven: Yale University Press, 2013), pages 1-17 and 53-78.**

**Marc Trachtenberg, *The Craft of International History: A Guide to Method* (Princeton, NJ: Princeton University Press, 2006). Chapter 3 (“The Critical Analysis of Historical Texts”).**

**Rodney Bruce Hall and Friedrich V. Kratochwil, “Medieval Tales: Neorealist ‘Science’ and the Abuse of History,” *International Organization* 47:3 (Summer 1993): 479-492.**

**Barton Bernstein, “On FROGs, FKRs, and Related Issues” (Unpublished manuscript, October 3, 2016) (pay special attention to this reading, it’s one of the best things you will ever read)**

**Ian S. Lustick, “History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias,” *The American Political Science Review* 90, no. 3 (September 1996): 605–18.**

OPTIONAL:

Cameron G. Thies, “A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations,” *International Studies Perspectives* 3 (2002): 351–72.

Marc Trachtenberg, “Audience Costs: An Historical Analysis,” *Security Studies* 21, no. 1 (January 2012): 3–42.

Marc Trachtenberg, *The Cold War and After: History, Theory, and the Logic of International Politics* (Princeton, NJ: Princeton University Press, 2012).

Marcus Kreuzer, “Historical Knowledge and Quantitative Analysis: The Case of the Origins of Proportional Representation,” *American Political Science Review* 104, no. 2 (May 2010): 369–92.

Christopher Darnton, “Archives and Inference: Documentary Evidence in Case Study Research and the Debate over U.S. Entry into World War II,” *International Security* 42, no. 3 (January 2018): 84–126.

Tim Büthe, “Taking Temporarity Seriously: Modeling History and the Use of Narratives as Evidence,” *American Political Science Review* 96, no. 3 (September 2002): 481–93.

***How do I do a FOIA?***

**National Security Archive, *Effective FOIA Requesting for Everyone: A National Security Archive Guide*, 2008, 1–78,** [**https://nsarchive2.gwu.edu//nsa/foia/foia\_guide/foia\_guide\_full.pdf**](https://nsarchive2.gwu.edu//nsa/foia/foia_guide/foia_guide_full.pdf)**.**

***April 3:***

***Counterfactuals***

**Philip E. Tetlock and Aaron Belkin, “Counterfactual Thought Experiments in World Politics: Logical, Methodoligical, and Psychological Perspectives,” in *Counterfactual Thought Experiments in World Politics: Logical, Methodological, and Psychological Perspectives* (Princeton, NJ: Princeton University Press, 1996), 3–38 (Chapter 1).**

**Richard Ned Lebow and Janice Gross Stein, “Back to the Past: Counterfactuals and the Cuban Missile Crisis,” in *Counterfactual Thought Experiments in World Politics: Logical, Methodological, and Psychological Perspectives*, ed. Philip E. Tetlock and Aaron Belkin (Princeton, NJ: Princeton University Press, 1996), 119–48 (Chapter 5).**

**James D. Fearon, “Counterfactuals and Hypothesis Testing in Political Science,” *World Politics* 43, no. 2 (January 1991): 169–95.**

OPTIONAL:

James Fearon, “Causes and Counterfactuals in Social Science: Exploring an Analogy Between Cellular Automata and Historical Processes,” in *Counterfactual Thought Experiments in World Politics: Logical, Methodological, and Psychological Perspectives*, ed. Philip E. Tetlock and Aaron Belkin (Princeton, NJ: Princeton University Press, 1996), 37–67 (Chapter 2).

George W. Breslauer and Richard Ned Lebow, “Leadership and the End of the Cold War: A Counterfactual Thought Experiment,” in *Editing the Cold War: Interpretations, Causation, and the Study of International Relations*, ed. Richard K. Herrmann and Richard Ned Lebow (New York: Palgrave Macmillan, 2004), 161–88 (Chapter 7).

Jack S. Levy, “Counterfactuals, Causal Inference, and Historical Analysis,” *Security Studies* 24, no. 3 (2015): 378–402.

Richard Ned Lebow, “Counterfactuals and Security Studies,” *Security Studies* 24, no. 3 (July 2015): 403–12.

David Lewis, *Counterfactuals* (Oxford: Basil Blackwell, 1973).

***How do I write a prospectus? (we will spend most time on this module today)***

**Gustafsson, Karl, and Linus Hagström. “What Is the Point? Teaching Graduate Students How to Construct Political Science Research Puzzles.” *European Political Science* 17, no. 4 (December 2018): 634–48.**

**Leonard Cassuto, “Demystifying the Dissertation Proposal,” *The Chronicle of Higher Education,* September 11, 2011.**

**J. Andrew, *A Guide to Writing Research Projects in Graduate Political Science Courses,* (Denton, TX: University of North Texas, 2007).**

**Elizabeth Ferry, *So You Have to Write a Dissertation Proposal? Some Thoughts on How to Keep from Being Overwhelmed and Move Steadily Towards Your Goal* (Waltham, MA: Department of Anthropology, Brandeis University, 2008).**

**Sample prospecti**

OPTIONAL:

William P. Germano, *From Dissertation to Book*, (Chicago: University of Chicago press, 2013).

***April 10:***

***Complex systems, contingency, mid-range theories, and analytic eclecticism***

**Jonathan Kirshner, *An Unwritten Future: Realism and Uncertainty in World Politics* (Princeton, NJ: Princeton University Press, 2022), 1–11, 43–80.**

**James Mahoney and Richard Snyder, “Rethinking Agency and Structure in the Study of Regime Change,” *Studies in Comparative International Development* 34, no. 2 (1999): 3–32.**

**Richard Ned Lebow, “Contingency, Catalysts, and International System Change,” *Political Science Quarterly* 115, no. 4 (December 2000): 591–616.**

**Robert Jervis, *System Effects: Complexity in Political and Social Life* (Princeton, NJ: Princeton University Press, 1997), 3–91.**

**Patrick Thaddeus Jackson and Daniel H. Nexon, “International Theory in a Post-Paradigmatic Era: From Substantive Wagers to Scientific Ontologies,” *European Journal of International Relations* 19, no. 3 (September 1, 2013): 543–65.**

**Rudra Sil and Peter J. Katzenstein, “Analytic Eclecticism in the Study of World Politics: Reconfiguring Problems and Mechanisms across Research Traditions,” *Perspectives on Politics* 8, no. 2 (2010): 411–31.**

OPTIONAL:

Terry M. Moe, “On the Scientific Status of Rational Models,” *American Journal of Political Science* 23, no. 1 (February 1979): 215–43.

Jonathan Bendor and Jacob N. Shapiro, “Historical Contingencies in the Evolution of States and Their Militaries,” *World Politics* 71, no. 1 (January 2019): 126–61.

Aseem Hasnain and Charles Kurzman, “When Forecasts Fail: Unpredictability in Israeli-Palestinian Interaction,” *Sociological Science* 1 (June 2014): 239–59.

Jeff Madrick, “Why the Experts Missed the Recession,” *The New York Review of Books*, September 25, 2014, https://www.nybooks.com/articles/2014/09/25/why-experts-missed-recession/.

Richard York and Brett Clark, “The Problem with Prediction: Contingency, Emergence, and the Reification of Projections,” *Sociological Quarterly* 48, no. 4 (September 2007): 713–43.

Ian Shapiro and Sonu Bedi, eds., *Political Contingency: Studying the Unexpected, the Accidental, and the Unforeseen* (New York: New York University Press, 2007).

Jörg Friedrichs and Friedrich Kratochwil, “On Acting and Knowing: How Pragmatism Can Advance International Relations Research and Methodology,” *International Organization* 63, no. 4 (Fall 2009): 701–31.

Friedrich Kratochwil, “Of False Promises and Good Bets: A Plea for a Pragmatic Approach to Theory Building (the Tartu Lecture),” *Journal of International Relations and Development* 10 (2007): 1–15.

Drew Bowlsby et al., “The Future Is a Moving Target: Predicting Political Instability,” *British Journal of Political Science* 50, no. 4 (2019): 1–13.

*I am leaving this module open for now: let me know if you have ideas*

***April 17:***

***Concept formation***

**Giovanni Sartori, “Concept Misformation in Comparative Politics,” *American Political Science Review* 64, no. 4 (December 1970): 1033–53.**

**Gary Goertz, *Social Science Concepts: A User’s Guide* (Princeton, NJ: Princeton University Press, 2006), 1–68 (Introduction, Chapter 1 and 2).**

**John Gerring, *Social Science Methodology: A Unified Framework*, 2nd ed. (Cambridge: Cambridge University Press, 2012), 107–40 (Chapter 5).**

**Mark Bevir and Asaf Kedar, “Concept Formation in Political Science: An Anti-Naturalist Critique of Qualitative Methodology,” *Perspectives on Politics*, no. 03 (September 2008): 503–17.**

**Robert Adcock, “Measurement Validity: A Shared Standard for Qualitative and Quantitative Research,” *American Political Science Review* 95, no. 3 (2001): 529–46.**

OPTIONAL:

Ariel I. Ahram, “Concepts and Measurement in Multimethod Research,” *Political Research Quarterly* 66, no. 2 (June 2013): 280–91.

John Gerring, “Mere Description,” *British Journal of Political Science* 42, no. 4 (October 2012): 721–46.

William C. Wohlforth, “The Perception of Power: Russia in the Pre-1914 Balance,” *World Politics* 39, no. 3 (April 1987): 353–81.

Douglas McAdam, Sidney Tarrow, and Charles Tilly, “Methods for Measuring Mechanisms of Contention,” *Qualitative Sociology* 31, no. 4 (2008): 307–31.

Colin Elman, “Explanatory Typologies in Qualitative Studies of International Politics,” *International Organization* 59, no. 2 (Spring 2005): 293–326.

Patrick M. Horan, “Theoretical Models in Social History Research” 11, no. 4 (Winter 1987): 379–400.

Reinhard Bendix, “Concepts and Generalizations in Comparative Sociological Studies,” *American Sociological Review* 28, no. 4 (August 1963): 532–39.

Ryan Saylor, “Concepts, Measures, and Measuring Well: An Alternative Outlook,” *Sociological Methods and Research* 42, no. 3 (2013): 354–91.

***How do I find and analyze memoirs and oral histories?***

**Gregor Benton, *Mountain Fires: The Red Army’s Three-Year War in South China* (Berkeley: University of California Press, 1992), xv–xxv, 69–82 (Preface and Chapter 2).**

OPTIONAL:

Jay Bergman, “The Memoirs of Soviet Defectors: Are They a Reliable Source about the Soviet Union?,” *Canadian Slavonic Papers* 31, no. 1 (March 1989): 1–24.

***April 24:***

***Case selection and comparative method***

**Carsten Q. Schneider and Claudius Wagemann, *Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis*****(Cambridge: Cambridge University Press, 2012) (Introduction and Chapter 1)**

**Daniela Lai and Roberto Roccu, “Case Study Research and Critical IR: The Case for the Extended Case Methodology,” *International Relations* 33, no. 1 (January 7, 2019): 67–87.**

**Dan Slater and Daniel Ziblatt, “The Enduring Indispensability of the Controlled Comparison,” *Comparative Political Studies* 46, no. 10 (January 16, 2013): 1301–1327.**

**Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (Cambridge, MA: MIT Press, 2005), 151–81 (“Comparative Methods: Controlled Comparison and Within-Case Analysis”)**

**David Collier and James Mahoney, “Insights and Pitfalls: Selection Bias in Qualitative Research,” *World Politics* 49, no. 1 (October 1996): 56–91.**

**Jason Seawright and John Gerring, “Case Selection Techniques in Case Study Research,” *Political Research Quarterly* 61, no. 2 (June 2008): 294–308.**

OPTIONAL:

Sidney Tarrow, “The Strategy of Paired Comparison: Toward a Theory of Practice,” *Comparative Political Studies* 43, no. 2 (2010): 230–259.

Jasjeet S. Sekhon, “Quality Meets Quantity: Case Studies, Conditional Probability, and Counterfactuals,” Perspectives on Politics 2, no. 2 (June 2004): 281–93.

Charles C. Ragin, *Fuzzy-Set Social Science* (Chicago: University of Chicago Press, 2000).

Arend Lijphart, “II. The Comparable-Cases Strategy in Comparative Research,” *Comparative Political Studies* 8, no. 2 (January 7, 1975): 158–77.

Almond Gabriel Abraham, *Ventures in Political Science: Narratives and Reflections* (London: Lynne Rienner Publishers, 2002), 109–27 (Chapter 6).

Patrick Kollner, Rudra Sil, and Ariel I Ahram, “Comparative Area Studies: What It Is, What It Can Do?” in Ariel I. Ahram, Patrick Köllner, and Rudra Sil, eds., *Comparative Studies: Methodological Rationales and Cross-Regional Applications* (New York: Oxford University Press, 2018).

***How do I use digital databases?***

**Lara Putnam, “The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast,” *The American Historical Review* 121, no. 2 (April 2016): 377–402.**

OPTIONAL:

“H-Diplo Forum on Scholars and Digital Archives: Living the Dream?,” *H-Diplo Forum 2021-2*, October 6, 2021.

***May 1:***

***Within-case analysis***

**Gary Goertz, “The Semantics of Causal Mechanism Figures: Using Sherlock Holmes to Think about Causal Mechanisms,” (unpublished manuscript, December 30, 2021).**

**Gary Goertz, “Linking General Causal Mechanisms with Individual Case Analyses: Type to Token Causation and Back Again,” (unpublished manuscript, August 31, 2022).**

**Tulia G. Falleti and Julia F. Lynch, “Context and Causal Mechanisms in Political Analysis,” *Comparative Political Studies* 42, no. 9 (September 2009): 1143–66.**

**Andrew Bennett and Jeffrey T. Checkel, “Process Tracing: From Philosophical Roots to Best Practices,” in *Process Tracing: From Metaphor to Analytic Tool*, ed. Andrew Bennett and Jeffrey T. Checkel, Strategies for Social Inquiry (Cambridge: Cambridge University Press, 2015), 3–37 (Chapter 1).**

**Derek Beach and Rasmus Brun Pedersen, *Process-Tracing Methods: Foundations and Guidelines* (Ann Arbor: University of Michigan Press, 2013) (Chapter 3)**

**Bent Flyvbjerg, “Five Misunderstandings About Case Study Research,” *Qualitative Inquiry,* 12:2 (April 2006): 219-245.**

**Joseph Torigian, “A New Case for the Study of Individual Events in Political Science,” *Global Studies Quarterly* , no. 4 (December 2021): 1–11.**

OPTIONAL:

Peter A. Hall, “Systematic Process Analysis: When and How to Use It,” *European Management Review* 3, no. 1 (2006): 24–31.

Jon Elster, *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences* (Cambridge: Cambridge University Press, 2007). Chapter 2.

Charles Tilly, “Mechanisms in Political Processes,” *Annual Review of Political Science* 4, no. 1 (2001): 21–41.

Dietrich Rueschemeyer, “Can One or a Few Cases Yield Theoretical Gains?,” in *Comparative Historical Analysis in the Social Sciences*, ed. James Mahoney and Dietrich Rueschemeyer (Cambridge: Cambridge University Press, 2003), 305–36.

Anna Grzymala-Busse, “Time Will Tell? Temporality and the Analysis of Causal Mechanisms and Processes,” *Comparative Political Studies* 44, no. 9 (2011): 1267–97.

James Mahoney, “The Logic of Process Tracing Tests in the Social Sciences,” *Sociological Methods & Research* 41, no. 4 (November 2012): 570–97.

Roger Peterson, “Mechanisms and Structures in Comparisons,” in *Critical Comparisons in Politics and Culture*, ed. John Bowen and Roger Petersen (Cambridge: Cambridge University Press, 1999), 61–77.

Nathaniel Beck, “Is Causal-Process Observation an Oxymoron?,” *Political Analysis* 14, no. 3 (June 20, 2006): 347–52.

***How should I organize my research?***

**Kapiszewski, MacLean, and Read, *Field Research in Political Science: Practices and Principles* (Cambridge: Cambridge University Press, 2015), 89–99.**

OPTIONAL:

Elisabeth Jean Wood, “The Ethical Challenges of Field Research in Conflict Zones,” *Qualitative Sociology*, 29: 3, (2006): 373–86.

Eunji Kim et al., “Navigating ‘Insider’ and ‘Outsider’ Status as Researchers Conducting Field Experiments,” *PS: Political Science & Politics* 55, no. 4 (October 2022): 754–58.

***We are not able to cover everything this semester. You may be interested in further reading on the following subjects.***

***Historical institutionalism:***

Paul Pierson and Theda Skocpol, “Historical Institutionalism in Contemporary Political Science,” in *Political Science: The State of the Discipline*, ed. Ira Katznelson and Helen V. Milner (New York: W. W. Norton & Company, 2002).

Dan Slater and Erica Simmons, “Informative Regress: Critical Antecedents in Comparative Politics,” *Comparative Political Studies* 43, no. 7 (January 2010): 886–917.

Hillel David Soifer, “The Causal Logic of Critical Junctures,” *Comparative Political Studies* 45, no. 12 (December 1, 2012): 1572–97.

James Mahoney and Dietrich Rueschemeyer, “Comparative Historical Analysis: Achievements and Agendas,” in *Comparative Historical Analysis in the Social Sciences*, ed. James Mahoney and Dietrich Rueschemeyer (Cambridge: Cambridge University Press, 2003), 3–38.

Paul Pierson, *Politics in Time: History, Institutions, and Social Analysis* (Princeton, NJ: Princeton University Press, 2004).

Ira Katznelson, “Periodization and Preferences: Reflections on Purposive Action in Comparative Historical Social Science,” in *Comparative Historical Analysis in the Social Sciences*, ed. James Mahoney and Dietrich Rueschemeyer (Cambridge: Cambridge University Press, 2003), 270–302 (Chapter 8).

Giovanni Capoccia and R. Daniel Kelemen, “The Study of Critical Junctures: Theory, Narrative, and Counterfactuals in Historical Institutionalism,” *World Politics* 59, no. 3 (April 2007): 341–69.

James Mahoney, “Path Dependence in Historical Sociology,” *Theory and Society* 29, no. 4 (August 2000): 507–48.

***Realism:***

Colin Wight, *Agents, Structures and International Relations: Politics as Ontology* (Cambridge: Cambridge University Press, 2008).

Wesley C. Salmon, *Four Decades of Scientific Explanation* (Minneapolis, MN: University of Pittsburgh Press, 1989).

Ian Shapiro, *The Flight from Reality in the Human Sciences* (Princeton, NJ: Princeton University Press, 2005).

Andrew Collier, *Critical Realism: An Introduction to Roy Bhaskar’s Philosophy* (London: Verso, 1994).

Colin Wight, “A Manifesto for Scientific Realism in IR: Assuming the Can-Opener Won’t Work!,” *Millenium: Journal of International Studies* 35, no. 2 (2007): 379–98.

Milja Kurki, “Critical Realism and Causal Analysis in International Relations,” *Millenium: Journal of International Studies* 35, no. 2 (2007): 361–78.

Fred Chernoff, “Critical Realism, Scientific Realism, and International Relations Theory,” *Millenium: Journal of International Studies* 35, no. 2 (n.d.): 399–407.

Sæther Bjørnar, “Retroduction: An Alternative Research Strategy?,” *Business Strategy and the Environment* 7 (1998): 245–49.

Ruth Lane, “Positivism, Scientific Realism, and Political Science,” *Journal of Theoretical Politics* 8, no. 3 (1996): 361–82.

Jonathan Joseph, “Philosophy in International Relations: A Scientific Realist Approach,” *Millenium: Journal of International Studies* 35, no. 2 (2007): 345–59.

Margaret Archer et al., eds., *Critical Realism: Essential Readings* (London: Routledge, 1998), 189–205, 206–57, 282–96, 313–38.

Margaret Archer, “Introduction: Realism in the Social Sciences,” in *Critical Realism: Essential Readings*, ed. Margaret Archer et al. (London: Routledge, 1998), 189–205 (Chapter 7).

Roy Bhaskar, “Societies,” in *Critical Realism: Essential Readings*, ed. Margaret Archer et al. (London: Routledge, 1998), 206–57 (Chapter 8).

William Outhwaite, “Realism and Social Science,” in *Critical Realism: Essential Readings*, ed. Margaret Archer et al. (London: Routledge, 1998), 282–96 (Chapter 10).

Peter Manicas, “A Realist Social Science,” in *Critical Realism: Essential Readings*, ed. Margaret Archer et al. (London: Routledge, 1998), 313–38 (Chapter 12).

***The study of authoritarian regimes:***

Oliver Melton and Jessica Batke, “Why Do We Keep Writing About Chinese Politics As If We Know More Than We Do?,” *ChinaFile* (blog), October 16, 2017, <http://www.chinafile.com/reporting-opinion/viewpoint/why-do-we-keep-writing-about-chinese-politics-if-we-know-more-we-do>.

Alice Miller, “Valedictory: Analyzing the Chinese Leadership in An Era of Sex, Money, and Power,” *China Leadership Monitor* 57 (Fall 2018).

Frederick C. Teiwes, “The Study of Elite Political Conflict in the PRC: Politics inside the ‘Black Box,’” in *Handbook of the Politics of China* (Northampton: Edward Elgar Publishing Limited, 2015), 21–41.

Zachary Jonathan Jacobson, “On the ‘Arcane Modern Science of Kremlinology’ or the Case of the Vanishing Birthdays,” *Cold War History* 16, no. 2 (2016).

Stephen Kotkin, “The State- Is It Us? Memoirs, Archives, and Kremlinologists,” *The Russian Review* 61, no. 1 (January 2002): 35–51.

Simon Miles, “Researching Through the Back Door: Field Notes from East of the Iron Curtain,” *Passport* 47, no. 1 (April 2016): 39–41.

**Additional Information and Policies**

*Academic Integrity:*

All students are required to adhere to the Academic Integrity Code:

<https://www.american.edu/academics/integrity/code.cfm>

*Requests for Extensions or Special Accommodations*

Students anticipating any difficulty in completing assigned work on time should consult with their professors well in advance of any course deadlines. Any student seeking exceptions to course policies or requesting special accommodations due to medical or familial issues must first consult with the Office of the Dean of Students (Butler Pavilion, Room 408; [www.american.edu/ocl/dos](http://www.american.edu/ocl/dos)). Should the Office of the Dean of Students determine that accommodations are appropriate, a letter will be issued from the Office of the Dean of Students to the student’s professors. Students must then follow up with their professors either in person or via email as soon as the circumstances permit in order to discuss new arrangements for required work and deadlines. Simply providing a letter from the Office of the Dean of Students does not constitute a waiver for course requirements or deadlines, nor does such a letter excuse work missed prior to the provision of documentation unless the Office of the Dean of Students specifically indicates that the accommodations are retroactive. Late penalties and other course policies will apply to any revised assignment arrangements or deadlines.

*Early Warning Notices*

Undergraduate students may receive Early Warning Notices within the first month of classes. These notices are designed for you to contact your faculty, receive assistance, and develop strategies to improve your performance.

*Emergency Preparedness*

In the event of a declared pandemic (influenza or other communicable disease), 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, we are committed to ensuring that all aspects of our educational programs will be delivered to our 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 (www. prepared. american.edu) 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.

*Student Support Services:*

**Academic Support Center** (x3360, MGC 243):

Supports the academic development and educational goals of all AU students while also providing support to students with disabilities. We offer workshops on topics of interest to all students such as time management, note taking, critical thinking, memory skills, and test taking. Additional support includes free private and group tutoring in many subjects, supplemental instruction, The Math Lab and Writing Lab.

**Writing Center** (x2991, Bender Library, 1st Floor):

Offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work.

**Counseling Center** (x3500, MGC 214):

Is here to help students make the most of their university experience, both personally and academically. They offer 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** (x3651, MGC 201):

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** (x7070):

Provides free and confidential victim advocacy services for American University students who are impacted by all forms of sexual violence (e.g. sexual assault, rape, dating or domestic violence, sexual harassment, or stalking).

**International Student & Scholar Services** (x3350, Butler Pavilion, Room 410):

Offers 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.

**SIS Virtual Hub:**

A full listing of resources and information for SIS Undergraduates.

 **Academic Integrity**

**The following notice informs students about the American University Academic Integrity Code and their rights and responsibilities under it:**

*All students are governed by American University’s Academic Integrity Code. The Academic Integrity Code details specific violations of ethical conduct that relate to academic integrity. By*

*registering, 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. All of your work (whether oral or written) in this class is governed by the provisions of the Academic Integrity Code. Academic violations include but are not limited to: plagiarism, inappropriate collaboration, dishonesty in examinations whether in class or take-home, dishonesty in papers, work done for one course and submitted to another, deliberate falsification of data, interference with other students’ work, and copyright violations. The adjudication process and possible penalties are listed in American University’s Academic Integrity Code booklet, which is also available on the American University website. Being a member of this academic community entitles each of us to a wide degree of freedom and the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the high ethical standards of scholarly conduct. See the AU website for additional details:*

[*www.american.edu/academics/integrity*](http://www.american.edu/academics/integrity)

::: **Academic Support**

**The following notice informs students about academic support resources available through the Academic Support and Access Center:**

***For Fall 2022, Academic Support and Access Center (ASAC) services will be offered virtually. See their website for additional details:***

[*www.american.edu/provost/academic-access*](https://www.american.edu/provost/academic-access/)

***All students may take advantage of the Academic Support and Access Center (ASAC)(MGC 243) for individual academic skills counseling, workshops, Tutoring, peer tutor referrals, and Supplemental Instruction. Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Asbury Hall. A more complete list of campus-wide resources is available in the ASAC.***

 **Academic WARNING NOTIFICATIONS**

**The following notice informs students about the potential for an instructor to warn the student and his/her academic advisor about concerns over the student’s performance or attendance in the class:**

*Students may receive Academic Warning Notices at any point during their classes.  These notices are designed for you to contact your faculty, receive assistance, and develop strategies to improve your performance in the class.  Please note that you should seek help throughout the semester when you have questions, fail to submit an assignment, fail to attend class, or receive an unsatisfactory grade.*

 **Center for Diversity and Inclusion**

**The following notice informs students about resources available through the Center for Diversity and Inclusion:**

***For Fall 2022****, Center for Diversity and Inclusion services will be offered both virtually and in person.* ***See their website for additional details:***

[*www.american.edu/ocl/cdi*](https://www.american.edu/ocl/cdi/)

*The Center for Diversity and Inclusion (x3651, MGC 201) 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.”*

 **Counseling Center**

**The following notice informs students about resources available through the Counseling Center:**

***For Fall 2022****, Counseling Center services will be offered virtually.* ***See their website for additional details:***

[*www.american.edu/ocl/counseling*](https://www.american.edu/ocl/counseling/)

*Please also see the Center’s COVID-19 Resources for Mental Health for assistance during these uniquely challenging times:*

[*www.american.edu/ocl/counseling/covid-resources.cfm*](https://www.american.edu/ocl/counseling/covid-resources.cfm)

*The Counseling Center (x3500, MGC 214) offers intake and urgent care services, counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.*

 **Emergency Preparedness for Disruption of Classes**

**The following notice informs students about what happens as a result of an unexpected closure of the University due to weather or safety concerns, for example:**

*In the event of an emergency, 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, we are committed to ensuring that all aspects of our educational programs will be delivered to our 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. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies.*

*In the event of an emergency, students should refer to the AU Student Portal, the AU Web site, 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.*

*See the Emergency Preparedness website for additional details:*

[*www.american.edu/emergency*](https://www.american.edu/emergency/)

 **OASIS: Confidential Victim Advocacy**

**The following notice informs students about resources available through the Office of Advocacy Services for Interpersonal and Sexual Violence (OASIS):**

***For Fall 2022****, Health Promotion and Advocacy Center services will be offered both virtually and in person.* ***See their website for additional details and to book appointments:***

[*www.american.edu/ocl/promote-health/index.cfm*](https://www.american.edu/ocl/promote-health/index.cfm)

*A program of the Health Promotion and Advocacy Center (x3276, Hughes Hall 105), OASIS (the Office of Advocacy Services for Interpersonal and Sexual Violence) provides free and confidential victim advocacy services for American University students who are impacted by all forms of sexual violence (e.g. sexual assault, rape, dating or domestic violence, sexual harassment, or stalking)--either directly or indirectly. To schedule an advocacy meeting with one of AU's confidential victim advocates, visit their You Can Book Me page:*

[*auhpac.youcanbook.me*](https://auhpac.youcanbook.me/)

 **Students with Disabilities**

**The following notice informs students with disabilities about appropriately requesting accommodations through the Academic Support and Access Center:**

***For Fall 2022, Disability Accommodation services will be offered virtually. See their website for additional details:***

[*www.american.edu/provost/academic-access/documentation-and-eligibility.cfm*](https://www.american.edu/provost/academic-access/documentation-and-eligibility.cfm)

***If you wish to receive accommodations for a disability, please notify your instructor with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended.***To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or *asac@american.edu*, or drop by the ASAC in MGC 243.

 **Writing Center**

**The following notice informs students about resources available through the Writing Center:**

***For Fall 2022, Writing Center services will be offered both virtually and in person. See their website for additional details:***

[*www.american.edu/provost/academic-access/writing-center/*](https://www.american.edu/provost/academic-access/writing-center/)

*The Writing Center (x2291, Bender Library, 1st floor) provides writing consultants to assist students with writing projects. Students must set up a free appointment via WC Online:*

[*www.american.mywconline.net*](http://www.american.mywconline.net/)