Quality Teaching

This presentation seeks to throw light on where 'quality' resides in teaching. It detects a variety of factors, which consists of module design, fluent delivery, lecturer's knowledge, experience, approach and interpersonal skills as well as the administrative / institutional support s/he receives.

Part I:

> No one gets a pearl for free simply because he's seen it revealed.
>
> Shota Rustaveli (b. 1172)

Module Design

Organic relationship between / among the following elements:

- Module Title
- Module Structure
- Module Content
- Module Textbooks
- Lecture Topics & Content
- Seminar Questions
- Assessment Criteria
- Effective use of Formative / Summative Approaches
- Systematic Feedback

THE UNIVERSITY OF **BUCKINGHAM**

Department of Economics & International Studies
Autumn Term, 2019: 15 Units

Contemporary Philosophy of Social Science

Module Leader: Dr. Raouf Tajvidi (*raouftajvidi@aol.com*).

Lectures: Wednesday, AdRB1, 09.15 – 11.00.
Seminars: Wednesday, AdRB1, 11.15 & 12.15.

Office Hours: Wednesdays by appointment Only.

Please make sure you resend your email message if you have not heard from me within 3 days. Some emails disappear in cyberspace!

Regular attendance at all lectures and seminars is absolutely essential to the successful completion of the course. Those of you who follow this advice will find that class discussions are crucial to answering essay, presentation and exam questions.

M O D U L E   A I M S

The module aims to:

- explain the role of and organic relationship between concepts, theories, methods and methodologies in political analysis and their impact on research results;
- explain the dynamics, strengths and weaknesses of various approaches to political science;
- apply these perspectives to the analysis of domestic and international politics
- compare and contrast the potentials and limitations of each approach and assess their practical and theoretical implications for political analysis.

L E A R N I N G   O U T C O M E S

On successfully completing the module students will be able to:

- distinguish between the role of concepts, theories, methods and methodologies in research process and use them more effectively and consciously in the analysis of political events.
- demonstrate a good understanding of potentials and limitations of each perspective in political science
- compare and contrast research dynamics of each approach and their impact on research outcome
- articulate their argument with conscious, clear and well-informed reference to concepts, theories and approaches.
- demonstrate competence in a range of transferable skills including analytical, critical, communication and independent study skills.

The main **teaching and learning methods** will be interactive lectures and seminars. Lectures are tutor-led while seminars are student–centred. Seminars will focus on small group discussions followed by group presentations.

Date	Activity
Week 1: **02 October**	LECTURE I: **Mind, Reality and the Limits of Knowledge.** Our basic knowledge of the external world comes through the five senses: hearing, sight, touch, smell and taste. But what is the precise relationship between what we think, what we see and what is actually in front of us? Is it really possible to understand the truth independently of the way we think about it? It is in this context that we explore the relationship between the mind, knowledge and reality. In addition, the lecture addresses some of the key terms and concepts, such as ontology, epistemology, induction and deduction that are central to our understanding of the debates on this module. • Also watch the following TED talks: http://www.ted.com/talks/elif_shafak_the_politics_of_fiction?language=en ***Selected Reading:*** Ted Benton & Ian Craib, *Philosophy of Social Science: The Philosophical Foundations of Social Thought* (Palgrave, 2010). Chapters 2 & 3. 149 BEN. Daniel Kolak & Raymond Martin, *Wisdom without Answers: A Brief Introduction to Philosophy* (Wadsworth Publishing Co Inc; 5th Revised edition, 2001). Chapters 1-5. They are short, thought-provoking and easy to read. Alexander Rosenberg, *Philosophy of Social Science* (Westview Press, 5th ed., 2015), Chapter 1. 149 ROS. Bertrand Russell, *The Problems of Philosophy* (New York & Oxford: OUP, 1980). Immanuel Wallerstein, *The Uncertainties of Knowledge* (Philadelphia: Temple University Press, 2004). Chapters: Introduction, 1, 2 & 3. **Seminar:** Allocating Presentations **Important:** It is absolutely essential that every member of the seminar group reads the related chapters from the textbooks before the seminar is held. It is also essential that you keep up with current political developments by reading the serious 'broadsheet' newspapers and

	appropriate journals.
Week 2: **09 October**	**LECTURE II: Science, Rationality and Social Analysis** The aim of this lecture is to introduce the content, scope and methodological challenges of the discipline of Politics and explore whether it is "scientific" or not. In doing so, it also explains some of the key terms and concepts, such as ontology, epistemology, induction and deduction that are used repeatedly on this module. The lecture also highlights some of the strengths and weaknesses of positivist schools of thought such as Behaviouralism and Rational Choice Theory. ***Essential Reading:*** **I highly recommend** that you first read Samir Okasha, *Philosophy of Science: A Very Short Introduction* (OUP, 2002). Ted Benton & Ian Craib, *Philosophy of Social Science: The Philosophical Foundations of Social Thought* (Palgrave, 2010), Chapter 4. 149 BEN. Gerard Delanty and Piet Strydom, eds., *Philosophies of Social Science: The Classic & Contemporary Readings* (OUP, 2003), Choose relevant readings from Part 1. 141 DEL Alexander Rosenberg, *Philosophy of Social Science*, Chapters 2 & 3 + 5 & 6. 149 ROS. ***Further Reading:*** Michael Allingham, *Choice Theory: A Very Short Introduction* (OUP, 2002). A. F. Chalmers, *What is this thing called Science?* (Open University Press, 3rd Edition, 1999). Andrew Collier, *In Defence of Objectivity* (London: Routledge, 2007). Donatella Della Porta & Michael Keating, eds., *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective* (CUP, 2008). Chapters 1, 2 & 9. Colin Hay, *Political Analysis: A Critical Introduction* (Basingstoke & New York: Palgrave, 2002). Chapters: 1 & 2. David Marsh & Gerry Stoker, *Theory and Methods in Political Science* (Basingstoke & New York: Palgrave, 2nd edition, 2002), Introduction and Chapter 1, 2 & 3. Karl Popper, *The Myth of the Framework: In Defence of Science and Rationality* (Routledge, 1995). **Seminar Question:** • **Do you have to be one to know one?**

	See the relevant chapter in Brian Fay, *Contemporary Philosophy of Social Science* (Blackwell Publishing, 1996). 300FAY
Week 3: **16 October**	LECTURE III: **Structure and Agency Debate.** A number of political scientists have argued in recent years that structure-agency questions should be recognised as central to the way we study politics. The aim of this lecture is to explain why the structure-agency debate has been such an important theoretical issue in human sciences and show in what ways it can enrich political analysis. *Essential Reading:* Gerard Delanty and Piet Strydom, eds., *Philosophies of Social Science,* Choose relevant readings from Part 5. 141 DEL Alexander Rosenberg, *Philosophy of Social Science*, Chapter 9. 149 ROS. *Further Reading:* Dave Elder-Vass, *The Causal Power of Social Structures, Emergence, Structure and Agency*, 2011. Colin Hay, *Political Analysis: A Critical Introduction* (Basingstoke & New York: Palgrave, 2002). Chapter 3. David Marsh & Gerry Stoker, *Theory and Methods in Political Science* (Basingstoke & New York: Palgrave, 2nd edition, 2002). Chapter 13. Rob Stones, *Structuration Theory* (Basingstoke: Palgrave, 2005). Colin Wright, *Agents, Structures and International Relations: Politics as Ontology* (Cambridge University Press, 2006). **Seminar Question:** • **Can we understand others objectively?** See the relevant chapter in Brian Fay, *Contemporary Philosophy of Social Science* (Blackwell Publishing, 1996).
Week 4: **23 October**	LECTURE IV: **Institutionalism and Feminism.** While Institutionalism concentrates on the role of institutions in political analysis, Feminism's main concern is the power relationship between women and men, which is reinforced and reproduced by the predominantly *male* institutions in society. This lecture focuses on the methodological implications of each approach for political analysis. *Essential Reading:* Ted Benton & Ian Craib, *Philosophy of Social Science: The*

Philosophical Foundations of Social Thought (Palgrave, 2010), Chapter 9. 149 BEN.

Gerard Delanty and Piet Strydom, eds., *Philosophies of Social Science,* Chapters 55 & 56. 141 DEL

Further Reading:

Peter Burnham et al, *Research Methods in Politics* (Palgrave, 2008), Introduction and Chapter 13.

Gerard Delanty and Piet Strydom, eds., *Philosophies of Social Science,* Choose relevant readings from Part 6. 141 DEL

Donatella Della Porta & Michael Keating, eds., *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective* (Cambridge University Press, 2008). Chapter 7.

David Marsh & Gerry Stoker, *Theory and Methods in Political Science* (Basingstoke & New York: Palgrave, 2nd edition, 2002). Chapters 4, 5 & 14.

Seminar Question:

- **Does our culture or society make us what we are?**

  See the relevant chapter in Brian Fay, *Contemporary Philosophy of Social Science* (Blackwell Publishing, 1996).

Week 5: **30 October**	LECTURE V: **Marxist Methodology and Political Analysis.** Marx's preoccupation with "changing the world" required first of all knowing that world as it was rather than the way one wished it to be. To make sense of this "real" political world, his search resulted in a *dialectical* methodological approach, which brought together philosophy, history, economics and social theory. This lecture aims to unravel the dynamics of a methodological thinking that has informed Marxists since. *Essential Reading:* Ted Benton & Ian Craib, *Philosophy of Social Science: The Philosophical Foundations of Social Thought* (Palgrave, 2010), Chapter 7. 149 BEN. Gerard Delanty and Piet Strydom, eds., *Philosophies of Social Science The Philosophical Foundations of Social Thought* (Palgrave, 2010), Chapters 33 & 34. 141 DEL Alexander Rosenberg, *Philosophy of Social Science* (Westview Press, 5th ed., 2015), Chapter 8. 149 ROS. *Further Reading:* Peter Burnham et al, *Research Methods in Politics* (Palgrave, 2008), Introduction and Chapter 13.

	Gerard Delanty and Piet Strydom, eds., *Philosophies of Social Science: The Philosophical Foundations of Social Thought* (Palgrave, 2010), Choose relevant readings from Part 3. 141 DEL Jonathan Joseph, *Marxism and Social Theory* (Palgrave, 2006). David Marsh & Gerry Stoker, *Theory and Methods in Political Science* (Basingstoke & New York: Palgrave, 2nd edition, 2002). Chapter 7. Olin Erik Wright, *Approaches to Class Analysis* (Cambridge University Press, 2005). **Seminar Question:** • **Do people in different cultures live in different worlds?** See the relevant chapter in Brian Fay, *Contemporary Philosophy of Social Science* (Blackwell Publishing, 1996).
Week 6: **06 November**	LECTURE VI: **Back to Ontology: Phenomenology & Hermeneutics.** Interpretive approaches focus on the dichotomies between understanding and explanation as well as between cause and meaning. They insist that unlike the natural sciences, which seek to explain non-intentional phenomena by discovering their causes, the job of social science is to understand intentional phenomena by interpreting their meaning. https://www.ted.com/talks/stephen_cave_the_4_stories_we_tell_ourselves_about_death?language=en *Essential Reading:* **I highly recommend** that you first read Simon Critchley's *Continental Philosophy: A Very Short Introduction*, 2001. Ted Benton & Ian Craib, *Philosophy of Social Science: The Philosophical Foundations of Social Thought* (Palgrave, 2010), Chapters 5-7. 149 BEN. Gerard Delanty and Piet Strydom, eds., *Philosophies of Social Science: The Classic & Contemporary Readings* (OUP, 2003). Chapters 15 & 17. 141 DEL. Alexander Rosenberg, *Philosophy of Social Science*, Chapters 3 & 4. 149 ROS. *Further Reading:* Zygmunt Bauman, *Hermeneutics and Social Science: Approches to Understanding* (London: Hutchinson, 1978). 121 BAU Andrew Collier, *Being and Worth*, (London: Routledge, 1999).

Brian Fay, *Contemporary Philosophy of Social Science* (Blackwell Publishing, 1996), Chapters 6, 7 & 9.

Gerard Delanty and Piet Strydom, eds., *Philosophies of Social Science: The Philosophical Foundations of Social Thought* (Palgrave, 2010), Choose relevant readings from Parts 2 & 5. 141 DEL

Michael Dummett, *Origins of Analytical Philosophy* (Bloomsbury, 2014). 192 DUM

Hans-Georg Gadamer, *Truth and Method* (London & New York: Continuum, 1989)

Cliford Geertz, *The Interpretation of Cultures* (Basic Books, 1977).

Colin Hay, *Political Analysis: A Critical Introduction* (Basingstoke & New York: Palgrave, 2002). Chapters 5, 6 & 7.

Roy J. Howard, *Three Faces of Hermeneutics: An Introduction to Current Theories of Understanding* (University of California Press, 1982). 121 68 HOW

Edmund Husserl and Donn Welton, *The Essential Husserl: Basic Writings in Transcendental Phenomenology* (Indiana University Press, 1999).

--------------------, *The Crisis of European Science and Transcendental Phenomenology* (North Western University Press, 1970). 142 7 HUS

David Jasper, *A Short Introduction to Hermeneutics* (Westminster & John Knox Press, 2004).

Max Van Manen, *Phenomenology of Practice: Meaning-Giving Methods in Phenomenological Research and Writing*, (Left Coast Press, 2014).

David Marsh & Gerry Stoker, *Theory and Methods in Political Science* (Basingstoke & New York: Palgrave, 2nd edition, 2002). Chapter 6.

Moses and Knutsen, *Ways of Knowing: Competing Methodologies and Methods in Social and Political Research* (Palgrave, 2007). Chapters 10 & 12.

Peregrine Schwartz-Shea, *Interpretive Research Design: Concepts and Processes,* (Routledge, 2012).

Robert Sokolowski, *Introduction to Phenomenology* (CUP, 2008).

Seminar Question:

- **Do we need others to be ourselves?**

See the relevant chapter in Brian Fay, *Contemporary Philosophy of Social Science* (Blackwell Publishing, 1996).

Week 7: **13 November**	LECTURE VII: **Language, Meaning and Discourse.** The aim of the lecture is to address the human ability in constructing social reality. Meanings shape actions and institutions. Objects and actions, however, acquire meaning only when they have a place in a language - a wider web of meanings, i.e. discourse. The aim of this lecture is to demonstrate the usefulness of discourse theory as a tool in political analysis. ***Essential Reading:*** Ted Benton & Ian Craib, *Philosophy of Social Science: The Philosophical Foundations of Social Thought* (Palgrave, 2010), Chapters 6 & 10. 149 BEN. Gerard Delanty and Piet Strydom, eds., *Philosophies of Social Science: The Classic & Contemporary Readings* (OUP, 2003). Chapters 8 & 10. 141 DEL. Alexander Rosenberg, *Philosophy of Social Science* (Westview Press, 5th ed., 2015), Chapter 7. 149 ROS. ***Further Reading:*** A. J. Ayre, *Language, Truth and Logic* (Dover Publications, 2nd edition, 2002). Peter Berger & Thomas Luckmann, *The Social Construction of Reality: A Treatise in the Sociology of Knowledge* (Penguin, 1991). Gerard Delanty and Piet Strydom, eds., *Philosophies of Social Science: The Classic & Contemporary Readings* (OUP, 2003). Part 5. 141 DEL. Norman Fairclough, *Discourse and Social Change* (Polity, 2007). --------------------------, *Analysing Discourse: Textual Analysis for Social Research* (Routledge, 2008). Michel Foucault, *The Archaeology of Knowledge and the Discourse on Language* (New York: Panthen Books, 1972). Cliford Geertz, *Local Knowledge* (Fontana Press 2010). David Howarth, *Discourse* (Buckingham: Open University Press, 2000). Claude Levi-Strauss, *Structural Anthropology* (Basic Books, 1963). --------------------------, *Myth and Meaning* (Schocken Books, 1995). Ray Monk, *How to Read Wittgenstein* (Granta books, 2005). Jonathan Potter, *Representing Reality: Discourse, Rhetoric and Social Construction* (London: Sage, 2005). Richard Rorty, *Philosophy and the Mirror of Nature* (Princeton university Press, 2009). John Searle, *The Construction of Social Reality* (Penguin, 1995).

	Nigel Warburton, *Philosophy: The Classics*. (Routledge, 3rd ed., 2006). Chapter 26. Benjamine Lee Whorf, *Language Thought and Reality* (Martino Fine Books, 2011). **Seminar Question:** • **Is the meaning of others' behaviour what they mean by it?** See the relevant chapter in Brian Fay, *Contemporary Philosophy of Social Science* (Blackwell Publishing, 1996).
18 November:	**Project deadline:** (12.00 noon). **Turn-it-in Submission.** Your essay should be approximately 2000 words exclusive of footnotes (endnotes) and bibliography. It must be typed, properly footnoted, and include a bibliography of the books, articles, and other source material (including those from the internet) used for the assignment. Turn-it-in is equipped with anti-plagiarism software, so avoid plagiarism ☺. The deadline is not negotiable. You will be penalised for late submission: If you submit coursework late but within 24 hours (or one working day) of the specified deadline, the work will be marked and will then have 10% of the overall available marks deducted, to a minimum of the pass mark 40%. If the coursework is submitted more than 24 hours (or one working day) after the specified deadline, it will be given a mark of zero.
Week 8: **20 November**	LECTURE VIII: **Critical Realism and Social Sciences.** Critical Realism is a philosophical approach that defends the critical and emancipatory/transformative potential of rational (scientific and philosophical) enquiry against both positivist and 'postmodern' challenges. The approach emphasises the importance of distinguishing between epistemological and ontological questions and the significance of objectivity properly understood for a critical project. ***Essential Reading:*** Ted Benton & Ian Craib, *Philosophy of Social Science:* Chapter 8. 149 BEN. Chapter 8. Gerard Delanty and Piet Strydom, eds., *Philosophies of Social Science: The Classic & Contemporary Readings* (OUP, 2003). Chapter 61. 141 DEL. Alexander Rosenberg, *Philosophy of Social Science*, Chapter 14. 149 ROS. ***Further Reading:*** M. Archer et al, *Critical Realism: Essential Readings*, (London, Routledge, 1998), Chapters 2 & 7. Margaret Archer, *Culture and Agency: The Place of Culture in Social*

	Theory, 1996. ------------, *Realist Social Theory: The Morphogenetic Approach*, 2008. 301 01 ARC ------------, *Structure, Agency and the Internal Conversation*, 2003. 301 ARC ------------, *Making our way through the world: Human Reflexivity and social mobility*, 2007. 305.5 ARC ------------, The Reflexive Imperative in Late Modernity 2012. R. Bhaskar, *A Realist Theory of Science*: 2nd edition, (London, Verso, 1997). ---------------, *The Possibility of Naturalism: A Philosophical Critique of the Contemporary Human* Andrew Collier*, An Introduction to Roy Bhaskar's Philosophy* (London & New York: Verso, 1994). ---------------, *In Defence of Ojectivity* (Routledge, 2007). 121 4 COL. Berth Danermark, *Explaining Society* (London: Routledge, 2005). Gerard Delanty and Piet Strydom, eds., *Philosophies of Social Science: The Classic & Contemporary Readings* (OUP, 2003). Parts 3 & 6. 141 DEL. Heikki Patomaki, *After International Relations: Critical Realism and (Re)-construction of World Politics* (Routledge, 2001). A. Losch, "On the Origins of Critical Realism" in *Theology & Science,* 2009, vol. 7 no.1, 85-106. Andrew Sayer, *Realism and Social Science* (Routledge, 2000), *Introduction*. -------------------, *Method in Social Science: A Realist Approach*, (London, Routledge,1992), the *Introduction* and Chapter 1. **Seminar Question:** - **Do we live stories or just tell them?** See the relevant chapter in Brian Fay, *Contemporary Philosophy of Social Science* (Blackwell Publishing, 1996).
Week 9: **27 November**	LECTURE IX: **Exam Revision.** The session goes through the specimen / past exam questions in order to help students revise more effectively for the final exam. **No Seminar.**

R E A D I N G   F O R   T H E   M O D U L E

Main Texts:

Ted Benton & Ian Craib, *Philosophy of Social Science: The Philosophical Foundations of Social Thought* (Palgrave, 2010). 149 BEN. (Lectures & Seminars)

Gerard Delanty and Piet Strydom, eds., *Philosophies of Social Science: The Classic & Contemporary Readings* (OUP, 2003). 141 DEL (Researching Essays)

Brian Fay, *Contemporary Philosophy of Social Science* (Blackwell Publishing, 1996). This book covers all seminar topics. 300FAY (For seminars)

Alexander Rosenberg, *Philosophy of Social Science* (Westview Press, 2015). 149 ROS. (Lectures & Seminars)

Those of you who wish to improve your marks further or master the of art researching and writing a first class essay, also need to consult or buy the relevant books from the following list:

Stella Cottrell, *Critical Thinking Skills* (Basingstoke: Palgrave, 2005).

Bryan Greetham, *How to Write Better Essays* (Basingstoke: Palgrave, 2nd edition, 2008).

Marilyn Lewis & Hayo Reinders, *Study Skills for Speakers of English as a Second Language*, (Basingstoke: Palgrave, 2003).

John Peck and Martin Coyle, *The Student's Guide to Writing* (Basingstoke: Palgrave, 2005).

John Peck and Martin Coyle, *Write it Right* (Basingstoke: Palgrave, 2005).

Joan van Emden and Lucinda Becker, *Presentation Skills for Students* (Palgrave, 2004).

Nigel Warburton, *Philosophy: The Essential Study Guide* (Routledge, 2008).

Additional Research Sources:

Brooke Ackerly, ed., *Feminist Methodologies for International Relations* (Cambridge University Press, 2006).

Adler, E. (1997) 'Seizing the Middle Ground: Constructivism in World Politics', *European Journal of International Relation*s, 3 (3), 319-36.

Margaret Archer, *The Reflexive Imperative in Late Modernity* (Cambridge University Press, 2012). 303.32 ARC

Margaret Archer, *Being Human: The Problem of Agency* (Cambridge University Press, 2000).

C J Arthur, ed., *Marx's Capital: A Student Edition* (London: Lawrence & Wishart, 1992).

Peter Berger & Thomas Luckmann, *The Social Construction of Reality: A Treatise in the Sociology of Knowledge* (Penguin, 1991).

Sven Bernecker and Fred Dretske, *Knowledge: Readings in Contemporary Epistemology* (Oxford & New York: OUP, 2007). Chapters: 1, 2 & 3.

R. Bhaskar, *A Realist Theory of Science*: 2nd edition, (London, Verso, 1997).

---------------, *The Possibility of Naturalism: A Philosophical Critique of the Contemporary Human*

Blyth, M. (1997) '"Any More Bright Ideas?" The Ideational Turn of Comparative Political Economy', *Comparative Politic*s, 29 (1), 229- 50.

Peter Burnham et al, *Research Methods in Politics* (Palgrave, 2008).

W. Carlsnaes, 'The Agency-Structure Problem in Foreign Policy Analysis', *International Studies Quarterly*, 1992, 36, pp. 245-70.

Noam Chomsky, *Problems of Knowledge and Freedom* (New York & London: The New Press, 2003).

Sean Creaven*, Marxism & Realism: A Materialistic Application of Realism in Social Sciences* (London: Routledge, 2002).

Jonathan Dancy, *Introduction to Contemporary Epistemology* (Oxford: Blackwell Publishing, 2008).

Donatella Della Porta & Michael Keating, eds., *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective* (Cambridge University Press, 2008).

Dave, Elder-Vass, *The Causal Power of Social Structures, Emergence, Structure and Agency*, 2011

Mark Erickson, *Science Culture & Society: Understanding Science in 21st Century* (Polity Press, 2nd edition, 2015). 306.45 ERI.

Norman Fairclough, *Discourse and Social Change* (Polity, 2007).

Norman Fairclough, *Analysing Discourse: Textual Analysis for Social Research* (Routledge, 2008).

Bent Flyvbjerg, *Making Social Science Matter* (Cambridge & New York: CUP, 10th ed., 2008).

Michel Foucault, *The Archaeology of Knowledge and the Discourse on Language* (New York: Panthen Books, 1972).

Andrew Gamble et al, *Marxism & Social Science* (Basingstoke: Macmillan, 1999).

J. Habermas, *Knowledge and Human Interests* (London: Heinemann, 1972).

Hall, P. (1993) 'Policy Paradigms, Social Learning and the State: The Case of Economic Policy-Making in Britain', *Comparative Politic*s, 25 (3), pp. 175-96.

Hall, P., (1999) 'Crisis and the Structural Transformation of the State: Interrogating the Process of Change*', British Journal of Politics and International Relation*s, 1 (3), 317-44.

Hall, P. (1993) 'Policy Paradigms, Social Learning and the State: The Case of Economic Policy-Making in Britain', *Comparative Politic*s, 25 (3), 175-96.

Hall, P. and Taylor, C.R. (1996) 'Political Science and the Three New Institutionalisms', *Political Studie*s, 44 (4), 936-57.

Hay, C. *Political Analysis: A Critical Introduction* (Basingstoke & New York: Palgrave, 2002).

Hay, C., et al., *The State: Theories and Issues* (Basingstoke: Palgrave, 2006). 320 1 HAY

Hay, C., ed., *British Politics Today* (Cambridge: Polity Press, 2002).

Hay, C. and Wincott, D. (1998) 'Structure, Agency and Historical Institutionalism', *Political Studie*s, 46 /5, (1998), pp. 951-7.

Hay, C., (1996) 'Narrating Crisis: The Discursive Construction of the Winter of Discontent', *Sociology*, 30 (2), 253-77.

Heidegger, Martin, Being & Time ()

Hollis, M. and Smith, S.,'Beware of Gurus: Structure and Agency in International Relations', *Review of International Studies*, 17 (1991), 393-410.

How, A., *Critical Theory* (Basingstoke: Palgrave, 2002).

Husserl, *Edmund, Logical Investigations*, Volumes 1 & 2 (Routledge, 2001). 160 HUS

Vivien Lowndes & Mark Roberts*, Why Institutions Matter: The New Institutionalism in Political Science* (Palgrave, 2013). 320.1 LOW

Hunt, A. and Purvis, T. (1993) 'Discourse, Ideology, Discourse, Ideology, Discourse, Ideology', *British Journal of Sociology*, 44 (3), 473-99.

Jessop, B., 'Interpretative Sociology and the Dialectic of Structure and Agency', *Theory, Culture and Society*, 13/1, (1999), pp. 119-28.

Krasner, S.D. (1984) 'Approaches to the State: Alternative Conceptions and Historical Dynamics', *Comparative Politics*, 16 (1), 223-46.

T. S. Kuhn, *The Structure of Scientific Revolutions* (Chicago, IL: Chicago University Press, 3rd ed. 1996).

Laffey, M. and Weldes, J. (1997) 'Beyond Belief: Ideas and Symbolic Technologies in the Study of International Relations', *European Journal of International Relations*, 3 (2), 193-237.

March, J.G. and Olsen, J.P (1984) 'The New Institutionalism: Organised Factors in Political Life', *American Political Science Review*, 78, 734- 49.

David Marsh et al. eds., *Post-War British Politics in Perspective* (Cambridge: Polity Press, 1999).

David Marsh & Gerry Stoker, *Theory and Methods in Political Science* (Basingstoke & New York: Palgrave, 3rd edition, 2010).

Adam Morton, *A Guide Through the Theory of Knowledge* (Oxford: Blackwell Publishing, 2003).

Moses and Knutsen, *Ways of Knowing: Competing Methodologies and Methods in Social and Political Research* (Palgrave, 2007)

Robert Nozick, *The Nature of Rationality* (Princeton University Press, 1995).

Peters, B. G. (1998) *Institutional Theory in Political Science*. London: Pinter.

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

Jonathan Potter, *Representing Reality: Discourse, Rhetoric and Social Construction* (London: Sage, 2005).

Samir Okasha, *Philosophy of Science: A Very Short Introduction* (OUP, 2002).

Paul Rabinow, ed., *The Foucault Reader* (New York: Pantheon Books, 1984).
Randall, V. (1991) 'Feminism and Political Analysis', *Political Studies*, 39 (3), 513-32.

William G. Roy, *Making Societies* (Thousand Oaks, CA: Pine Forge Press, 2001).

Andrew Sayer, *Realism and Social Science* (London & Thousand Oaks: Sage Publications, 2000).

Andrew Sayer, *Methods in Social Science: A Realist Approach* (London: Routledge, 2002).

John Searle, *The Construction of Social Reality* (Penguin, 1995).

Ian Shapiro, et al, eds., *Problems and Methods in the Study of Politics* (Cambridge University Press, 2004).

Arthur Stinchcombe, *Constructing Social Theories* (Chicago & London: Chicago university Press, 1987).

B. Sztompka, *The Sociology of Social Change* (Oxford: Basil Blackwell, 1994), chs13-15.

Wendt, A. (1992) 'Anarchy is What States Make of it: The Social Construction of Power Politics', *International Organisatio*n, 46 (2), 391-425.

----------,'The Agent/Structure Problem in International Relations', *International Organisatio*n, 41/3, (1999), pp. 335-70.

Margaret Wetherell et al, *Discourse Theory and Practice: A Reader* (Sage Publications,
S. Fuller, 'From Content to Context: A Social Epistemology of the Structure-Agency Craze', in A. Sica, *What is Social Theory?* (Oxford: Blackwell, 1998). esp. pp.92-3 & 98-115.

Wharton, A.S.,'Structure and Agency in Socialist-Feminist Theory', *Gender and Societ*y, 5/3 (1991).

Timothy Williamson, *Knowledge and its Limits* (Oxford & New York: OUP, 2000).

Peter Winch, *The Idea of a Social Science and its Relation to Philosophy* (London & New York: Routledge, 2010).

Periodical References:

Political Science Quarterly; Review of International Studies; Thesis Eleven (Critical Theory & Historical Sociology; Politics & Society; Political Theory; Philosophy & Social Criticism; Journal of Theoretical Politics; Field Methods; Critical Social Policy
Cross-Cultural Research; Comparative Political Studies.

WWW References:

One very useful and reliable online source is the *Stanford Encyclopedia of Philosophy* available at http://plato.stanford.edu/. One of the most useful websites for those interested in *Philosophy* is at http://www.epistemelinks.com. This consists of a wide range of philosophy sites sorted by category. Though limited in its scope, you could access some useful information on *Theory of Knowledge* from http://www.ditext.com/clay/know.html. David Chalmers' website is another useful source to explore particularly in relation to *Consciousness* and *Philosophy of Mind*: www.u.arizona.edu/~chalmers. For *Marx & Engels Internet Archive* (Communist Manifesto, letters and images), see: www.csf.colorado.edu/mirrors/marxists.org/archive/marx/index.htm. For *Critical Theory*, firmly based in the Frankfurt School thought, see *Illuminations*, www.uta.edu/huma/illuminations. Finally, try http://www.socialresearchmethods.net/kb/contents.php.

M O D U L E   A S S E S S M E N T

The assessment for the module consists of 2 components: an essay of 2000 words (30%) and a written exam in November / December (70%).

The methods of assessment are designed to meet the module aims and learning outcomes. The **rationale is twofold**. First, the individual essay provides an opportunity for students to develop and apply their individual research skills and knowledge to important empirical and theoretical questions. Students are required to gather, organise and analyse information and competing explanations from a variety of primary and secondary sources, exercise critical judgement, and construct a reasoned argument. Second, the exam will assess the overall learning outcomes.

Essay:

The essay is also intended to be a semester-long activity. You should begin your research in Week 1 and submit the essay by **12.00 noon** on **18 November 2019** via **Turn-it-in**. Your essay should be approximately 2000 words exclusive of footnotes (endnotes) and bibliography. It must be typed, properly footnoted, and include a bibliography of the books, articles, and other source material (including those from the internet) used for the assignment. **Turn-it-in** is equipped with anti-plagiarism software, so avoid plagiarism ☺.

Essay Question:

1. 'All social reality is pure dynamics, a flow of change of various speed, intensity, rhythm and tempo'. Is this true?
2. To what extent do you agree with Thomas Kuhn that politics is not a 'real' science?
3. What in your view has been the main contribution of Feminism to political analysis?
4. Is our understanding of others essentially historical?
5. Must we comprehend others in their own terms?
6. Must we assume others are rational?

PLAGIARISM

Plagiarism, whether deliberate or inadvertent, will be penalized; see the following University of Buckingham web page for details (see p.11):

http://www.buckingham.ac.uk/wp-content/uploads/2010/11/writing-guide.pdf

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LATE SUBMISSION

The deadlines are not negotiable. You will be penalised for late submission: If you submit coursework late but within 24 hours (or one working day) of the specified deadline, the work will be marked and will then have 10% of the overall available marks deducted, to a minimum of the pass mark 40%. If the coursework is submitted more than 24 hours (or one working day) after the specified deadline, it will be given a mark of zero.

A few words on essay writing:

1. Each essay you write should answer a precise question. Essays should not simply summarise your notes.

2. Plan each essay before you write. Prioritise your arguments and choose the best illustrations (See Alastair Bonnett, How to Argue: A Students' Guide (New York & London: Prentice Hall, 2001).

3. Your opening sentence and first paragraph should define the problem you are tackling. Avoid any banal statements.

4. Do not be afraid to disagree with what you imagine your tutor's views might be. Tutors often 'take a line' to draw students out. State your own case.

5. Arguments have a structure: Offer a proposition. Provide supporting evidence.

6. Consider if an opposing argument is appropriate. Provide supporting evidence as appropriate. Conclude with a reasoned choice or synthesis.

7. **Never** plagiarise. See the Undergraduate Handbook for the definition and penalties

8. **Always** give full references in a correct form.

9. **Use the Library wisely.** You cannot depend on getting a particular book or article just when you want it. Browse along the shelves for books and journals and check the new books display.

    - Check the computer to see if an item is on short loan, or to see if you can reserve it in advance.
    - Cooperate with fellow students by sharing books or photocopies.
    - Use the subject search facilities on the computer to find relevant materials.
    - Follow up the footnotes and bibliographies of the books and articles you already have.
    - Familiarise yourself with primary source materials, and don't always rely on secondary sources or commentators.

10. **Use your initiative** in finding source materials and your creativity in writing essays.

Assessment Criteria for project: In marking students' written work, I will be considering:

- the extent to which the remit of the assignment brief has been met
- the accuracy with which relevant theoretical arguments, concepts and data are described
- the degree to which the theories and concepts discussed are integrated an contextualised
- the range of source material used
- the coherence and integration of the structure of the work presented
- the clarity (spelling, grammar, etc.) and technical accuracy with which ideas are expressed
- the use of properly referenced sources to support the arguments made

The following guidelines are designed to help you understand why you have received a particular mark so that you could further improve your performance:

A **first class** mark (70%+) will therefore be appropriate to work which:

- addresses all the requirements of the brief or question given, within the stated word limits
- provides a full and accurate account of relevant arguments and concepts and their theoretical context
- demonstrates the ability to draw out key comparisons between theoretical perspectives
- demonstrates the ability to identify and make use of an appropriate range of sources
- follows a clear and structured sequence
- uses clear, correct English

- is fully and accurately referenced
- includes a full bibliography

An **upper second** class mark (60-69%) will be indicated for work which meets all of the above criteria but which:

- may lack depth in the degree to which the theories and concepts discussed are integrated and contextualised, or
- may draw upon a more limited range of source material

A **lower second** class mark (50-59%) will be indicated for work which meets most of the above criteria but which:

- lacks depth in the description of relevant theoretical arguments or concepts or contains very minor inaccuracies
- or is limited in the contextualisation and integration of the theories and concepts discussed
- or draws upon an overly narrow range of source material
- or exhibits weaknesses in structure and presentation
- or exhibits serious inaccuracies/omissions in referencing/bibliography

Third Class (45-49):

Such an answer demonstrates some knowledge and understanding of the area, but tends to be weak in the following ways:

- does not answer the question directly;
- misses key points of information;
- contains important inaccuracies;
- coverage of material is sparse, possibly in note form;
- does not support assertions with proper evidence.

Pass (40-44):

This grade is used to indicate an answer which narrowly avoids the fail category. It represents the minimum acceptable standard at the bottom of the third class category. There is just sufficient information presented to indicate that the student has general familiarity with the subject area. Such answers contain:

- some appropriate or accurate material;
- cursory coverage of the basic material, but may contain numerous errors, omissions or irrelevancies;
- loose structure;
- poor or non-existent development of arguments.

Fail (less than 40):

Answers on the wrong topic and short general answers should at least score 20 marks, unless the marker wishes to register that there is no real content. Short answers on the correct topic in general terms should score at least 30.

The Importance of Critical Thinking

"It is not events that affect us, but our interpretations of them".

Epictetus (AD55-135)

Let's watch the following first:

https://www.youtube.com/watch?v=HnJ1bqXUnIM

- Critical thinking is the analysis of facts to form a judgement, which generally include the rational, sceptical, unbiased analysis, or evaluation of factual evidence.

- Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking.

- It presupposes assent to rigorous standards of excellence and mindful command of their use.

- It entails effective communication and problem-solving abilities as well as a commitment to overcome native egocentrism and sociocentrism.

Socrates:

one cannot depend upon those in "authority"
to have sound knowledge and insight.

- Asking deep questions that probe profoundly into thinking before we accept ideas as worthy of belief.

- The importance of seeking evidence, closely examining reasoning and assumptions, analyzing basic concepts, and tracing out implications not only of what is said but of what is done as well.

- The need for thinking for clarity and logical consistency. Socrates asked people questions to reveal their irrational thinking or lack of reliable knowledge.

- "Socratic questioning" is the best known critical thinking teaching strategy. Plato, Aristotle and subsequent Greek sceptics refined Socrates' teachings, asking questions to ascertain the true nature of reality beyond the way things appear from a glance.

Critical thinking has been variously defined as follows:

- The process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion.

- Disciplined thinking that is clear, rational, open-minded, and informed by evidence.

- Purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological or contextual considerations upon which that judgment is based.

- Includes a commitment to using reason in the formulation of our beliefs.

- An activity with reflective scepticism.

- Thinking about one's thinking in a manner designed to organize and clarify, raise the efficiency of, and recognize errors and biases in one's own thinking.

- Critical thinking is inward-directed with the intent of maximizing the rationality of the thinker. One does not use critical thinking to solve problems—one uses critical thinking to improve one's process of thinking.

- Contemporary critical thinkings: creativity, imagination, discovery, reflection, empathy, connecting knowing, feminist theory, subjectivity, ambiguity, and inconclusiveness.

- The focus of formative / summative assessment is on the application of critical thinking to the topic and questions raised.

- The objective is not to find the right answer or the truth but to understand the range of possible explanations which could logically support a well-researched, well-structured and theoretically-informed analysis of the situation.

To address the limits of one's understanding of 'reality' =
the <u>Limits of Knowledge</u>.

- **Our Challenge:**

  - We think with language,
  - Language is the limit of our world,
  - Facts do not speak on their own,
  - Theories are partial,
  - Researchers / Observors are part of the subjects they
  - research.

    Where do we get our information from?

  o 80-90% of news officially inspired: e.g. precision bombing, yet civilian casualties: WWI 10%, WWII 50%, Vietnam 70% & Iraq 90%

- **Students need to appreciate that:**

  - Our beliefs and assumptions about the world (ontology)
  - The way we seek to understand the world (epistemology)
  - Our past/prior knowledge (theoretical frameworks)
  - Our intentions: what do we want from knowledge (methodological approach).

    Main points:

    - Complex minds require complex analytical approaches,
    - Simple minds can only understand simple analytical frameworks,
    - Complex analytical approaches can develop the mind to its real potential.
    - Philosophy concentrates on the analysis of concepts.
    - Philosophy teaches analytical skills, how to use logic to break down argument.

Let's clarify a few terms first:

Epistemology = Science or philosophy (theory) of knowledge:

- The branch of philosophy that inquires into the nature and possibility of knowledge.

- Also deals with the scope and limits of human knowledge, and with how it is acquired and possessed.

Ontology = deals with the nature of existence (being):

- It is the general theory of being and forms the general part of metaphysic or theoretical philosophy.

  Two conceptions of intelligence:

  Internal conception = an essential quality of the mind - the ability to do abstract problems inside the head.
  Contextual conception = people's capacity to interact with the world around them.

  Competing views of Reality:

  Essentialist Approach = whatever we see and touch is merely a manifestation of a deeper essence… Things are the way they are by nature.

  Constructionist View = reality is created by society. Even our sense of what is real does not come just from what "is out there"… We take what our senses register and define what reality is.

1. Deduction = begins with particular premises, and then moves logically to a conclusion which follows from those premises (truth preserving):

  1. All birds are animals
  2. Swans are birds
  3. All swans are animals.

  Theory => Hypothesis => Observation => Confirmation
  Logic allows you to reason deductively with confidence.

  Exception: Why Study?

      The more I study, the more I know
      The more I know, the more I forget
      The more I forget, the less I know

2. Induction = involves a generalisation based on a certain number of specific observations.

  Hume: We assume a uniformity of nature.

1. 90% of humans are right-handed
2. Joe is a human
3. The probability that Joe is right-handed is 90%

(Conclusion more open-ended + exploratory)

Observation => Pattern => Tentative hypothesis => Theory

Inductive reasoning allows for the possibility that the Conclusion is false.

3. Abduction = Abductive reasoning (also called abductive inference, or retroduction) is a form of logical inference which starts with an observation then seeks to find the simplest and most likely explanation.

In abductive reasoning, unlike in deductive reasoning, the premises do not guarantee the conclusion.

- There are limits to our understanding of the external world
- Commonsense and most education take an essentialist perspective.
- Commonsense understandings effectively organize the world around us, because they assume the things we deal with are real.
- Both, inductive and deductive forms of reasoning, have limitations in understanding reality.
- We need to clarify the concepts they use and understand the limits of the theories that inform those concepts.

Important Factors in Critical Thinking:

- At any instance the *future is open.*
- There is *more to the world than patterns of events.*
- There is *ontological depth*: events arise from the workings of mechanisms which derive from the structures of objects.
- They take place within *geo-historical contexts* & *spatio-temporal relations* with other objects.
- *Society* is both, a *pre-existing* and *necessary condition* for intentional agency
- *Structure* always *necessary* for *Agency.*
- *Agency* always *transforms* (reproduces) *structure.*
- The *meaning* is not only *externally descriptive* of social phenomena but also *constitutive* of them.

> "Our task is to broaden our reasoning to make it capable of grasping what, in ourselves and others, precedes and exceeds reason."
>
> Maurice Merleau-Ponty (1908 -1961)

Part III:

Clarity and Professional Delivery

> Those who know that they are profound, strive for clarity. Those who would like to seem profound, strive for obscurity.
>
> Friedrich Nietzsche (1844-1900)

- Clear and Fluent Delivery,
- Mastery of the Topic: Well-Researched, Well-Structured, Clear and Coherent,
- Informed by Theoretical and Methodological Implications,
- Committed to Student Understanding (interactive lectures, generous time, etc.)
- Committed to Learning.

Part IV:

Summing Up

Participants' concluding discussion / remarks summing up the implications of what we have learnt in relation to possible opportunities and challenges ahead.