ICPS 301/POL 351: Interdisciplinary Approaches to Social Science

Class	Office
M 1:10-2:30	TuTh 3:00-4:30 or by appointment
Vollum 234	ETC 203
https://moodle.reed.edu/course/view.php?id=5332	alexmontgomery.com/officehours

Course Description and Goals

This course surveys a number of approaches to conducting interdisciplinary social science research, including but not limited to case selection, discourse analysis, ethnography, process tracing, content analysis, counterfactual analysis, structured focused comparison, and network analysis. The course will be useful for students who are conducting research within as well as across disciplines and offers approaches to social scientific inquiry that complement or serve as alternatives to statistical methods. Prerequisite: sophomore standing. Conference.

The course is structured to provide approaches that you may find useful in any junior qualifying examination that involves a research design as well as your senior thesis. The materials covered in this course are independent of any qual, although the ICPS qual may be used to satisfy some of the requirements for this course.

The course focuses on the tools and techniques of social scientific research with examples from the interdisciplinary field of international relations. It pairs substantive articles written by leading scholars with methodological readings by the same or similar authors. Although readings will primarily come from international relations scholars, these techniques are applicable across the social sciences and will review many qualitative research approaches. Much of the work in the class will involve reading, analyzing, and critiquing existing research with an eye to identifying the questions asked, methodology chosen, and how answers were reached.

Learning Outcomes and Distribution Requirements

By the end of this course students should be able to:
1. Articulate and discuss multiple different research approaches in the social sciences;
2. Evaluate the comparative strengths and weaknesses of these approaches;
3. Apply these approaches to historical and contemporary events.

ICPS 301 fulfills the Group II distribution learning outcomes. When combined with an empirical introductory POL course, it fulfills the History and Social Sciences divisional requirement for non-Political Science HSS students. For Political Science students, it counts towards subfield depth in International Relations. It is also an ICPS course.

Requirements

Class Participation

- Students are required to actively participate in the class; they will have the opportunity to do so both during and outside of class hours. Good participation involves—among other things—listening carefully to others, referring or responding to the previous speaker's comments while citing them by name, and asking questions in addition to or instead of making statements. There *is* such a thing as bad participation. This includes—but is not limited to—overriding others, dominating conversations, and conducting ad hominem attacks. Conflicts do arise in the classroom, and I expect you to engage with and resolve them as a learning opportunity in or after class; I am a resource for this. Participating includes reading carefully, posting memos before section, engaging in discussions during section, and continuing conversations after class.

Reading

● Skim the piece before reading it – title, abstract, introduction, and conclusion. Try to get the basic argument. It is much better to get the basic argument of every piece than it is to read every word of one or two pieces. When you read a text, you should annotate it. Highlight or circle signposts, including causal questions, summaries, conclusions, assumptions, counterarguments, lists, and emphasis (See [Amelia Hoover Green's article "How to Read Political Science"](#)). When you are done, write up a short outline/summary of the piece for your own reference (See my handout on "[How to write summaries](#) [after taking notes](#)").

Before Class Memos

● Starting the second week, every student will author a short (about 250-500 words) reaction memo. The memos are not meant to be summaries of the articles or books. Instead, they are intended to help you organize your ideas and to help situate the readings vis-a-vis each other for that day as well as the course thus far. Your memo should respond to the readings thoughtfully, and should include the following elements: a) a "wow" statement about an idea or ideas that you appreciated; b) some puzzles regarding ideas that you did not fully understand and/or a thoughtful critique of one or two particular arguments that you did not find persuasive; c) some unanswered questions or thoughts for discussion that arose while you were doing the reading; and d)(starting after week 2) a reflection on how you might apply the particular approach to your own research agenda. Please remember to address the collective assignment of readings by not focusing solely on just one reading or a subset throughout the entire memo. I will read them and return them to you at the start of class on Monday – no need to bring a hard copy to class. They will not be given extensive comments and we will use an internal check, check plus/check minus grading scheme. Late memos will not be accepted. This should be turned in to the appropriate forum on the course website by 8 AM on Monday.

During Section Discussion

● Class will sometimes start with an interruptible mini-lecture on my part; only after we've covered the basics of the articles and how they relate to each other will we move to discussion. I do this to ensure that you understood the basic assumptions, mechanisms, and implications of each theory, and will consequently often contain a Socratic component. This is also a good time to ask questions! Sometimes this will take up almost the entire class period. This is another reason why I ask you to list puzzles in your memos so I can get a sense of where you are stuck or what you are interested in and incorporate that into the mini lecture part. Sometimes we will not get to all of the readings or very far in the discussion. This is deliberate; you will still benefit from the context provided by those pieces even if we don't discuss them. If we miss something in class, you are most welcome to post (or re-post) your thoughts to Slack after the class. If you typically don't say much in class, posing thoughts or responding to others' contributions is a good way to demonstrate engagement.

After Class Conversations

● There used to be a post-class Moodle general forum for the entire semester, but no one used it, so I've moved it to Slack instead. Please post any remaining questions and observations there for the class to answer/discuss. I will also participate. I also invite you to go there and continue the conversation that we started in class—or even to start a conversation there before class.

Makeups

● If you miss a day of class for any reason whatsoever, you may make it up by posting a summary of each of the readings for that day to the relevant Moodle forum. In order to make up missed days from the first half of the semester, these must be posted before the first day of classes after the break; from the second half, by the end of reading period. If you are sick, do NOT come to class and spread it to the rest of us, even if you test negative for COVID. Instead, stay home, write your summaries up (which all of you should be doing every day in any case), and get better.

Readings

● Readings for the course are drawn from one book and E-Readings, which can be downloaded directly from the links on Moodle. These are best used in conjunction with [Zotero,](#) which is supported by the library. Please see the "[Zotero Import Instructions](#)" in the shared [Syllabus folder](#) on how to download all of the readings at once and import them into Zotero. If you do not use Zotero, this is a good time to start; there is also a zip file in the folder that contains all of the readings as PDFs in the meantime. Students are expected to have a copy of the readings immediately accessible for class every day for reference. [Students who use laptops and tablets](#) [for notetaking learn less and do less well on](#)

[assessments,](#) and [the mere presence of your smartphone reduces your available cognitive](#) [capacity;](#) consequently, you are strongly encouraged to store your phone during class and to take notes by hand. The book is:

1. Audie Klotz and Deepa Prakash, eds., *Qualitative Methods in International Relations: A Pluralist Guide* (Basingstoke: Palgrave Macmillan, 2009).

Course Website

- Frequent reading of the course website will be helpful for success in the class. Discussion and collaboration with your peers is available to you through the website as well as in class; supplemental and core readings will be made available there; and assignments will be turned in electronically using the site.

Assignment

- The major assignment for the course is a thesis proposal. In the proposal, students propose a research question, discussing its significance; briefly review the relevant literature; propose a methodology to be used in researching the topic; and present a short bibliography of relevant secondary works and/or primary sources. In the proposal, students describe why and how a supplementary disciplinary perspective (outside of the home department) will be incorporated. The proposal is 4–5 pages (1000–1250 words), not including the bibliography. The [ICPS sample design](#) illustrates these requirements. It will be due Monday of Week 14 (April 22) by 11:55 PM.

Academic Integrity

- As a student at Reed, you have agreed to uphold the Honor Principle. When you submit an assignment with your name on it, you are signifying that all of the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Do not use AI bots such as ChatGPT or "learning support" platforms (e.g., Chegg, CourseHero) unless we authorize a specific use. *None of this precludes discussing your work with other students, tutors, or professors, swapping outlines and paper drafts for editing, and so forth; in fact, you are encouraged to do so—and to thank them in your paper, just as we do in our articles.* Academic work rests on an exchange of ideas that requires acknowledgment of other scholars' intellectual work. When in doubt, always cite—if you do not, you are plagiarizing. If it is unclear what that means, [see examples](#) as well as [Reed's policies](#). If you have questions about citation, please visit the Reed Library [citation guide](#).

Extensions

- Plagiarism often comes as the result of a student being up against a deadline without being able to meet it. If you are having trouble meeting a deadline for whatever reason, please contact us. Because the final assignment is a paper that will be handed out well in advance, we have no problem giving extensions. It is always better to ask for more time than to plagiarize. When you ask for an extension, you should a) explain what events are causing you to miss the deadline (if academic, you don't need to tell us if personal) and b)request an amount of time proportional to the interfering events. You may ask for an extension up to, but not exceeding, the amount of time remaining for the assignment, except for cases of emergencies or unanticipatable circumstances.

Support and Accommodations

- As always, [academic support workshops](#) are available throughout the semester, including for Zotero; [writing drop-in](#) is available 7-10 PM Su–Th, and [individual tutors](#) can help with specific courses.
- If you require special arrangements for test taking or other class activities due to physical impairment, a learning disability, or other special circumstances, please contact Disability and Accessibility Resources. You can reach Disability and Accessibility Resources at (503) 517-7921 or dar@reed.edu. As soon as you receive the Accommodation Notification Letter, schedule an appointment with us and we can discuss how best to accommodate you.
- Life is full of surprises. If an extraordinary event occurs that impairs your ability to submit an assignment or keep up with the readings, please let us know. We can make alternative arrangements.

22-Jan: 01.1.Introduction (36 Pages)

- Audie Klotz, "Introduction," in *Qualitative Methods in International Relations* (2009), pp. 1–10.
- Dvora Yanow and Peregrine Schwartz-Shea, "Ways of Knowing: Research Questions and Logics of Inquiry," *Interpretive Approaches to Research Design: Concepts and Processes* (Hoboken; Francis: Taylor and Francis, 2011), pp. 24–44.
- Pami Aalto, "Interdisciplinary International Relations in Practice," *International Relations*, Vol. 29, No. 2 (June 2015), pp. 255–259, doi:10.1177/0047117815585888c.

Further

- James Mahoney and Gary Goertz, "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research," *Political Analysis*, Vol. 14, No. 3 (June 2006), pp. 227–249, doi:10.1093/pan/mpj017.
- Rudra Sil and Peter J. Katzenstein, "Analytic Eclecticism in the Study of World Politics: Reconfiguring Problems and Mechanisms across Research Traditions," *Perspectives on Politics*, Vol. 8, No. 2 (June 2010), pp. 411–431, doi:10.1017/S1537592710001179.

29-Jan: 02.1.Reflexivity (67 Pages)

- Anna Leander, "Thinking Tools," in *Qualitative Methods in International Relations* (2009), pp. 11–27.
- Robert W. Cox, "Gramsci, Hegemony and International Relations: An Essay in Method," *Millennium - Journal of International Studies*, Vol. 12, No. 2 (June 1983), pp. 162–175, doi:10.1177/03058298830120020701.
- Stefano Guzzini, "The Ends of International Relations Theory: Stages of Reflexivity and Modes of Theorizing," *European Journal of International Relations*, Vol. 19, No. 3 (September 2013), pp. 521–541, doi:10.1177/1354066113494327.
- David M. McCourt, "Practice Theory and Relationalism as the New Constructivism," *International Studies Quarterly*, Vol. 60, No. 3 (September 2016), pp. 475–485, doi:10.1093/isq/sqw036.
- Alexander H. Montgomery, "A New Hope? Practice Theory, Relationalism, and the Paradigm Wars" (International Studies Quarterly Forum, January 15, 2017).

Further

- Anna Leander, "Pierre Bourdieu on Economics," Pierre Bourdieu, ed., *Review of International Political Economy*, Vol. 8, No. 2 (2001), pp. 344–353, http://www.jstor.org/stable/4177387.
- Anna Leander, "Do We Really Need Reflexivity in IPE? Bourdieu's Two Reasons for Answering Affirmatively," *Review of International Political Economy*, Vol. 9, No. 4 (2002), pp. 601–609, http://www.jstor.org/stable/4177440.
- Liliana Pop, "Time and Crisis: Framing Success and Failure in Romania's Post-Communist Transformations," *Review of International Studies*, Vol. 33, No. 3 (2007), pp. 395–413, http://www.jstor.org/stable/40072184.
- Samuel Barkin, "`Qualitative' Methods?," in *Qualitative Methods in International Relations* (2009), pp. 211–220.
- Deepa Prakash, "Practicing Pluralism," in *Qualitative Methods in International Relations* (2009), pp. 221–237.
- Didier Bigo, "Pierre Bourdieu and International Relations: Power of Practices, Practices of Power," *International Political Sociology*, Vol. 5, No. 3 (September 2011), pp. 225–258, doi:10.1111/j.1749-5687.2011.00132.x.
- Trine Villumsen Berling, "Bourdieu, International Relations, and European Security," *Theory and Society*, Vol. 41, No. 5 (2012), pp. 451–478, http://www.jstor.org/stable/23263479.
- J. Samuel Barkin and Laura Sjoberg, "Calculating Critique: Thinking Outside the Methods Matching Game," *Millennium - Journal of International Studies*, Vol. 43, No. 3 (June 2015), pp. 852–871, doi:10.1177/0305829815576819.

05-Feb: 03.1.Feminist Approaches (82 Pages)

- Brooke Ackerly, "Feminist Methodological Reflection," in *Qualitative Methods in International Relations* (2009), pp. 28–42.
- R. Charli Carpenter, "'Women, Children and Other Vulnerable Groups': Gender, Strategic Frames and the Protection of Civilians as a Transnational Issue," *International Studies Quarterly*, Vol. 49, No. 2 (2005), pp. 295–334, doi:10.1111/j.0020-8833.2005.00346.x.
- Lauren Wilcox, "Gendering the Cult of the Offensive," *Security Studies*, Vol. 18, No. 2 (2009), pp. 214–240, doi:10.1080/09636410902900152.

Further

- Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals," *Signs*, Vol. 12, No. 4 (Summer 1987), pp. 687–718, doi:10.1086/494362.

- Anna Agathangelou, "Sex and Domestic Work in the Periphery: Fenced-Off Economies of Desire," *The Global Political Economy of Sex: Desire, Violence, and Insecurity in the Mediterranean Nation States* (Palgrave Macmillan, 2004), pp. 1–35, http://site.ebrary.com/lib/reed/reader.action?docID=10135604.
- Brooke A Ackerly, Maria Stern, and Jacqui True, eds., "Marginalized Identity: New Frontier of Research for IR?," *Feminist Methodologies for International Relations* (Cambridge, UK: Cambridge University Press, 2006), pp. 129–152.
- Carol Cohn, "Motives and Methods: Using Multi-Sited Ethnography to Study US National Security Discourses," in Brooke A Ackerly, Maria Stern, and Jacqui True, ed., *Feminist Methodologies for International Relations* (Cambridge, UK: Cambridge University Press, 2006), pp. 91–107.
- Bina D'Costa and Katrina Lee-Koo, "The Politics of Voice: Feminist Security Studies and the Asia-Pacific," *International Studies Perspectives*, Vol. 14, No. 4 (November 2013), pp. 451–454, doi:10.1111/insp.12054.
- Brooke A. Ackerly, "Developing Experience, Networks, and Capacities: Leadership as Practiced in Feminist Human Rights Activism," *Politics & Gender*, Vol. 10, No. 3 (September 2014), pp. 455–464, doi:10.1017/S1743923X14000282.

12-Feb: 04.1.Case Study Methods (96 Pages)

- Audie Klotz, "Case Selection," in *Qualitative Methods in International Relations* (2009), pp. 43–60.
- Audie Klotz, "Norms Reconstituting Interests: Global Racial Equality and U.S. Sanctions Against South Africa," *International Organization*, Vol. 49, No. 3 (Summer 1995), pp. 451–478, doi:10.1017/S0020818300033348.
- Audie Klotz, "Transnational Activism and Global Transformations: The Anti-Apartheid and Abolitionist Experiences," *European Journal of International Relations*, Vol. 8, No. 1 (March 2002), pp. 49–76, doi:10.1177/1354066102008001002.
- Alexander L. George and Andrew Bennett, "Phase One: Designing Case Study Research," *Case Studies and Theory Development in the Social Sciences* (Cambridge, MA: MIT Press, 2005), pp. 73–88.
- Alexander L. George and Andrew Bennett, "The Method of Structured, Focused Comparison," *Case Studies and Theory Development in the Social Sciences* (Cambridge, MA: MIT Press, 2005), pp. 67–72.

Further

- Martha Finnemore and Kathryn Sikkink, "International Norm Dynamics and Political Change," *International Organization*, Vol. 52, No. 4 (Autumn 1998), pp. 887–917, doi:10.1162/002081898550789.
- Marco Verweij, "A Watershed on the Rhine: Changing Approaches to International Environmental Cooperation," *GeoJournal*, Vol. 47, No. 3 (1999), pp. 453–461, http://www.jstor.org/stable/41147322.
- Robert Adcock and David Collier, "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research," *American Political Science Review* September 2001, pp. 529–546.
- Rebecca Adler-Nissen, "Stigma Management in International Relations: Transgressive Identities, Norms, and Order in International Society," *International Organization*, Vol. 68, No. 1 (2014), pp. 143–176, doi:10.1017/S0020818313000337.

19-Feb: 05.1.Process Tracing (78 Pages)

- Jeffrey T. Checkel, "Process Tracing," in *Qualitative Methods in International Relations* (2009), pp. 114–130.
- Alexander L. George and Andrew Bennett, "Process Tracing and Historical Explanation," *Case Studies and Theory Development in the Social Sciences* (Cambridge, MA: MIT Press, 2005), pp. 205–232.
- Maria Garcia, "Incidents along the Path: Understanding the Rationale behind the EU–Chile Association Agreement," *JCMS: Journal of Common Market Studies*, Vol. 49, No. 3 (May 2011), pp. 501–524, doi:10.1111/j.1468-5965.2010.02149.x.
- Nina Tannenwald, "Process Tracing and Security Studies," *Security Studies*, Vol. 24, No. 2 (April 2015), pp. 219–227, doi:10.1080/09636412.2015.1036614.

Further

- Jeffrey T. Checkel, "International Institutions and Socialization in Europe: Introduction and Framework," *International Organization*, Vol. 59, No. 4 (2005), pp. 801–826, http://www.jstor.org.proxy.library.reed.edu/stable/3877829.
- Alexandra Gheciu, "Security Institutions as Agents of Socialization? NATO and the 'New Europe,'" *International Organization*, Vol. 59, No. 4 (2005), pp. 973–1012, http://www.jstor.org.proxy.library.reed.edu/stable/3877834.
- Jeffrey Lewis, "The Janus Face of Brussels: Socialization and Everyday Decision Making in the European Union," *International Organization*, Vol. 59, No. 4 (2005), pp. 937–971, http://www.jstor.org.proxy.library.reed.edu/stable/3877833.
- Frank Schimmelfennig, "Strategic Calculation and International Socialization: Membership Incentives, Party Constellations, and Sustained Compliance in Central and Eastern Europe," *International Organization*, Vol. 59, No. 4 (2005), pp. 827–860, doi:10.1017/S0020818305050290.

- Dongwook Kim, "International Nongovernmental Organizations and the Global Diffusion of National Human Rights Institutions," *International Organization*, Vol. 67, No. 3 (July 2013), pp. 505–539, doi:10.1017/S0020818313000131.
- Daniel Krcmaric, "Refugee Flows, Ethnic Power Relations, and the Spread of Conflict," *Security Studies*, Vol. 23, No. 1 (January 2014), pp. 182–216, doi:10.1080/09636412.2014.874201.
- Douglas de Castro, "Water Scarcity and Violent Conflict in International Relations: How Process Tracing Contributes to Demystify This Alleged Causal Relationship—The Rio Grande-Colorado Case," *International Relations and Diplomacy*, Vol. 4, No. 2 (February 2016), doi:10.17265/2328-2134/2016.02.005.

26-Feb: 06.1.Counterfactuals (94 Pages)

- Richard Ned Lebow, "What's So Different about a Counterfactual?," *World Politics* July 2000, pp. 550–585.
- Thomas Biersteker, "Constructing Historical Counterfactuals to Assess the Consequences of International Regimes: The Global Debt Regime and the Course of the Debt Crisis of the 1980s," in Volker Rittberger, ed., *Regime Theory and International Relations* (New York, NY: Oxford University Press, 1993), pp. 315–338.
- R. Charli Carpenter, "'Women and Children First': Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95," *International Organization*, Vol. 57, No. 4 (Autumn 2003), pp. 661–694, doi:10.1017/S002081830357401X.

Further

- James D. Fearon, "Counterfactuals and Hypothesis Testing in Political Science," *World Politics*, Vol. 43, No. 2 (1991), pp. 169–195, doi:10.2307/2010470.
- Carsten Helm and Detlef Sprinz, "Measuring the Effectiveness of International Environmental Regimes," *Journal of Conflict Resolution*, Vol. 44, No. 5 (2000), pp. 630–652, doi:10.1177/0022002700044005004.

04-Mar: 07.1.Content Analysis (67 Pages)

- Margaret G. Hermann, "Content Analysis," in *Qualitative Methods in International Relations* (2009), pp. 151–167.
- Margaret G. Hermann and Charles F. Hermann, "Who Makes Foreign Policy Decisions and How: An Empirical Inquiry," *International Studies Quarterly*, Vol. 33, No. 4 (1989), pp. 361–387, doi:10.2307/2600518.
- Kevin Coe and Rico Neumann, "International Identity in Theory and Practice: The Case of the Modern American Presidency," *Communication Monographs*, Vol. 78, No. 2 (June 2011), pp. 139–161, doi:10.1080/03637751.2011.564641.

Further

- Margaret G. Hermann, "Leaders, Leadership, and Flexibility: Influences on Heads of Government as Negotiators and Mediators," *The Annals of the American Academy of Political and Social Science*, Vol. 542 (1995), pp. 148–167, http://www.jstor.org.proxy.library.reed.edu/stable/1048214.
- Philo C. Wasburn, "The Symbolic Construction of Rival Nations: Radio Japan's Coverage of U.S.-Japanese Trade Disputes," *Political Communication*, Vol. 14, No. 2 (April 1997), pp. 191–206, doi:10.1080/105846097199434.
- Margaret G. Hermann and Joe D. Hagan, "International Decision Making: Leadership Matters," *Foreign Policy*, No. 110 (1998), pp. 124–137, doi:10.2307/1149281.
- Mark Schafer, "Issues in Assessing Psychological Characteristics at a Distance: An Introduction to the Symposium," *Political Psychology*, Vol. 21, No. 3 (2000), pp. 511–527, http://www.jstor.org.proxy.library.reed.edu/stable/3791848.
- Jonathan W. Keller, "Constraint Respecters, Constraint Challengers, and Crisis Decision Making in Democracies: A Case Study Analysis of Kennedy Versus Reagan," *Political Psychology*, Vol. 26, No. 6 (2005), pp. 835–867, http://www.jstor.org.proxy.library.reed.edu/stable/3792467.
- Roseanne W. McManus, "Fighting Words The Effectiveness of Statements of Resolve in International Conflict," *Journal of Peace Research*, Vol. 51, No. 6 (November 2014), pp. 726–740, doi:10.1177/0022343314539826.
- Peter Marcus Kristensen, "How Can Emerging Powers Speak? On Theorists, Native Informants and Quasi-Officials in International Relations Discourse," *Third World Quarterly*, Vol. 36, No. 4 (April 2015), pp. 637–653, doi:10.1080/01436597.2015.1023288.

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- R. Charli Carpenter, "'Women, Children and Other Vulnerable Groups': Gender, Strategic Frames and the Protection of Civilians as a Transnational Issue," *International Studies Quarterly*, Vol. 49, No. 2 (2005), pp. 295–334, doi:10.1111/j.0020-8833.2005.00346.x.

11-Mar: 08.1.Spring Break

18-Mar: 09.1.Network Analysis (84 Pages)

- Emilie M. Hafner-Burton, Miles Kahler, and Alexander H. Montgomery, "Network Analysis for International Relations," *International Organization*, Vol. 63, No. 3 (Summer 2009), pp. 559–592, doi:10.1017/S0020818309090195.
- Justin H. Gross and Joshua M. Jansa, "Relational Concepts, Measurement, and Data Collection," in Jennifer Nicoll Victor, Alexander H. Montgomery, and Mark Lubell, ed., *The Oxford Handbook of Political Networks*, vol. 1 (Oxford University Press, 2016), pp. 175–202, doi:10.1093/oxfordhb/9780190228217.013.7.
- Alexander H. Montgomery, "Proliferation Networks in Theory and Practice," in James A. Russell and James J. Wirtz, ed., *Globalization and WMD Proliferation: Terrorism, Transnational Networks, and International Security* (London, UK: Routledge, 2008), pp. 28–39.
- Valdis E. Krebs, "Mapping Networks of Terrorist Cells," *Connections*, Vol. 24, No. 3 (March 2002), pp. 43–52, http://www.orgnet.com/MappingTerroristNetworks.pdf.

Further

- Alexander H. Montgomery, "Ringing in Proliferation: How to Dismantle an Atomic Bomb Network," *International Security*, Vol. 30, No. 2 (Fall 2005), pp. 153–187, doi:10.1162/016228805775124543.
- David Kinsella and Alexander H. Montgomery, "Arms Supply and Proliferation Networks," in Jennifer Nicoll Victor, Alexander H. Montgomery, and Mark Lubell, ed., *The Oxford Handbook of Political Networks* (Oxford University Press, 2016), pp. 761–786, doi:10.1093/oxfordhb/9780190228217.013.33.

25-Mar: 10.1.Discourse Analysis (93 Pages) Special Guest: Janice Bially Mattern

- Iver B. Neumann, "Discourse Analysis," in *Qualitative Methods in International Relations* (2009), pp. 61–77.
- Jennifer Milliken, "The Study of Discourse in International Relations: A Critique of Research and Methods," *European Journal of International Relations*, Vol. 5, No. 2 (June 1999), pp. 225–254, doi:10.1177/1354066199005002003.
- Janice Bially Mattern, "The Difference That Language-Power Makes: Solving the Puzzle of the Suez Crisis," in Francois Debrix, ed., *Language, Agency, and Politics in a Constructed World* (New York, NY: M.E. Sharpe, 2003), pp. 143–170.
- Iver B. Neumann, "'A Speech That the Entire Ministry May Stand for,' or: Why Diplomats Never Produce Anything New," *International Political Sociology*, Vol. 1, No. 2 (June 2007), pp. 183–200, doi:10.1111/j.1749-5687.2007.00012.x.

Further

- Iver B. Neumann, "Entry into International Society Reconceptualised: The Case of Russia," *Review of International Studies*, Vol. 37, No. 2 (April 2011), pp. 463–484, doi:10.1017/S0260210510000756.
- Iver B. Neumann, "Introduction and Chapter 1: The Napoleonic Wars and the Decembrist Uprising," *Russia and the Idea of Europe: A Study in Identity and International Relations* (London, UK: Routledge, 2013).

01-Apr: 11.1.Ethnography (103 Pages) Special Guest: Jasmine English

- Hugh Gusterson, "Ethnographic Research," in *Qualitative Methods in International Relations* (2009), pp. 93–113.
- Wanda Vrasti, "The Strange Case of Ethnography and International Relations," *Millennium - Journal of International Studies*, Vol. 37, No. 2 (December 2008), pp. 279–301, doi:10.1177/0305829808097641.
- Séverine Autesserre, "Studying the Everyday," *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention* (Cambridge University Press, 2014), pp. 20–45.
- Séverine Autesserre, "Appendix: An Ethnographic Approach," *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention* (Cambridge University Press, 2014), pp. 275–288.
- Katherine J. Cramer, "A Method of Listening," *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker* (University of Chicago Press, 2016), pp. 26–44.

Further

- Hugh Gusterson, "NIF-Ty Exercise Machine," *Bulletin of the Atomic Scientists*, Vol. 51, No. 5 (September 1995), pp. 22–26, http://search.proquest.com.proxy.library.reed.edu/docview/197855156/abstract/704D8F5965414A25PQ/1.
- Hugh Gusterson, *Nuclear Rites* (University of California Press, 1996).
- David Price, "Anthropologists as Spies: Collaboration Occured in the Past, and There's No Professional Bar to It Today," *The Nation*, Vol. 271, No. 16 (2000), pp. 24–27.
- Hugh Gusterson, "The Virtual Nuclear Weapons Laboratory in the New World Order," *American Ethnologist*, Vol. 28, No. 2 (May 2001), pp. 417–437, doi:10.1525/ae.2001.28.2.417.
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