**University of Virginia**

**Department of Politics**

**Spring 2022**

**Professor Walsh PLCP 4500**

**Levering Hall 202 Nau Hall 142**

**Office Hours: Thurs 7-8pm & by appointment Thurs 4:30-7 pm**

**denise@virginia.edu**

 

**Power, Violence, and Inequality in the Global South**

This course examines how power, violence, and inequality function in the global South. The global South as used here refers not to a geographic location but to those groups and peoples around the world who have been negatively affected by global processes such as state-building, colonialism, border control, racism, and neoliberalism. The course thus centers processes of marginalization and injustice that comparative politics neglects. As a result, our readings are drawn from a multidisciplinary set of readings that are theoretically challenging, empirically rich, and politically provocative. Indeed, they raise a series of counterintuitive arguments, such as secularism is at the root of religious tensions in Egypt, international peacekeeping efforts fuel violence, and contemporary understandings of genocide facilitate mass killings. Course readings span the globe, and include the Democratic Republic of Congo, Ecuador, Egypt, Mexico, Palestine, and Southern Africa.

**Course Requirements**

*Participation (20%)*

Student attendance, preparation, and active participation in class are required. The instructor takes attendance at the beginning of class and after break. Coming to class late or leaving early will count against your participation grade. Quality of participation matters; good questions count as much as answers. The instructor will grade participation two times during the semester (mid-term and finals).

This is not a lecture course. It is the responsibility of students to bring questions, comments, and concerns to class and to work together through reading assignments during class discussions and through graded assignments to analyze what the readings mean.

All students should actively participate in small groups, presentation activities, and pair-share conversations. This counts toward your participation grade. If you are shy or uncomfortable asking a question in class, you have the additional option of doing a one-minute paper at the end of class.

*One-Minute Papers*

One-minute papers are not intended to replace active in-class contributions. Nor are they meant for students who are routinely participate in class. If, however, a student is shy, they may occasionally choose to write a one-minute paper at the end of class. Students write these papers in *one minute* immediately after a class session ends and turn it in to the instructor.

A one-minute paper is a brief, few-sentence response to a class meeting in a students’ own words. Questions that a one-minute paper may answer are:

1. What is your main takeaway from our class today?
2. What was the most important thing you learned during this class?
3. What important question remains unanswered?

Here is an example of a one-minute paper in response to the first question for an introductory international relations course: “Today we studied the difference between realist and liberalist perspectives on the role of international organizations. My main takeaway is that realism presents a more pragmatic and pessimistic worldview compared to liberalism. For example, in explaining the lack of global cooperation on COVID-19, realism would emphasize the inefficiency of the WHO while liberalism would emphasize the need to strengthen institutions like WHO. I think a PVI in the global South approach to international organizations would emphasize that these two perspectives ignore how international organizations reproduce inequality.”

This excellent one-minute paper states the topic studied, what the student learned, provides an example that illustrates the key concepts discussed in class, and indicates the student’s point of view. Only excellent one-minute papers will be counted toward a student’s participation grade.

*Presentations (15%)*

In teams of 2, students will sign up for 10-minute presentations. The instructor will stop any presentation that goes beyond 12 minutes. Class sessions with presentation options are designated by an \* on the syllabus. Students should meet beforehand to discuss the readings and plan content. Do *not* divide up the readings; both students should present on all the material. A conversation between presenters should occur. Assume everyone has done the reading. The instructor may comment, ask questions, or otherwise interrupt the presentation to facilitate student learning. Do not assume this is a critique of the presentation (Instructor interruptions and Q&A from the class do not count toward student presentation time).

Presentation requirements:

* Create a powerpoint for the presentation.
* Introduce the day’s topic with 2-3 relevant background points of interest on one slide (e.g., something about the authors of the assigned readings or relevant historical background about the material).
* Present the key question and answer for each reading: 2 sentences maximum. Take the time to reflect on the question and its answer so students can write down the information and think about it.
* Select1-2 pieces of evidence that you think best support the author’s argument and summarize this evidence on one slide. Discuss *only one* of these examples during your presentation. Do *not* read quotes or long pages of notes. Instead, explain the ideas simply, in your own words. NB: Students often confuse the difference between reasons (explanations) and evidence. To avoid confusion, see slides 1-13 in [this helpful powerpoint](https://www.slideshare.net/srgeorgi/claims-evidence-explanation-54629000).
* Design an 8 to10-minute class activity (e.g., a film clip with Q&A to follow, Kahoot, Jeopardy, etc.). Be sure to explain the purpose of the activity before doing it and to sum up your key take away points at the end. Students must not do the same activity that the previous presenters chose. Variety keeps our attention. You may include the activity at any point during your presentation. Presenters who do not include an activity fail the assignment.
* At the end of the presentation, include one slide with 2-3 questions for class discussion. Read them out loud and if time permits, presenters may explain why they are interested in these issues. Presenters are not required to lead discussion on these questions.
* Name your powerpoint by the class number, e.g., Class 5.ppt, and post it before class on Collab >Discussions>Discussion Posts>Powerpoint Presentations>Post Your Presentation Here >Start a New Conversation> Title (type in the topic for the class session, e.g., Development)> Scroll down to Add Attachments>Post>

NB: Presenters are not expected to be experts on the material. Instead of answers to the questions above, for example, students may pose suggested answers and invite discussion. The goal is not to be right or to impress the class with your knowledge, but to get the class thinking and engaged about important ideas in the reading.

*Discussion Posts (30%)*

* Students may ***not post*** on readings for which they are presenting.
* Each student will post an entry on Collab 6 times during the semester.
* Posts should be 600-700 words, address themes from the entire assignment for that day, include short quotes from the reading, and include critical thinking. Challenge a point, respond to a question, explain why your position is different, ask others what they think about a specific concept, argument, etc.
* Students must engage with the comments of those who posted before them and must raise a question for further discussion by those who post after them.
* Students may summarize concepts, arguments, or debates *that previous posts have not already addressed.* Do *not* repeat content that is already available in the post thread, except to build beyond it. This means that students must read what others who have already posted in the thread have written.
* Writing style matters. Be clear, concise, and respectful when disagreeing with others. This is classroom discussion online, not social media.
* Posts are due 30 minutes before class. ***No late submissions accepted***.
* It is the student’s responsibility to make sure that they post 6 times total during the semester. Post at least 2 times *before* spring break but no more than 4 times**.** Count your posts to make sure you complete 6.
* The instructor will randomly select two completed posts to grade: one prior to spring break and another at the end of the semester.

To post:

* If you are the first to post for the class session: go to Collab >Discussions>Discussion Posts> [choose the topic for the week]>Start a new conversation (title the thread whatever you like)>Post to type your post in the box.
* If you are not the first to post for the class session, go to Collab>Discussions >Discussion Posts>Title of the thread > Reply >Post.
* All posts for each class session should be in one thread. ***Do not start a separate thread*.**

*Final Research Project Proposal (5%)*

Proposals should have a title for the project at the top of the page and immediately below that a one to two sentence question that the research project aims to answer. Pose a question that is contestable, provable, and specific. As you will seek evidence to answer your question, do not ask a question that you know the answer to before you write the paper. Instead, ask a question that is puzzling to you so that you will learn something new.

The body of the proposal should include two paragraphs describing how your question relates to power, violence, and inequality in the global South, why your question is important, which type of analysis or concepts from the course you will use, and what methods you will use to gather your evidence and analyze it. The proposal must also have a correctly formatted *annotated* bibliography with 3-5 outside sources and 1-2 relevant course readings. Students will do additional activities related to the final paper as detailed on the course outline. To prepare for these activities, students must read “Peer Review Do’s and Don’ts” on Collab>Writing Tips>Peer Review Do’s and Don’ts.

*Final Research Project (30%)*

Students are required to conduct independent research for this project, to use

primary sources, and to cite a minimum of 5 outside sources in addition to relevant course readings. *All projects must engage with an analytical approach and/or concept from the course or students will fail the assignment*.

Projects may be a conventional research paper or something similarly substantive in content, such as an original website, podcast, or video, as approved by the instructor. Projects can be solely empirical or a combination of theory and empirics.

All projects must be analytical. Descriptive projects answer the questions “what?” “when?” “who?” Analytical projects link these descriptive questions to “why?” or “how?” questions. Descriptive projects are akin to a list of facts, people, events, or even ideas. Or they may retell what is already known. Instead, focus on asking an interesting question to which you do not know the answer and is not yet already answered in the existing literature. Make sure your question is narrow enough to answer in a research paper of 15-20 pages and go as deeply as you can into answering that question. The deeper the better.

Students must provide contextual information about their topic, but this should be brief (1-2 pages). Analyze your evidence critically and consider alternative explanations beyond your personal favorite. Use the evidence and your analysis to formulate your argument. Be certain that you state your argument clearly in the introduction to the paper. Briefly define key terms as they arise. Students should also discuss their concepts, methods, and analytical approach. In social science research papers, a discussion of the specific case or context, results, analysis, and conclusion are typical. This sequence may not fit all projects and is not required.

Final papers should be double-spaced, in 12-font, spell-checked, include page numbers, a title, and a bibliography. Citations and bibliography must consistently follow an established format of the student’s choice. Proof-read all written work. Complex ideas are best conveyed through simple language. Proper grammar, spelling and writing style convey professionalism and excellence. Include the honor code.

**Grading Scale**

All grading is done via Collab. Consult Collab for: the gradebook, grades, instructor comments on graded work. The grading thresholds used in this course are:

A+ =100, A=95, A-=90, B+=87, B=83, B-=80, C+=77; C=73, C-=70, D+=67, D=63, D-=60, F=0.

**Guidelines for participation, readings, and assignments**

Ask questions:

* What is the question the author asks in the book? That is, what is the core problem that the author addresses?
* What is the author’s claim? (How do they answer the question in #1?)
* What evidence does the author present to support their claim? What does this evidence tell us? Why is it important for the argument? Evidence is not the same thing as an assertion. Evidence provides data, anecdotes or examples to persuade readers that the claim is correct.
* What is your evaluation of the reading? Are you convinced? What questions or criticisms does the author’s argument or use of evidence raise in your mind?
* If there are problems or weaknesses in the argument, *what constructive solution might you offer for resolving the problem or strengthening the argument*? Instead of attacking the argument, think first about what evidence you would need for the claim to be convincing. Perhaps that evidence exists, and the author failed to use it. Perhaps it does not. If it does not, then pointing this out is a good way to disprove the author’s claim but does not invalidate the question. Or is the question the problem? If so, why?

**Guidelines for Class Participation**

Everyone in this course will feel uncomfortable and challenged at times as many of our readings address controversial themes, such as misogyny and racism. In a course like this, a trigger warning is appropriate for every reading. Consider this your warning. Note that the readings are not on the syllabus to affirm your views, make you feel safe, or because the instructor agrees with them, but because they contain important ideas worthy of classroom discussion.

If a reading or someone in the course makes a comment that offends you, remember that we are all learning and do your best to read or listen with respect. Be clear on the difference between offensive comments and ones that are abusive. If you are not, an excellent explanation is [here.](https://www.nytimes.com/2017/07/14/opinion/sunday/when-is-speech-violence.html?action=click&pgtype=Homepage&clickSource=story-heading&module=opinion-c-col-left-region&region=opinion-c-col-left-region&WT.nav=opinion-c-col-left-region&_r=0) If the comment is abusive, please alert the instructor immediately. If the comment is offensive, try the following: as the person is trying to develop an idea, focus most on the idea and honestly think about it. Be careful not to reject all of someone’s ideas because one or even several things that they write or say offends you. Instead, embrace this moment, as it is an opportunity to develop a [critique](http://eipcp.net/transversal/0806/butler/en/) and to learn. A productive critique would not only state, for example, that you disagree with someone because they fail to take racial differences among the people who they are discussing into account but would also explain how that failure undermines their argument and, even better, how taking differences into account would lead to a different argument and one that you are prepared to explain.

Lack of intellectual clarity is a legitimate criticism of an author; complaining that an author is difficult to understand or stating that you do not care for their writing style is not. If the assigned readings are challenging, highlight a concept or claim that you do not understand, explain what you think it may mean, and ask others for their views in a discussion post and in class. As this helps all of us learn it is an important contribution to your participation grade.

**Course Policies**

* Inform the class of the name you use, how to pronounce it correctly, and your pronouns. Reminders are most welcome and may be necessary as we meet only once a week.
* Face to face communication is best. Students should ask questions after class and during office hours. Anonymous questions, comments, and feedback on Collab are also welcome.
* No computers, cell phone, ipads, etc. are to be used during class. Students who do not comply with this policy will be instructed to leave the classroom and counted absent for the session.
* Free printing is available at: The Center for Diversity in Engineering, The Multicultural Student Center and Office of African American Affairs.
* Two absences are permitted with no questions asked. *Do not**contact the instructor to report an absence.* Do contact someone in the class for notes and to discuss what you missed. Do contact the instructor with specific questions about course content at any time during the semester. Students do not need an appointment to come to office hours. Zoom or phone appointments can be scheduled as needed.
* Four absences: contact your Association Dean who is your advocate. Your Association Dean must contact the instructor with general information regarding 4 class absences. No student who misses 4 or more classes *for any reason* will pass the course unless the student’s Association Dean contacts the instructor directly.
* To request an incomplete for the course you must meet the criteria in the College of Arts & Sciences form [here](http://college.as.virginia.edu/sites/college.as.virginia.edu/files/IncompleteFormandGuidelines.pdf). Note that a “solid attendance record” in this course means 3 or fewer absences unless the instructor has been notified by the student’s Association Dean about an exception. No exceptions to the incomplete form criteria will be permitted.
* No late discussion posts, proposals, or presentations are accepted. No substitutions, no exceptions.
* Late final research projects lose 3 points each day for the first two days. Later work will only be accepted as determined by the instructor.
* Students turn in all written work on Collab. Do *not* send assignments to the instructor in an email unless told to do so.
* Do not send the instructor an email with a question that is answered on the syllabus; no answer will be forthcoming. Consult other students as needed.
* Use [UVa Box](http://its.virginia.edu/box/gettingstarted.html) to backup work, it is secure, free, and syncs work as it is saved. No extensions for lost work due to problems such as a stolen or damaged computer will be granted as no work will be lost.
* Follow the guidelines on this syllabus for interaction with other students in written or verbal form. That includes peer review.
* Follow the [honor code.](https://honor.virginia.edu/) If you have a question about [plagiarism](http://www.virginia.edu/honor/wp-content/uploads/2012/09/PlagiarismSupplement2011.pdf), ask.
* For information about the instructor’s research, courses, advising, and letters of recommendation, please consult this [website.](https://denisewalsh.weebly.com/)

**Resources**

The best writing resource available to UVa students is the [UVa Writing Center.](https://virginia.mywconline.com/) Many college writing centers around the country have extensive online resources on writing and reading as well. Here is one example from [UNC](http://writingcenter.unc.edu/handouts/). The library also has [services available to all undergraduate students](https://www.library.virginia.edu/services/undergraduate-students/). The politics department also has its own research librarian, [Christine Slaughter](https://guides.lib.virginia.edu/politics) (cs7ww@virginia.edu), who has compiled [a politics research guide](https://guides.lib.virginia.edu/politics). You can book an appointment with her [here.](https://cal.lib.virginia.edu/appointments/cslaughter)

**Respect for the Learning Environment**

As stated in its official policy, “the University of Virginia is committed to providing a safe and non-discriminatory environment for all members of the University community.” The Department of Politics is committed to a classroom learning environment that is respectful to all students and open to a full range of viewpoints. If any student has a concern about the conduct of an instructor within or outside the classroom, they are welcome to raise this concern, with or without a chosen advisor or with any of the following people [(as indicated on the departmental website](https://politics.virginia.edu/department-leadership)): the Director of Diversity and Inclusion, Director of Undergraduate Programs, or the Department Chair. The aim is to create a safe and confidential meeting environment. In cases that may involve a violation of the University’s [policies on sexual or gender-based harassment](https://eocr.virginia.edu/appendixb), students should be aware of reporting procedures and requirements (set out under Federal Law and known as Title IX).

**Harassment, Hate Crimes, Violence**

If you or someone you know is struggling with [gender, sexual, or domestic violence](http://www.virginia.edu/sexualviolence/get_help_now.pdf), or is a target of a hate crime, there are many community and University of Virginia resources available including [Just Report It](https://justreportit.virginia.edu/), [The Office of the Dean of Students](http://www.virginia.edu/sexualviolence/): 434- 924-7133 (after hours and weekends 434-924-7166 for the University Police Department; ask them to refer the issue to the Dean on Call), the [UVA Women's Center](http://womenscenter.virginia.edu/counseling/): 435-982-2361, [Sexual Assault Resources Agency](http://saracville.org/survivor-services/) (SARA) hotline: 434-977-7273 (24/7), [Shelter for Help in Emergency](http://www.shelterforhelpinemergency.org/contact-us/) (SHE) hotline: 434-293-8509 (24/7). If you prefer to speak anonymously and confidentially over the phone to UVa student volunteers, call [Madison House's HELP Line](http://www.madisonhouse.org/overview-helpline/)(24/7): 434-295-8255.

**Learning or Other Disability**

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the [Student Disability Access Center](https://studenthealth.virginia.edu/sdac) as soon as possible, and at least two to three weeks before any assignments are due. Please be sure that necessary accommodations are properly documented by the SDAC. The instructor will be happy to make whatever accommodations students need to be successful in the course. Be sure to provide the instructor with enough notice to make appropriate arrangements.

**Required readings**

All the readings are available either as ebooks on Virgo or posted on Collab. The one exception is: Carol A. B. Warren and Tracy Xavia Karner, 2010, *Discovering Qualitative Methods: Field Research, Interviews, and Analysis*, Oxford University Press. Only one of several chapters is available on Collab. Students will need this book in preparation for the final research paper. Any edition is fine; copies under $5 are available online.

Students who prefer print rather than electronic copies may purchase any of the following books:

1. Severine Autesserre, 2014, *Peaceland*: *Conflict Resolution and the Everyday Politics of International Intervention*, Cambridge University Press: Introduction, Ch. 1, 4 and Conclusion (ebook on Virgo).
2. Isaac A. Kamola, 2019, *Making the World Global: U.S. Universities and the Production of the Global Imaginary*, Duke University Press (Collab): Preface and Introduction.
3. Jason De León, 2016, *The Land of Open Graves: Living and Dying on the Migrant Trail*, University of California Press (ebook): Introduction, Ch. 1, 2, 3, and 4.
4. James Ferguson, 2015, *Give a Man a Fish: Reflections on the New Politics of Distribution*, Duke University Press: Introduction, Ch. 1, 2, 6, and Conclusion (ebook).
5. Saba Mahmood, 2015, *Religious Difference in a Secular Age: A Minority Report*, Princeton University Press (Collab): Introduction, Ch. 3, 4 and Epilogue.
6. Mahmood Mamdani, 2020, *Neither Settler nor Native: The Making and Unmaking of Permanent Minorities*, Harvard University Press (Collab): Introduction, Ch. 3 and 6.
7. Dirk Moses, 2021, *The Problems of Genocide: Permanent Security and the Language of Transgression*, Cambridge University Press, (ebook): Introduction, Ch. 5 and 11.
8. Jasbir Puar, 2017, *The Right to Maim: Debility, Capacity, Disability*, Duke University Press (Collab): Ch. 3, 4 and Epilogue.
9. Thea Riofrancos, 2020, *Resource Radicals: From Petro-Nationalism to Post-Extractivism in Ecuador*, Duke University Press (ebook): Introduction, Ch. 1, 2 and Conclusion (ebook).
10. Micol Seigel, 2018, *Violence Work: State Power and the Limits of Police*, Duke University Press (ebook): Introduction, Ch. 1, 2, 4, and 9.

NB: If you wish to purchase any of these books through the UVa Bookstore, please inform the instructor.

\*Occasional changes to the syllabus are possible and will be announced in advance.

**Course Outline**

**Class 1 (Jan. 20): The Global South**

*What is the global South and how do we apply the concept in this course? How and why has comparative politics neglected the global South?*

We will meet for most of the class period today. Please come prepared to discuss the assigned readings.

Discussion of class policies, the syllabus, assignments.

Michel-Rolph Trouillo, 2015 [1995], *Silencing the Past: Power and the Production of History*, Beacon Press: Introduction (ebook).

Jessica Blatt, 2018, Race in the Making of American Political Science, University of Pennsylvania Press: Introduction (ebook).

Michael Hanchard, 2018, *The Spectre of Race: How Discrimination Haunts Western Democracy*, Princeton University Press: Introduction (Collab).

**Class 2 (Jan. 27): Colonialism\***

*How and why did colonialism create minority groups in the global South? How can these identities be unmade to advance justice?*

Mahmood Mamdani, 2020, *Neither Settler nor Native: The Making and Unmaking of Permanent Minorities*, Harvard University Press: Introduction, Ch. 3 and 6 (Collab).

**February 2/3: Last day to add/drop a course**

**Class 3 (Feb. 3): Race, Sex, and Gender\***

*Why is colonialism always about the entanglements of race, sex, and gender? Why is colonialism always queer?*

Anne McClintock, 1995, *Imperial Leather,* Routledge: Introduction (ebook).

Laura Ann Stoler, 1989, "Making Empire Respectable," *American Ethnologist* 16 (4): 634-660 (Collab).

T. J. Tallie, 2019, *Queering Colonial Natal: Indigeneity and the Violence of Belonging in Southern Africa*, University of Minnesota Press:  Introduction, Ch. 1, and conclusion (ebook).

**Class 4 (Feb. 10): The Economy\***

*Why is the neoliberal logic of productivity flawed? How has southern Africa moved beyond it?*

James Ferguson, 2015, *Give a Man a Fish: Reflections on the New Politics of Distribution*, Duke University Press: Introduction, Ch. 1, 2, 6 (Conclusion optional) (ebook).

**Class 5 (Feb. 17): The Environment\***

*How can societies advance economic equality without destroying the environment?*

Thea Riofrancos, 2020, *Resource Radicals: From Petro-Nationalism to Post-Extractivism in Ecuador*, Duke University Press: Introduction, Ch. 1, 2 and Conclusion (ebook).

**Class 6 (Feb 24): Religion**

*Why is secularism at the root of Egypt’s religious tensions?*

Saba Mahmood, 2016, *Religious Difference in a Secular Age: A Minority Report*, Princeton University Press: Introduction, Ch. 3, 4 and Epilogue (Collab).

**Class 7 (March 3): Human Rights**

*How can appeals to human rights make state violence visible and invisible simultaneously?*

Jasbir Puar, 2017, *The Right to Maim: Debility, Capacity, Disability*, Duke University Press: Ch. 3, 4 and Postscript (Collab).

Denise Walsh, work in progress, *Beyond Culture and Women’s Rights and How to Fight Imperial Sexism Instead*: Ch. 4 (Collab).

**\*Spring Break: No Class March 10\***

**Reminder: Continue to do discussion postings**

**Class 8 (March 17): Migration\***

*How does migration contribute to the accumulation of state power?*

Jason De León, 2016, *The Land of Open Graves: Living and Dying on the Migrant Trail*, University of California Press: Introduction, Ch. 1, 2, 3, and 4 [and his website](http://jasonpatrickdeleon.com/?page_id=6) (ebook).

**Class 9 (March 24): Security\***

*How and why is US policing violence and how did this violence get exported to the global South?*

Micol Seigel, 2018, *Violence Work*: *State Power and the Limits of Police*, Duke University Press: Introduction, Ch. 1, 2, 4 (ebook).

**Class 10 (March 31): Genocide\***

*How has the international approach to genocide normalized civilian killings?*

Dirk Moses, 2021, *The Problems of Genocide: Permanent Security and the Language of Transgression*, Cambridge University Press: Introduction, Ch. 5, 11 (ebook).

**Class 11 (April 7):**  **Knowledge Production**

*What is “knowledge”? How is it produced and reproduced, and why?*

Isaac A. Kamola, 2019, *Making the World Global: U.S. Universities and the Production of the Global Imaginary*, Duke University Press: Preface and Introduction (Collab).

Brooke Ackerly and Jacqui True, 2010, *Doing Feminist Research in Political Science and Social Science*, Hampshire: Palgrave Macmillan: Ch. 3 and 4 (ebook).

Bring *hard copies* of your research proposal (enough for each student in the class and the instructor).

To write your proposal, do the following:

1. Review the instructions for the final research project and proposal on the syllabus.
2. Write your research question following the advice of Ackerly and True in Ch. 4.
* A good research question is contestable, supportable, and specific.
* Read about how to write a [research paper](http://www7.esc.edu/hshapiro/writing_program/students/Handouts/main/research_paper.htm#asks) and how to narrow your research topic (also in Ackerly and True, Ch. 3)
* For general advice browse this [site](http://owl.english.purdue.edu/owl/resource/587/1/).
1. Choose the methods and analytical approach that fit your research question and discuss them in your proposal. Students should draw from course readings where appropriate.

Additional resources (for Collab resources, go to: Resources>PVI Methods)

* Carol A. B. Warren and Tracy Xavia Karner, 2010, *Discovering Qualitative Methods: Field Research, Interviews, and Analysis*, Oxford University Press.
	+ Excellent overview on many different types of qualitative methods. Read the chapter(s) appropriate for your project. Ch. 9 available on Collab.
* Severine Autesserre, 2012, “Dangerous Tales: Dominant Narratives on the Congo and their Unintended Consequences,” *African Affairs* 111 (43): 202-222 (Collab).
* James Paul Gee and Michael Handford, 2012, *The Routledge Handbook of Discourse Analysis*, Taylor and Francis (ebook).
* Simmons, E. S., & Smith, N. R., 2021, *Rethinking comparison: Innovative methods for qualitative political research.* Cambridge University Press: Ch. 6 [pp. 119-121] (ebook).
* Edward Schatz, ed., 200 9, *Political Ethnography: What immersion Contributes to the Study of Power*, University of Chicago Press: Introduction (Collab).
* Shulamit Reinharz, 1992, “Feminist Interview Research,” Ch. 2. (Collab).
* Brooke Ackerly and Jacqui True, 2010, *Doing Feminist Research in Political Science and Social Science*, Hampshire: Palgrave Macmillan: Ch. 2 on a feminist research ethic attuned to power (ebook).
* Herbert Asher, 2017, *Polling and the Public*, “Wording and Context of Questions” Ch. 3 (Collab).
* Sunshine D. Hillygus, “The Practice of Survey Research: Changes and Challenges.” In Adam J. Berinsky, ed., 2016, *New Directions in Public Opinion*, 2nd edition, Ch. 2 (Collab).
* Catherine D’Ignazio and Lauren F. Klein, 2020, *Data Feminism*, The MIT Press: Introduction and Ch. 6 (ebook).

**Final Research Paper Proposals Due on Collab on April 8 by 8pm**

**Class 12 (April 14): International Aid\***

*How and why does peacemaking contribute to violence?*

Severine Autesserre, 2014, *Peaceland*: *Conflict Resolution and the Everyday Politics of International Intervention*, Cambridge University Press: Introduction, Ch. 1, 4 and Conclusion (ebook).

**Class 13 (April 21): Class Cancelled**

Work on your research projects and presentation for the mock conference.

**Class 14 (April 28): Mock Conference**

The instructor will use student research paper proposals to group papers with shared themes into panels for the last class.

All students will present a 5-minute powerpoint with the following content: research paper question, list of 4-5 big ideas in the literature related to the student’s topic, select evidence that answers the question, a tentative claim, and bibliography to date.

Presentations will proceed in a panel format comprised of 3-4 presenters each. Each panel will be followed by a 5-minute Q&A from the class. Bonus points on the research paper will be awarded to the two students with the best questions and feedback for the presenters.

**\*Final Papers due by May 13, 2022, at 11:55 pm as an attached file on Collab\***