



UNIVERSITY OF DELAWARE

**BIDEN SCHOOL OF PUBLIC
POLICY & ADMINISTRATION**

UAPP 801: PROCESSES OF SOCIAL INQUIRY
Fall 2022

Wednesdays 9:05am-12:05pm
Class Location: Graham 185

Instructor Information

Dr. Sarah K. Bruch, MPA
Associate Professor
Biden School of Public Policy & Administration (primary)
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Office Hours: by appointment

Course Overview

This course provides an overview of assumptions about inquiry, knowledge creation, and explanation in different epistemological paradigms, and explores how these assumptions shape social inquiry. We explore how different ways of thinking, knowing, and approaching social scientific research are applied in the fields of public policy and administration. The course engages with ongoing debates about objectivity and neutrality in social science and technocratic views policy research; the social conditioning of science; the purpose and value of different approaches and types of social science research; challenges to the legitimacy of research expertise and scientific knowledge; the various roles and responsibilities of researchers in public policy and administration; and issues related to positionality and reflexivity in the conduct of research.

Course Goals/Learning Outcomes

- Students will gain an understanding of epistemological paradigms, their underlying assumptions, and the theoretical and methodological approaches used in each.
- Students will gain an ability to identify and provide a critical analysis of logics of inquiry as they are applied in the fields of public policy and public administration.

- Student will develop a greater understanding of the interplay between science and society.
- Students will gain an understanding of how social inequities influence research in policy and administration, and how research can be used to address these inequities.
- Students will gain an awareness of the political, social, and ethical considerations related to conducting research in public policy and administration.
- Students will gain an awareness of the issues and challenges facing researchers in various roles throughout the public policy and administration fields.
- Students will be able to locate their own thinking about research topics of interest on a broad epistemological landscape.
- Students will be able to think more critically and systematically about their own position as researchers in relation to their research and policy interests and career goals.

Course Format

The course is designed as a doctoral discussion-based seminar. The instructor will provide background and context on the areas of inquiry and assigned readings each week and will facilitate class discussion to ensure that key points are raised and subjected to critical interrogation. The course has a lengthy reading list curated to encompass a wide range of theoretical perspectives and research designs to provide students with a strong foundation for engagement with the material and future work.

Class meetings should complement our independent work with the readings by offering a forum for dialogue on issues that we find particularly important, challenging, and promising. Here, as in scholarly dialogue more generally, it is your responsibility to make sure that the conversation does not bypass the issues that you consider most important. For this format to work, you will need to read with a critical eye and think about how the issues under consideration relate to your own development and interests as a scholar.

It is my intent that we all work together to create an inclusive classroom environment in which all students feel empowered and that fosters learning for everyone. Each of us brings our unique experiences and acquired forms of knowledge to the course. Viewing these as resources and engaging in respectful and constructive dialogue with one another will facilitate the creation of an environment where we all learn from one another. My hope is that we all are able to engage in critical analysis and interrogate ideas and evidence in ways that encourage dialogue and generative discussions with each other. Your suggestions about how to improve our learning community are encouraged and appreciated.

Our learning this semester is important, and our safety, health, and well-being are prerequisites to learning. While I expect you to put forth strong effort and meet course requirements, your health, safety, and well-being are the most important. Let us all stay mindful of our circumstances and those of our classroom community members, extend

grace generously, give ourselves and others patience, engage in open communication, and give the best we can, knowing that this may look differently for each of us.

Course Material/Readings

All readings and course material are available on the Canvas site for the course.

Assignments

1. CANVAS DISCUSSION POSTS (30% course grade)

The first course requirement is writing brief discussion posts on Canvas prior to the class sessions for Weeks 2-14. The discussion posts are due each Tuesday evening at 5pm preceding that week's class session on Wednesday mornings. Submit the posts via the "Discussion" page of the Canvas course site for that week/topic.

These posts are to consist of:

1. Two paragraphs that describe and explain two "interesting things" (i.e. a concept, theory, perspective, data or measurement, analysis, finding) from one or more of the readings (1 paragraph per interesting thing).
2. Two or three questions that you would like to contribute for class discussion.

2. ESSAY 1 (25% course grade)

Applying Epistemological Paradigms to Research

Write an 8-10 paged single-spaced essay that applies at least two epistemological paradigms to a specific set of related research questions in your area of interest.

The essay should provide a brief overview of the area of scholarship that you seek to contribute to, and in which your research questions are situated. This part of the essay should include a clear articulation of the research questions.

The bulk of the essay should describe how the aim of inquiry, nature of knowledge and knowledge accumulation, values, voice, and other aspects of the ontology, epistemology, and methodology beliefs of the two epistemological paradigms would shape the social inquiry related to your research questions.

The essay should concisely describe the basic beliefs and paradigm positions in relation to how they can be applied to the specific research questions, not simply describe them more generally. The essay should include an assessment of the benefits and limitations of using each of the particular paradigms in relation to the specific research questions.

The essay must incorporate (and appropriately cite) at least four of the assigned readings from the course. The essay does not require the use of outside references. If outside references are used, include a reference list with full citations.

Essay 1 is due October 21st by 5:00pm, and should be submitted via Canvas.

3. ESSAY 2 (25% course grade)

Epistemological Perspectives, Positionality, and Reflexivity in My Area of Interest

Write a 6-8 paged single-spaced essay that describes the epistemological perspective(s) best represent your current way of thinking about research, your perspective on positionality and reflexivity, and how you are thinking about the role(s) that you aspire to play as a researcher.

In the section describing your own epistemological perspective(s), also include your own assessment of what the most commonly used epistemological perspectives are in the area of study that you are most interested in contributing to.

In the section describing your perspective on positionality and reflexivity, include your reflections on how you are thinking about positionality in relation to the points raised by the authors of this week's readings. In describing your perspective on reflexivity, be sure to include how you are thinking about all three parts of the following definition of reflexivity: "By reflexivity, I mean a critical, ongoing examination of the way the researcher engages with others – be they participants, research assistants, interpreters, or other interlocutors. Reflexivity involves careful consideration of how issues of positionality – such as the researcher's personal characteristics or theoretical vantage points – shape the research process. Such issues bear on the kinds of knowledge claims the researcher can advance. Reflexivity can also – and indeed should – involve developing an ethical sensibility that can attune the researcher to how her research design, practices, and strategies affect others" (Fujii 2018: pg 1-2). In your response, be sure to include how you will consider these issues in relation to your research.

In the final section describing the role(s) do you aspire to play as a researcher or scientific expert in your area of specialization, describe what are you hoping to accomplish with your research in relation to scholarship, policy, and practice.

The essay must incorporate (and appropriately cite) at least four of the assigned readings from the course. It is expected that you will do additional research in your area of interest, particularly in order to provide an assessment of the most commonly used epistemological perspectives in the area. Include a complete reference list with full citations.

Essay 2 is due December 19th by 5:00pm, and should be submitted via Canvas.

4. PARTICIPATION (20% course grade)

Active participation during class sessions is essential for learning the material. Active participation during class meetings includes attendance, asking questions, contributing your perspectives to class discussions, and responding to your classmates' ideas in ways that are attentive, respectful, responsive, and critical. Students will receive strong marks for participation if they are consistently engaged and make a good faith effort to advance our collective understanding.

It is understood that professional and personal responsibilities, illness or emergencies may require students to miss class during the semester. In these instances, students should contact the instructor via email as soon as possible, and arrange to check in with classmates about the class session.

Grading Scale

Final course grades are determined by the assessment of the four course requirements.

Grade	Interval	Grade	Interval
A	94.50 and over	C	72.50 to 76.49
A-	89.50 to 94.49	C-	69.50 to 72.49
B+	86.50 to 89.49	D+	66.50 to 69.49
B	82.50 to 86.49	D	62.50 to 66.49
B-	79.50 to 82.49	D-	59.50 to 62.49
C+	76.50 to 79.49	F	Below 59.49

Academic Integrity

You are expected to be familiar with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. This is the case regardless of whether the actions are deliberate or unintentional. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at <http://www1.udel.edu/studentconduct/policyref.html> Office of Student Conduct, 218 Hullahen Hall, (302) 831-2117. E-mail: student-conduct@udel.edu

Harassment and Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei. You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullahen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance. You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: sites.udel.edu/sexualmisconduct/how-to-report/.

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, we happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), we are obligated to inform the university's Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed in class, in a paper assignment, or in office hours, we promise to protect your privacy--we will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and how to reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct.

Inclusion of Diverse Learning Needs

Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. The DSS office is located at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, DSS website (www.udel.edu/DSS/). You may contact DSS at dssoffice@udel.edu.

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact: Director, Institutional Equity & Title IX Coordinator- Susan L. Groff, Ed.D. groff@udel.edu, 305 HULLIHEN HALL NEWARK, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Director, Office of Disability Support Services, Anne L. Jannarone, M.Ed., Ed.S. - ajannaro@udel.edu, Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the U.S. Department of Education - Office for Civil Rights (wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm).

Syllabus Modifications

This syllabus describes a plan, which like any plan may be revised or updated if it is reasonable and appropriate to do so based upon the experience of implementing it.

Accommodations

I am eager to hear from anyone who may require accommodations in this class for reasons related to ability or life situation. Please let me know if I can help by modifying seating arrangements, deadlines, or other features of the class so that appropriate arrangements may be made. The earlier you can let me know about anything that is going on that could cause problems for you, the better. If I know about it early on, we can work together to make sure it doesn't create bigger problems for you. All deadlines for this class are firm, and can be changed only at the discretion of the instructor for individuals who contact me in advance to discuss legitimate reasons for needing extensions.

Course Schedule

Week 1 (August 31): Course Introduction and Overview

Week 2 (September 7): Founding Ideals for Public Policy and Administration

Assigned Readings

Lasswell, Harold D. 1971. "The Evolution of the Policy Sciences." Pgs 1-13 in *A Pre-View of Policy Sciences*. Elsevier Publishing.

DeLeon, Peter. 2006. "The Historical Roots of the Field." Pps. 39-57 in *The Oxford Handbook of Public Policy* (eds.) Robert E. Goodin, Michael Moran, and Martin Rein. Oxford: Oxford University Press.

Stone, Deborah. 1989. "Causal Stories and the Formation of Policy Agendas." *Political Science Quarterly* 104(2): 281-300.

Goodin, Robert E., Martin Rein, and Michael Moran. 2006. "The Public and its Policies." Pps. 3-38 in *The Oxford Handbook of Public Policy* (eds.) Robert E. Goodin, Michael Moran, and Martin Rein. Oxford: Oxford University Press.

Week 3 (September 14): Revisiting the Founding Ideals of Public Policy and Administration

Assigned Readings

Riccucci, Norma M. 2010. "Intellectual Heritage and Theoretical Developments: Is Public Administration An Art or a Science?", "Searching for a Paradigm: Public Administration as a Postnormal Science" and "Searching for Truth: The Logic of Inquiry in Public Administration." pps. 6-30 and 45-64 in *Public Administration: Traditions of Inquiry and Philosophies of Knowledge*. Georgetown University Press.

Kettl, Donald F. 2022. "Weberian Bureaucracy and Contemporary Governance." *Perspectives on Public Management and Governance* 5:111-120.

Berman, Elizabeth Popp. 2022. "Thinking Like an Economist" and "The Economic Style and Its Antecedents" pgs. 1-41 in *Thinking Like an Economist: How Efficiency Replaced Equality in U.S. Public Policy*. Princeton University Press.

Week 4 (September 21): The Creation and Use of Knowledge in Relation to Policy and Administration

Assigned Readings

National Research Council 2012. *Using Science as Evidence in Public Policy*. Washington, DC: The National Academies Press. Pgs. 1-34.

Bornmann, Lutz. 2013. "What Is Societal Impact of Research and How Can It Be Assessed? A Literature Survey." *Journal of the American Society for Information Science and Technology* 64(2): 217-233.

Akkerman, Sanne F., Arthur Bakker, and William R. Penuel. 2022. "Relevance of Educational Research: An Ontological Conceptualization." *Educational Researcher*

Gitomer, Drew and Kevin Crouse. 2019. *Studying the Use of Research Evidence: A Review of Methods*. New York: William T. Grant Foundation.

Week 5 (September 28): How Do We Create Knowledge? What Counts as Evidence?

Assigned Readings

Parkhurst, Justin O. and Sudeepa Abeysinghe. 2016. "What Constitutes "Good" Evidence for Public Health and Social Policy-making? From Hierarchies to Appropriateness" *Social Epistemology* 30: 665-679.

Doucet, Fabienne. 2021. *Identifying and Testing Strategies to Improve the Use of Antiracist Research Evidence through Critical Race Lenses*. New York: William T. Grant Foundation.

Warren, Mark R., José Calderón, Luke Aubry Kupscznk, Gregory Squires, and Celina Su. 2018. "Is Collaborative Community-Engaged Scholarship More Rigorous Than Traditional Scholarship? On Advocacy, Bias, and Social Science Research." *Urban Education* 53(4): 445-472.

Ming, Norma C. and Lauren B. Goldenberg. 2021. "Research Worth Using: (Re)Framing Research Evidence Quality for Educational Policymaking and Practice." *Review of Research in Education* 45: 129-169.

Week 6 (October 5): Introduction to Epistemological Paradigms

Assigned Readings

Howell, Kerry E. 2015. "Empiricism, Positivism and Post-Positivism" pgs. 32-54 in *An Introduction to the Philosophy of Methodology*. Sage Publications.

Lincoln, Yvonna S., Susan A. Lynham, and Egon G. Guba. 2017. "Paradigmatic Controversies, Contradictions, and Emerging Confluences." Pps. 108-150 in N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research, 5th Edition*. Sage Publications Ltd.

Sprague, Joey. 2016. "Seeing through Science: Epistemologies" pps. 33-62 and "Authority and Power" pps. 63-94 In *Feminist Methodologies for Critical Researchers: Bridging Differences, Second Edition*. Rowman & Littlefield Publishers.

Brown, Matthew J. 2020. "Is Science Really Value Free and Objective: From Objectivity to Scientific Integrity." Pgs 226-241 in (eds) Kevin McCain and Kostas Kampourakis. *What is Scientific Knowledge? An Introduction to Contemporary Epistemology of Science*. Routledge.

Week 7 (October 12): Contending Conceptions of Science: Positivist and Interpretivist Approaches

Yanow, Dvora. 2015. "Thinking Interpretively: Philosophical Presuppositions and the Human Sciences." Pgs 5-26 in (eds.) Dvora Yanow and Peregrine Schwartz-Shea, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Routledge.

Hawkesworth, Mary. 2015. "Contending Conceptions of Science and Politics" pgs. 27-49 in (eds.) Dvora Yanow and Peregrine Schwartz-Shea, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Routledge.

Schwartz-Shea, Peregrine. 2015. "Judging Quality: Evaluative Criteria and Epistemic Communities." Pgs 120-146 in (eds.) Dvora Yanow and Peregrine Schwartz-Shea, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Routledge.

Schaffer, Frederic. 2016. "Why Do Concepts Need Elucidating?" pgs 1-25 in *Elucidating Social Science Concepts: An Interpretivist Guide*. Routledge.

Week 8 (October 19): Positivist and Interpretivist Approaches: Application to Public Policy and Administration

Assigned Readings

Stout, Margaret and Jeannine M. Love. 2021. "Competing Ontologies: A Redux Primer for Public Administration." *American Review of Public Administration* 51(6): 422-435.

Yanow, Dvora. 2015. "Making Sense of Policy Practices: Interpretation and Meaning." Pgs. 401-421 in (eds.) Frank Fischer, Douglas Torgerson, Anna Durnová, Michael Orsini. *Handbook of Critical Policy Studies*. Edward Elgar Publishing Inc. Northampton, MA.

Crawley, Sara L. 2019. "Reality Disjunctures and Epistemological Encampment: Addressing Relevance in Constructionist Perspectives on Social Problems." *The American Sociologist* 50: 255-270.

Koro-Ljungberg, Mirka, Diane Yendol-Hoppey, Jason Jude Smith, and Sharon B. Hayes. 2009. "(E)pistemological Awareness, Instantiation of Methods, and Uninformed Methodological Ambiguity in Qualitative Research Projects." *Educational Researcher* 38(9): 687-699.

Cenci, Alessandra and M. Azhar Hussain. 2020. "Epistemic and Non-Epistemic Values in Economic Evaluations of Public Health." *Journal of Economic Methodology* 27(1): 66-88.

Berringer, Kathryn. 2019. "Reexamining Epistemological Debates in Social Work through American Pragmatism." *Social Service Review* 93(4): 608-639.

Assignment: Essay #1 Due October 21 by 5:00pm

Week 9 (October 26): Contending Conceptions of Science: Critical, Transformative, and Emancipatory Approaches

Assigned Readings

Hurtado, Sylvia. 2015. "The Transformative Paradigm: Principles and Challenges." Pgs. 285-307 in *Critical Approaches to the Study of Higher Education: A Practical Introduction* (eds.) Martínez-Alemán, Pusser, and Bensimon. Baltimore, MD: Johns Hopkins University Press.

Collins, Patricia Hill. 2019. "Intersectionality and Resistant Knowledge Projects" and "Intersectionality and Epistemic Resistance" pgs 87-154 in *Intersectionality as Critical Social Theory*. Durham, N.C.: Duke University Press.

Medina, Jose. 2013. "Introduction: Resistance, Democratic Sensibilities, and the Cultivation of Perplexity" pgs 3-26 in *The Epistemology of Resistance: Gender and Racial Oppression, Epistemic Injustice, and Resistant Imaginations*. Oxford University Press.

Barrow, Clyde W. 2022. "What's in a Name? From New Political Science to Critical Political Science." *New Political Science* 44(1): 3-26.

Wright, Erik. 2013. "Transforming Capitalism through Real Utopias." *American Sociological Review* 78(1): 1-15.

Week 10 (November 2): Contending Conceptions of Science: Decolonial and Indigenous Approaches

Assigned Readings

Smith, Linda Tuhiwai. 2012. "Research Through Imperial Eyes." Pgs 44-60 in *Decolonizing Methodologies: Research and Indigenous Peoples*. London, England: Zen Books.

Meghji, Ali. 2021. "The Decolonial Challenge to Sociology." Pgs 28-62 in *Decolonizing Sociology: An Introduction*. Polity Press.

Go, Julian. 2020. "Race, Empire, and Epistemic Exclusion: Or the Structures of Sociological Thought." *Sociological Theory* 38(2): 79-100.

Althaus, Catherine. 2022. "Complementary Bureaucracy: Reimagining Weberian Impersonalism with Indigenous Relationality." *Perspectives on Public Management and Governance* 5: 135-150.

Bang, Megan, Lori Faber, Jasmine Gurneau, Ananda Marin, and Cynthia Soto. 2016. "Community-Based Design Research: Learning Across Generations and Strategic Transformations of Institutional Relations Toward Axiological Innovations." *Mind, Culture, and Activity* 23(1): 28-41.

Week 11 (November 9): Contending Conceptions of Science: Race Conscious and Antiracist Approaches

Scheurich, James Joseph, and Michelle D. Young. 1997. "Coloring Epistemologies: Are Our Research Epistemologies Racially Biased?" *Educational Researcher* 26(4): 4-16.

Mills, Charles. 2003. "The "Racial Contract" as Methodology" pgs 219-250 in *From Class to Race: Essays in White Marxism and Black Radicalism*. Rowman and Littlefield Publishers.

Almeida, S. 2015. "Race-Based Epistemologies: The Role of Race and Dominance in Knowledge Production." *Wagadu: A Journal of Transnational Women's and Gender Studies* 13: 79-105.

Mueller, Jennifer. 2020. "Racial Ideology or Racial Ignorance? An Alternative Theory of Racial Cognition." *Sociological Theory* 38(2): 142-169.

Thapar- Björkert, Suruchi and Fataneh Farahani. 2019. "Epistemic Modalities of Racialised Knowledge Production in the Swedish Academy." *Ethnic and Racial Studies* 42(16): 214-232.

Week 12 (November 16): Antiracist Approaches: Application to Public Policy and Administration

Assigned Readings

Alexander, Jennifer and Camilla Stivers. 2020. "Racial Bias: A Buried Cornerstone of the Administrative State." *Administration and Society* 52(10): 1470-1490.

Williams, Brian N. and Brendin Duckett. 2020. "At the Juncture of Administrative Evil and Administrative Racism: The Obstacles and Opportunities for Public Administrators in the United States to Uphold Civil Rights in the Twenty-First Century." *Public Administration Review* 80(6): 1038-1050.

Portillo, Shannon, Nicole Humphrey, and Domonic A. Bearfield. 2022. "Representative Bureaucracy Theory and the Implicit Embrace of Whiteness and Masculinity." *Public Administration Review* 82(3): 594-597.

Rivera, Jason D. and Claire Connolly Knox. 2022. "Bureaucratic Discretion, Social Equity, and the Administrative Legitimacy Dilemma: Complications of New Public Service" *Public Administration Review*

Tormos-Aponte, Fernando, James E. Wright II, and Health Brown. 2021. "Implementation has Failed, Implementation Studies Have Failed Even More: Racism and the Future of Systemic Change." *Social Science Quarterly* 102(7): 3087-3094.

Brown, K. Steve, Kilolo Kijakazi, Charmaine Runes, and Margery Austin Turner. 2019. "Confronting Structural Racism in Research and Policy Analysis: Charting a Course for Policy Research Institutions." Urban Institute.

Kirkland, David E. 2019. "No Small Matters: Reimagining the Use of Research Evidence from A Racial Justice Perspective." New York: William T. Grant Foundation.

Week 13 (November 30): The Roles of Researchers in Public Policy and Administration

Assigned Readings

Dunlop, Claire A. and Claudio M. Radaelli. 2021. "What is a Policy Scholar For?" pgs 163-179 in Brik AB and Pal LA (eds) *The Future of the Policy Sciences*. Cheltenham: Edward Elgar.

Flinders, Matthew. 2013. "The Politics of Engaged Scholarship: Impact, Relevance, and Imagination." *Policy and Politics* 41(4): 621-642.

Hartmann, Douglas. 2017. "Sociology and Its Publics: Reframing Engagement and Revitalizing the Field." *The Sociological Quarterly* 58(1): 3-18.

Fischer, Frank. 2009. "Between Technical Knowledge and Public Responsibility: Professional Expertise in Critical Perspective" pgs 17-47 in *Democracy and Expertise: Reorienting Policy Inquiry*. Oxford University Press.

Moore, Alfred. 2021. "Three Models of Democratic Expertise." *Perspectives on Politics* 19(2): 553-563.

Week 14 (December 7): Reflexivity and Positionality

Assigned Readings

Jones, Sosanya. 2019. "This Bridge Feels Like a Tightrope: For Critical Scholars Who Engage in Policy Research" *American Behavioral Scientist* 63(3): 404-420.

Stuart, Forrest. 2018. "Introspection, Positionality, and the Self as Research Instrument – Toward a Model of Abductive Reflexivity." Pgs. 211-237 in *Approaches to Ethnography: Analysis and Representation in Participant Observation*. (eds) Colin Jerolmack and Shamus Kahn. New York, NY: Oxford University Press.

Milner, H. Richard IV. 2007. "Race, Culture, and Researcher Positionality: Working Through Dangers Seen, Unseen, and Unforeseen." *Educational Researcher* 36(7): 388-400.

Soedirgo, Jessica and Aarie Glas. 2020. "Toward Active Reflexivity: Positionality and Practice in the Production of Knowledge" *PS: Political Science & Politics* 53(3): 527-531.

Assignment: Essay #2 Due December 19 by 5:00pm
