

IQ31820 Knowledge and Power

Semester Two, 2013–14

Module Handbook

ADVICE AND SUPPORT WITH YOUR STUDIES

If you need advice and support with your studies, either for this specific module or with your academic progress more generally, there is plenty of help available for you:

- You can talk to your **Module Convenor**, your **Personal Tutor**, or the **Director of Undergraduate Studies (DUS)**, about all aspects of your studies. Academic staff who are not on research leave have weekly office hours; they can talk through any aspect of your academic life with you.
- You can also talk to the Department's **Support Staff**; they can help you if you have any questions or concerns about things including coursework submission, assessment and exams, rules on progressing to the next year and much more.
- There is lots of useful information in the **Departmental Handbooks** that are available on the 'About Interpol' module on Blackboard. The advice covers all aspects of your academic studies whilst you're an Interpol student, and also points you to the relevant University handbooks and regulations.
- **If you're not sure who to talk to, then get in touch with the DUS, Dr. Anwen Elias (awe@aber.ac.uk)**. She'll often be able to help you directly, or can put you in contact with the relevant person, so that you get the advice and support you need.

So....COME AND TALK TO US!

IMPORTANT: Rules on coursework submission:

- **Coursework must be submitted by 12 noon on the day of the deadline.**
- **ALL assignments MUST be submitted (via Blackboard AND hardcopy).**
- **Coursework submitted after this time will be awarded a mark of 0.**

*****Remember to attach your individual barcode to the hardcopy of your essay*****

Where students' assessed work is unavoidably submitted late, special circumstances will be considered on the grounds of illness and severe personal/family problems (e.g. bereavement). Students should fill out a **Special Circumstances form**, supported with appropriate documentation.

The university has instructed that **the following will not be admissible** as special circumstances:

- Computer failure
- Printer queues
- Lack of access to resources
- Illness for which a medical certificate is not available
- Poor time management
- More than one deadline on the same day
- Inability to answer the question or struggling with the material
- Crisis Games, performance productions or Departmental study trips
- Non-academic activities.

If you are not sure how to submit your coursework, there is detailed guidance in the 'Studying in Interpol' handbook which is available on Blackboard, in the 'About Interpol' module.

EXTRA ACTIVITIES LINKED TO THIS MODULE

While you are studying this module, why not try to **broaden and deepen your knowledge** of the subject – and develop some **extra lines on your CV!**

Reading Group

Increasingly, students are organising their own reading groups linked to their modules – why not get involved? Reading groups can help you to **improve your grades** by providing extra discussion time. This will:

- Help you to understand the material better
- Stretch and deepen your knowledge on the subject
- Provide an opportunity to discuss essay questions and techniques
- Maybe help you to revise for the exam

If you want to set up or join a reading group **chat to your module convenor**. You can find guidelines on Blackboard on the 'About Interpol' site.

Employability: Getting involved in a reading group demonstrates a commitment to put extra effort into your studies that employers will value. It also develops your communication skills, as well as your analytical skills, and if you are an organiser then it **demonstrates initiative, imagination and organisation**.

Research Groups

There are staff research groups on a whole range of different topics. Many of their events are open to undergraduates and some of them are especially tailored to an undergraduate audience. **Why not participate?**

The Research groups particularly relevant to this module are:
Politics, Philosophy and International Thought Research Group
Group on International Theory

You can just go along to **listen** and take notes but you might also get the **opportunity to raise questions and ideas**, especially in those sessions geared towards undergraduate involvement.

You can find out about what is going on by keeping an eye on **email alerts**, looking at the research group pages on the Departmental website, keeping an eye on the TV in the Main Hall and asking your module convenor.

Employability: participating in a research group event signals to employers that you have intellectual engagement above and beyond the norm – that you are prepared to go the extra mile, and are not just a follower but aspire to be an independent thinker. It also allows you to **engage professionally in a professional arena** which improves your communication skills and brings invaluable experience.

Other Activities

There are lots of other activities that might well be useful for your module and/or help you to develop skills, such as the **Carr Special Seminars**, the **Carr Student Conference** and the **Crisis Game**. Keep an eye out for email alerts – if you have any queries, ask the Director of Undergraduate Studies, Anwen Elias awe@aber.ac.uk.

Module Convenor: Dr Inanna Hamati-Ataya

Office: Room 2.17 International Politics Building

Email: inh3@aber.ac.uk

Office hours: Tuesdays 15:30-16:30, Fridays 13:30-14:30

Lectures: Tuesdays 17:00-18:00, HO-B21B

Fridays 11:00-12:00, PS-1.61 Welsh and Drama

Seminars: Tuesdays 11:00-12:00, North Room, InterPol Building

Description

This module explores the cognitive, socio-political, and moral dimensions, challenges, and dilemmas of social-scientific research, focusing on their interconnectedness and the ways they shape our understanding of the political and our action in society. Throughout the module, the meaning and validity of key classical dichotomies in the philosophy of social science (facts vs. values, objectivity vs. subjectivity, structure vs. agency, material vs. ideational,...) are gradually and critically assessed following three lines of inquiry: the first addresses the nature and standards of scientific knowledge, with a focus on the notions of 'truth', 'objectivity', and 'neutrality'; the second engages contending views on the nature, characteristics, and realms of power, and explores its relation to ideology, science, and the reproduction of social orders; the third problematises the relationship between knowledge and power to bring forth the politics of scientific representations, discourses, and practices; the module concludes with an exploration of the cognitive and socio-ethical principles of 'reflexivity' understood as an alternative practice and ethos for scholarship.

Aims

The main objective of the module is to provide students with a critical and methodical understanding of the problem of the relationship between knowledge and power, in both thought and practice. It aims to help them acquire the conceptual and theoretical tools that are necessary for the development of a reflexive attitude in their study of political problems, but also better understand their own situatedness in, and contributions to, power structures and relations. Through an engagement with a wide range of primary texts and traditions in philosophy and the social sciences, students will be exposed to a foundational literature that will further their overall academic progress and complement the material covered in other modules offered in the Department.

Learning Outcomes

On completion of this module, students should be able to:

1. Demonstrate an understanding of key concepts, dichotomies, and problems in the philosophy of social science and social theory;
2. Identify the characteristic features of different types of discourses pertaining to social reality;
3. Demonstrate a critical understanding of, and capacity to mobilize, different definitions and theories of power;

4. Critically reflect on the relationships between the nature and purpose of knowledge on the one hand, and the nature and structure of political order, authority, and power on the other;
5. Formulate questions involving a problematization of seemingly uncontroversial or settled 'truths' and assumptions about knowledge, power, and political order.

Module Content and Timetable

Dates	Sessions and Deadlines
PART 1: THE NATURE OF KNOWLEDGE	
4 February	Lecture 1: <i>Objectivity</i>
7 February	Lecture 2: <i>Facts and Values</i>
11 February	Seminar 1: <i>Knowing vs. Judging?</i>
11 February	Lecture 3: <i>Knowledge and Social Interests</i>
14 February	Lecture 4: <i>Knowledge and the Social Order</i>
18 February	Seminar 2: <i>Whose Knowledge? Where? What For?</i>
PART 2: THE NATURE OF POWER	
18 February	Lecture 5: <i>Power: The Classical View</i>
21 February	Lecture 6: <i>Power and Ideology</i>
25 February	Seminar 3: <i>The Origins and Role of Ideas in Power Relations</i>
25 February	Lecture 7: <i>Disciplinary Power</i>
28 February	Lecture 8: <i>Symbolic Power</i>
4 March	Seminar 4: <i>Knowledge/Values and the (Re)Production of Order</i>
PART 3: POWER-KNOWLEDGE IN THOUGHT AND PRACTICE	
4 March	Lecture 9: <i>Regimes of Truth</i>
7 March	Lecture 10: <i>Truth and Power</i>
11 March	Seminar 5: <i>The Social Meaning and Efficacy of Truth</i>
11 March	Lecture 11: <i>Science and Politics</i>
14 March	Lecture 12: <i>Neutrality vs. Engagement</i>
18 March	Seminar 6: <i>The Politics of Knowledge and the Public Intellectual</i>
PART 4: REFLEXIVITY	
18 March	Lecture 13: <i>Historicity and Social Situatedness: Objectivity Reconsidered</i>
21 March	Lecture 14: <i>Science, Social Action, and Social Responsibility</i>
24 March	Submission Essay I
25 March	Seminar 7: <i>Foundations and Challenges of Reflexivist Scholarship</i>
12 May	Submission Essay II

Organization

The module is organized on the basis of 14 one-hour lectures (2 per week) and 7 one-hour weekly seminars (seminar attendance is compulsory). You are expected to prepare the 'core readings' assigned for each seminar and be ready to discuss them in class. A set of questions for each session is provided to facilitate your preparation of the assigned texts and structure our class

discussions. You are encouraged to formulate additional questions and problematics informed by your own concerns and interests.

Lectures are designed to provide you with the general background knowledge and conceptual frameworks necessary to understand the readings, and will also cover specific topics in more depth. They will, however, also be interactive so there is space for you to intervene and ask questions. I strongly encourage you to read the assigned texts at least before the Friday lecture.

‘Additional readings’ are listed to help you further engage the literature and write your essays. They are not exhaustive, so don’t hesitate to explore any relevant material not listed in this handbook.

Assessment

You will be assessed on the basis of two essays and your class participation (see details below).

The first essay is designed to assess your critical understanding of the material covered in the module, and will focus on conceptual and theoretical issues.

The second essay will assess your ability to address empirical problems pertaining to the module theme, and mobilize the knowledge acquired in the module to conduct research.

Part of the assessment pertains to your ability to formulate conceptual, theoretical, and empirical questions and problems in relation to the course material. For this reason, there are no preset essay questions for you to choose from. You will be asked to formulate your own essay question for both assignments, based on your course readings and interests, and an individual conversation with the module convenor, who will guide you through this process. Special office hours will be dedicated to these one-on-one conversations. Please make sure that your essay question is approved by the module convenor before you start working on your essays.

<u>Assessment Method</u>		<u>Deadlines</u>	
Essay I	2,500 words	40%	Monday, 24 March 2014, Noon
Essay II	3,000 words	50%	Monday, 12 May 2014, Noon
Participation		10%	

Essay Submission

Please consult the Departmental flyer on

‘How to Submit Coursework’:

<http://www.aber.ac.uk/en/media/departmental/interpol/pdf/undergraduate/How-to-submit-COURSEWORK-in-International-Politics-Aug2013--.pdf>

Additional Information

You are expected to have read the Department’s Handbooks for additional information on departmental and university regulations, including attendance, assessment, submission of coursework, unfair practice, and referencing:

Studying in Interpol 2013-14:

<http://www.aber.ac.uk/en/media/departmental/interpol/pdf/undergraduate/STUDYING-IN-INTERPOL-2013-14-final.pdf>

Writing and Referencing in Interpol 2013-14:

<http://www.aber.ac.uk/en/media/departmental/interpol/pdf/undergraduate/WRITING-AND-REFERENCING-IN-INTERPOL-2013-2014.pdf>

Seminar Attendance Policy 2013-14:

<http://www.aber.ac.uk/en/media/departmental/interpol/pdf/undergraduate/Seminar-attendance-guidelines---2013.pdf>

Recommended Background Readings

Andrew Abbott (2001) *Chaos of Disciplines*. Chicago: Chicago University Press.

Patrick Baert (2001) *Social Theory in the Twentieth Century*. Cambridge: Polity Press.

Barry Barnes (1974) *Scientific Knowledge and Sociological Theory*. London: Routledge.

Zygmunt Bauman (1990) *Thinking Sociologically*. Oxford: Blackwell.

Richard Bernstein (1983) *The Restructuring of Social and Political Theory*. Oxford: Blackwell.

Richard Bernstein (1985) *Beyond Objectivism and Relativism: Science, Hermeneutics, and Praxis*. Philadelphia: University of Pennsylvania Press.

Mario Biagioli (1999) *The Science Studies Reader*. London: Routledge.

Vivienne Burr (2003) *Social Constructionism*, 2nd ed. London: Routledge.

Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk (eds.) (2007) *Contemporary Sociological Theory*, 2nd ed., Wiley Blackwell.

Craig Calhoun, Chris Rojek, and Bryan Turner (eds.) (2005) *The Sage Handbook of Sociology*. Sage.

Alex Callinicos (1999) *Social Theory: A Historical Introduction*. New York University Press.

Charles Camic, Neil Gross and Michèle Lamont (2011) *Social Knowledge in the Making*. Chicago: University of Chicago Press.

Finn Collin (1997) *Social Reality*. London: Routledge.

Randall Collins (1994) *Four Sociological Traditions*. Revised Edition. Oxford University Press.

Paul Connerton (ed.) (1976) *Critical Sociology: Selected Readings*. Middlesex: Penguin Books.

Diana Crane (1994) *The Sociology of Culture: Emerging Theoretical Perspectives*. Oxford: Blackwell.

François Cusset (2008) *French Theory: How Foucault, Derrida, Deleuze and Co. Transformed the Intellectual Life of the United States*. Minneapolis: University of Minnesota Press.

Michele Dillon (2009) *Introduction to Sociological Theory: Theories, Concepts, and Their Applicability to the Twenty First Century*. Wiley-Blackwell.

Steve Fuller (1997) *Science*. Open University Press.

Steve Fuller (2002) *Social Epistemology*. Revised ed. Indiana University Press.

Steve Fuller (2007) *The Knowledge Book: Key Concepts in Philosophy, Science and Culture*. Acumen Publishing.

Steve Fuller, Marc de Mey, T. Shinn and Steve Woolgar (eds.) (2010) *The Cognitive Turn: Sociological and*

Psychological Perspectives on Science. Springer.

Kenneth J. Gergen (1999) *An Invitation to Social Construction*. Sage.

Mary Gergen and Kenneth J. Gergen (eds.) (2003) *Social Construction: A Reader*. Sage.

Andreas Gofas and Colin Hay (eds.) (2009) *The Role of Ideas in Political Analysis: A Portrait of Contemporary Debates*. London: Routledge.

Edward Hackett, Olga Ansterdamska, Michael Lynch, and Judy Wajcman (2007) *The Handbook of Science and Technology Studies*. MIT Press.

Austin Harrington (2004) *Modern Social Theory: An Introduction*. Oxford: Oxford University Press.

Martin Hollis (1994) *The Philosophy of Social Science: An Introduction*. Cambridge: Cambridge University Press.

Chris Jenkins (2000) *Core Sociological Dichotomies*. London: Sage.

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

Imre Lakatos and Alan Musgrave (eds.) (1965) *Criticism and the Growth of Knowledge: Proceedings of the International Colloquium in the Philosophy of Science*. Cambridge: Cambridge University Press.

Peter Laslett, W.G. Runciman, and Quentin Skinner (eds.) (1972) *Philosophy, Politics and Society*, Fourth Series. Oxford: Blackwell.

Bruno Latour (1993) *We Have Never Been Modern*. Harvard University Press.

Bruno Latour and Steve Woolgar (1986[1979]) *Laboratory Life: The Construction of Scientific Facts*. Princeton: Princeton University Press.

Andy Lock and Tom Strong (2010) *Social Constructionism: Sources and Stirrings in Theory and Practice*. Cambridge: Cambridge University Press.

Jean-François Lyotard (1984[1979]) *The Postmodern Condition: A Report on Knowledge*. Minneapolis: University of Minnesota Press.

Simon Malpas and Paul Wake (eds.) (2006) *The Routledge Companion to Critical Theory*. Routledge.

James Markle and Sheila Jasanoff (eds.) (2002) *Handbook of Science and Technology Studies*. Sage.

E. Doyle McCarthy (1996) *Knowledge as Culture*. London: Routledge.

Andrew Pickering (ed.) (1984) *Science as Practice and Culture*. Chicago: University of Chicago Press.

Andrew Pickering (1995) *The Mangle of Practice: Time, Agency, and Science*. Chicago: University of Chicago Press.

Louis P. Pojman (2002) *The Theory of Knowledge: Classic and Contemporary Readings*. Wadsworth Publishing.

Jonathan Potter (1996) *Representing Reality: Discourse, Rhetoric and Social Construction*. London: Sage.

Lewis Pyenson and Susan Sheets-Pyenson (1997) *The Norton History of Science in Society*. Norton.

Theodore R. Schatzki, Karin Knorr Cetina and Eike von Savigny (eds.) (2001) *The Practice Turn in Contemporary Theory*, London and New York: Routledge.

John R. Searle (1996) *The Construction of Social Reality*, New Edition, Penguin.

John R. Searle (2010) *Making the Social World: The Structure of Human Civilization*. Oxford: Oxford University Press.

Steven Seidman (2003) *Contested Knowledge: Social Theory Today*, 3rd ed. Wiley-Blackwell.

Sergio Sismondo (2009) *An Introduction to Science and Technology Studies*. Wiley-Blackwell.

Roger Smith (1997) *The Norton History of the Human Sciences*. Norton.

Stephen Turner (1991) Social Constructionism and Social Theory, *Sociological Theory* 9(1):22- 33.

Peter Winch (2007) *The Idea of a Social Science and its Relation to Philosophy*. New Edition. London: Routledge.

Steve Woolgar (1993[1988]) *Science: The Very Idea*. London: Routledge.

Steven Yearley (2005) *Making Sense of Science: Understanding the Social Study of Science*. Sage.

John H. Zammito (2004) *A Nice Derangement of Epistemes: Post-positivism in the Study of Science from Quine to Latour*. Chicago: University of Chicago Press.

PART ONE: THE NATURE OF KNOWLEDGE

Lecture 1, 4 February: **Objectivity**

Lecture 2, 7 February: **Facts and Values**

Seminar 1, 11 February: **Knowing vs. Judging?**

This first seminar session will focus on the classical view on 'objectivity' and its associated dichotomies in the social sciences, especially those pertaining to facts and values, object(ivity) and subject(ivity), knowledge and judgment, description and prescription, science and politics/action. It will constitute a point of reference for the following seminars, which will provide theoretical and empirical challenges to, and conceptual and political problematizations of, the classical understanding of objective knowledge.

Questions

- What is the relation between 'objectivity' on the one hand, and 'impartiality', 'neutrality', 'indifference', 'detachment', and 'disinterestedness' on the other?
- Are factual statements about the social world completely devoid of any evaluative or ideological dimension?
- Can we deduce what 'ought to be' from what 'is'?
- What objectivity is it possible to achieve in the social sciences? What are the challenges to objectivity?
- What can/should be the relation between science and action/politics?

Core Readings

Max Weber (2011) "'Objectivity' in Social Science and Social Policy" in Edward A. Shils and Henry A. Finch (eds.), *Methodology of the Social Sciences*, Transaction Publishers, pp 49-112.

Max Weber (1978) "Value-Judgments in Social Science" in W.G. Runciman ((ed.) *Max Weber: Selections in Translation*, Cambridge: Cambridge University Press, pp. 69-98.

Emile Durkheim (2010[1953]) "Value Judgments and Judgments of Reality" in *Sociology and Philosophy*, London: Routledge, pp. 80-97.

Additional Readings

Nasser Behnegar (2003) *Leo Strauss, Max Weber, and the Scientific Study of Politics*. Chicago: University of Chicago Press.

Arnold Brecht (1959) *Political Theory: The Foundations of Twentieth Century Political Thought*. Princeton: Princeton University Press.

Jay A. Ciaffa (1998) *Max Weber and the Problems of Value-Free Social Science: A Critical Examination of the Werturteilsstreit*. Bucknell University Press.

Fred C. Corey (1998) "The Personal: Against the Master Narrative" in Sheron J. Dailey (ed.) *The Future of Performance Studies: Visions and Revisions*. Annandale: National Communication Association.

Lorraine Daston and Peter Galison (1992) The Image of Objectivity, *Representations* 40:81-108.

Lorraine Daston and Peter Galison (2010) *Objectivity*. MIT Press.

Emile Durkheim (1966) *The Rules of Sociological Method*, 8th edition, New York: Faith Press.

- David Easton (1962) "Introduction: The Current Meaning of 'Behavioralism' in Political Science" in J.S. Charlesworth (ed.) *The Limits of Behavioralism in Political Science*. Philadelphia: American Academy of Political and Social Science, pp. 1-25.
- David Easton (1969) The New Revolution in Political Science, *American Political Science Review* 63:1051-1061.
- Norbert Elias (1998) "Involvement and Detachment" in Stephen Mennell and Johan Goudsblom (eds.) *Norbert Elias on Civilization, Power, and Knowledge*. Chicago: The University of Chicago Press, pp. 217-248.
- Friedrich Engels (1978) "On Morality" in Robert C. Tucker (ed.) *The Marx-Engels Reader*, 2nd ed. W.W. Norton, pp. 725-727.
- Heinz Eulau (1963) *The Behavioral Persuasion in Political Science*. New York: Random House.
- Heinz Eulau (1969) "Tradition and Innovation: On the Tension Between Ancient and Modern Ways in the Study of Politics" in Heinz Eulau (ed.) *Behavioralism in Political Science*. New York: Atherton Press, pp. 1-21.
- Alvin Gouldner (1973) "Anti-Minotaur: The Myth of a Value-Free Sociology" in *For Sociology: Renewal and Critique in Sociology Today*. London: Allen Lane, pp. 3-26.
- Thomas H. Greene (1970) Values and the Methodology of Political Science, *Canadian Journal of Political Science* 3(2):275-298.
- John G. Gunnell (1993) *The Descent of Political Theory: The Genealogy of an American Vocation*. Chicago: University of Chicago Press.
- John G. Gunnell (2006) Dislocated Rhetoric: The Anomaly of Political Theory, *The Journal of Politics* 68(4):771-782.
- Inanna Hamati-Ataya (2010) Knowing and Judging in International Relations Theory: Realism and the Reflexive Challenge, *Review of International Studies* 36(4):1079-1101.
- Inanna Hamati-Ataya (2011) The "Problem of Values" and International Relations Scholarship: From Applied Reflexivity to Reflexivism, *International Studies Review* 13(2):259-287.
- Sandra Harding (2004) "Rethinking Standpoint Epistemology: What is 'Strong Objectivity'?" in Sandra Harding (ed.), *The Feminist Standpoint Theory Reader*. Routledge, pp. 127-142.
- R.M. Hare (2003[1952]) *The Language of Morals*. Oxford: Oxford University Press.
- Donna Haraway (2004) "Situated Knowledge: The Science Question in Feminism and the Privilege of Partial Perspective" in Sandra Harding (ed.), *The Feminist Standpoint Theory Reader*. Routledge, pp. 81-101.
- David Hume (1983[1751]) *An Inquiry Concerning the Principles of Morals*. London: Hackett.
- Abraham Kaplan (1942) Are Moral Judgments Assertions? *The Philosophical Review* 51(3):280-303.
- Morton A. Kaplan (1969) "Glimpses into a Philosophy of Politics" in *Macropolitics: Essay on the Philosophy and Science of Politics*. Chicago: Aldine, pp. 3-48.
- John Lewis (1975) *Marx Weber and Value-Free Sociology: A Marxist Critique*. Lawrence and Wishart.
- Steven Lukes (1985) *Marxism and Morality*. Oxford: Oxford University Press (pp. 1-47).
- Charles A. McCoy and John Playford (eds.) (1967) *Apolitical Politics: A Critique of Behavioralism*. New York: Thomas Y. Crowell.
- Allan Megill (ed.) (1994) *Rethinking Objectivity*. Duke University Press.
- J. Donald Moon (1977) Values and Political Theory: A Modest Defense of a Qualified Cognitivism, *The Journal of Politics* 39(4):877-903.
- Hans J. Morgenthau (1965) *Scientific Man Versus Power Politics*, 5th ed. Chicago: University of Chicago Press.

- Idus L. Murphee (1961) Culture, Values and Political Theory, *The Journal of Politics* 23(4):725-738.
- Kai Nielsen (1989) *Marxism and the Moral Point of View: Morality, Ideology and Historical Materialism*. London: Westview Press, pp. 26-40.
- Felix E. Oppenheim (1973) 'Facts' and 'Values' in Politics: Are They Separable? *Political Theory* 1(1):54-68.
- W.G. Runciman (1972) *A Critique of Max Weber's Philosophy of Social Science*. Cambridge: Cambridge University Press.
- Donald D. Searing (1970) Values in Empirical Research; a Behavioralist Response, *Midwest Journal of Political Science* 14(1):71-104.
- J.R. Searle (1969) "How to Derive 'ought' from 'is'" in W.D. Hudson (ed.), *The Is/Ought Question*. New York: St Martin's.
- Tami Spry (2001) Performing Autoethnography: An Embodied Methodological Praxis, *Qualitative Inquiry*, 7(6):706-732.
- Leo Strauss (1969) "What is Political Philosophy? The Problem of Political Philosophy" in Heinz Eulau (ed.) *Behavioralism in Political Science*. New York: Atherton Press, pp. 93-108.
- Marvin Surkin and Alan Wolfe (eds.) (1970) *An End to Political Science: The Caucus Papers*. New York: Basic Books.
- Charles Taylor (1967) "Neutrality in Political Science" in Peter Laslett and W.G. Runciman (eds.) *Philosophy, Politics and Society* (Third Series). Oxford: Blackwell, pp. 25-57.
- Stephen P. Turner and Regis A. Factor (2006[1984]) *Max Weber and the Dispute Over Reason and Value: A Study of Philosophy, Ethics and Politics*. London: Routledge.
- Eric Voegelin (1952) *The New Science of Politics*. Chicago: University of Chicago Press.
- Max Weber (1978) *Economy and Society: An Outline of Interpretive Sociology*. 4th ed. University of California Press.
- Max Weber (2004) "Science as a Vocation" in David Owen and Tracy Strong (eds.) *The Vocation Lectures*. London: Hackett, pp. 1-31.
- Allen W. Wood (1991) "Marx Against Morality" in Peter Singer (ed.) *A Companion to Ethics*. London: Blackwell Publishers, pp. 511-524.

Lecture 3, 11 February: **Knowledge and Social Interests**

Lecture 4, 14 February: **Knowledge and the Social Order**

Seminar 2, 18 February: **Whose Knowledge? Where? What For?**

This session is designed to introduce you to some key issues pertaining to the relation of knowledge to society, politics, and power, which will be explored in more depth in the following seminars. Drawing on the history and sociology of the natural and social sciences, the discussion will focus on both the social processes that shape the constitution and validity of organized knowledges about the world, and on the political limitations and possibilities that such social-boundedness creates.

Questions

- How is knowledge/science affected by the social structures and orders within which it is constituted?
- Are the specific rules and purposes of science independent of social interests and projects? If not, what consequences does such a lack of autonomy have for the universality and disinterestedness of science?
- How does one's location in the world shape one's view of the world? What are the dangers and benefits of positionality?

Core Readings

Barry Barnes (1974) "Science and Ideology" in *Scientific Knowledge and Sociological Theory*. London: Routledge, pp. 125-152.

Steven Shapin and Simon Schaffer (1985) "Seeing and Believing: The Experimental Production of Pneumatic Facts" in *Leviathan and the Air-Pump: Hobbes, Boyle and the Experimental Life*. Princeton: Princeton University Press, pp. 22-79.

Donna Haraway (1988) Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective, *Feminist Studies* 14(3):575-599.

Additional Readings

Amitav Acharya and Barry Buzan (2007) Why Is There No Non-Western International Relations Theory? An Introduction, *International Relations of the Asia-Pacific* 7:287-312.

Anna Agathangelou and L.H.M. Ling (2004) The House of IR: From Family Power Politics to the *Poisies* of Worldism, *International Studies Review* 6:21-49.

Hayward Alker and Thomas Biersteker (1984) The Dialectics of World Order: Notes for a Future Archeologist of International Savoir Faire, *International Studies Quarterly* 28(2):121-142.

Lucian Ashworth (1999) *Creating International Studies*. Aldershot: Ashgate.

Barry Barnes (1976) *Interests and the Growth of Knowledge*. London: Routledge.

Barry Barnes, David Bloor and John Henry (2000) *Scientific Knowledge: A Sociological Analysis*. Continuum International Publishing Group.

J. Ben-David and R. Collins (1966) Social Factors in the Origins of a New Science: The Case of Psychology, *American Sociological Review* 31:451-465.

Peter Berger and Thomas Luckmann (1991[1966]) *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. London: Penguin Books.

- David Bloor (1976) *Knowledge and Social Imagery*. London: Routledge.
- Pierre Bourdieu (1975) The Specificity of the Scientific Field and the Social Conditions of the Progress of Reason, *Social Science Information* 14(6):19-47.
- Pierre Bourdieu (1991) The Peculiar History of Scientific Reason, *Sociological Forum* 6:3-26.
- Henrik Breitenbauch (2013) *International Relations in France: Writing Between Discipline and State*. London: Routledge.
- Christian Bueger (2012) From Epistemology to Practice: A Sociology of Science for International Relations, *Journal of International Relations and Development*, 15:97-109.
- Christian Bueger and Frank Gadinger (2007) Reassembling and Dissecting: International Relations Practice from a Science Studies Perspective, *International Studies Perspectives* 8(1):90-110.
- Wayne S. Cox and Kim Richard Nossal (2009) "The 'Crimson World': The Anglo Core, the post- Imperial Non-Core, and the Hegemony of American IR" in Arlene B. Tickner and Ole Waever (eds.) *International Relations Scholarship Around the World*, London: Routledge, 287-307.
- Robert Crawford and Darryl S Jarvis (eds.) (2001) *International Relations – Still an American Social Science? Toward Diversity in International Thought*. Albany: SUNY Press.
- Anne-Marie D'Aoust (2012) Introduction to the Sociology/ies of International Relations, *Journal of International Relations and Development* 15:90-97.
- Lorraine Daston (2000) *Biographies of Scientific Objects*. Chicago: University of Chicago Press.
- Paul Feyerabend (2010) *Against Method*. 4th ed. Verso.
- Ludwik Fleck (1981) *Genesis and Development of a Scientific Fact*. Chicago: University of Chicago Press.
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PART TWO: THE NATURE OF POWER

Lecture 5, 18 February: **Power: The Classical View**

Lecture 6, 21 February [to be rescheduled]: **Power and Ideology**

Seminar 3, 25 February: **The Origins and Role of Ideas in Power Relations**

Critical theories of power focus on how the nature and structure of social reality affects the social (including scientific) representations of it. This seminar follows the development of this line of inquiry from the Marxian 'theory of ideology' to the 'sociology of knowledge', both of which challenge the notion that the processes and validity of thought are independent of the processes and interests shaping social life.

Questions

- Where do our individual and collective ideas come from?
- What social processes account for the sharing of ideas across subjectivities?
- How do the material conditions of our existence affect the content of our worldviews and beliefs?
- If knowledge of our social condition is always itself socially conditioned and historical, is it possible to salvage the notions of 'objectivity' and 'progress through knowledge'?

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Additional Readings

Michele Barrett (1992) *The Politics of Truth: From Marx to Foucault*. Polity Press.

Robin Blackburn (ed.) (1975[1972]) *Ideology in Social Science: Readings in Critical Social Theory*. Fontana.

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- Georg Lukács (1971[1922]) *History and Class Consciousness: Studies in Marxist Dialectics*. London: The Merlin Press.
- Steven Lukes (2005) *Power: A Radical View*, 2nd ed. Houndmills, Basingstoke: Palgrave Macmillan.
- William T. Lynch (1994) Ideology and the Sociology of Scientific Knowledge, *Social Studies of Science* 24(2):197-227.
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- Karl Mannheim (1952) *Essays on the Sociology of Knowledge*. London: Routledge.
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- Karl Marx and Friedrich Engels (1998) *The Communist Manifesto*. Oxford's World Classics, Oxford University Press.
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Lecture 7, 25 February: **Disciplinary Power**

Lecture 8, 28 February: **Symbolic Power**

Seminar 4, 4 March: **Knowledge/Values and the (Re)Production of Power**

Drawing on Michel Foucault's and Pierre Bourdieu's theoretical and historical-sociological contributions to the study of power, this seminar further explores the processes through which power structures on the one hand, and social representations, beliefs, and practices on the other, are intimately entwined in the overall dynamics of the production and reproduction of social orders.

Questions

- How does power operate if/when it is not 'possessed' and 'consciously used' by specific individuals or groups? How can such power be resisted?
- If dynamics of social control and processes of truth-production are always intertwined and mutually reinforcing, can organized knowledges promote social emancipation?
- Why is 'symbolic power' so efficient in the maintenance and reproduction of social orders and inequalities?
- If 'symbolic power' affects the most personal/private of our representations, preferences, and practices, what remains of the notions of 'individual freedom', 'freedom of thought', and 'autonomy'?

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Michel Foucault (1977) "Panopticism" in *Discipline and Punish: The Birth of the Prison*. Penguin, pp. 195-228.

Michel Foucault (1988) "The Birth of the Asylum" in *Madness and Civilization: A History of Insanity in the Age of Reason*. Vintage, pp. 241-278.

Pierre Bourdieu (2010[1984]) "The Dynamics of Fields" in *Distinction: A Social Critique of the Judgement of Taste*. Routledge, pp. 223-254.

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Jeffrey C. Alexander (2003) *The Meanings of Social Life: A Cultural Sociology*. New York: Oxford University Press.

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- Michel Foucault (2003) *The Birth of the Clinic*. Routledge.
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- Paul Rabinow (ed.) (1991) *The Foucault Reader: An Introduction to Foucault's Thought*. Penguin.
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PART THREE: POWER-KNOWLEDGE IN THOUGHT AND PRACTICE

Lecture 9, 4 March: **Regimes of Truth**

Lecture 10, 7 March: **Truth and Power**

Seminar 5, 11 March: **The Social Meaning and Efficacy of Truth**

This seminar will address the reversal of the relationship between truth and reality that is implied in the concept of 'power-knowledge'. Truth-claims are here related to the socio-political conditions of their possibility, meaning, validity, and authority, instead of being assessed on the basis of autonomous standards exogenous to social structures and power relations.

Questions

- Can all truth-claims acquire meaning, validity, and authority in a given social context?
- What makes certain representations of the world more likely to be accepted as valid?
- How do particularistic worldviews become endowed with 'facticity', 'normalness' and 'universality'?
- How does science contribute to the oppression of marginalized social groups?
- Can science be emancipative while operating within the material and ideational structures of power?

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Michel Foucault (2002) "Truth and Power" in Paul Rabinow (ed.) *Power: The Essential Works of Michel Foucault, Volume 3*. London: Penguin, 111-133.

Michel Foucault (1990) "Introduction: Modifications" in *History of Sexuality, Volume 2: The Use of Pleasure*. Penguin, pp. 3-13.

Michel Foucault (1977) The Political Function of the Intellectual (trans. C. Gordon), *Radical Philosophy* 17:12-14.

Sandra Harding (2006) "Discriminatory Epistemologies and Philosophies of Science" in *Science and Social Inequality: Feminist and Postcolonial Issues*. University of Illinois Press, pp. 80-97.

Catharine A. MacKinnon (1983) Feminism, Marxism, and the State: Toward Feminist Jurisprudence, *Signs: Journal of Women in Culture and Society* 8(4):635-658.

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Edward Said (1995[1978]) "The Scope of Orientalism" in *Orientalism: Western Conceptions of the Orient*. Penguin, pp. 29-110.

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Richard Ashley and R.B.J. Walker (1990) Introduction: Speaking the Language of Exile: Dissident Thought in International Studies, *International Studies Quarterly* 34:259-268.

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- Michel Foucault (1983) "The Subject and Power" in H. Dreyfus and P. Rabinow (eds.) *Michel Foucault: Beyond Structuralism and Hermeneutics*, 2nd ed. Chicago: University of Chicago Press, pp. 208-226.
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- Steven Shapin and Simon Schaffer (1985) *Leviathan and the Air-Pump: Hobbes, Boyle and the Experimental Life*. Princeton: Princeton University Press.
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Lecture 11, 11 March: *Science and Politics*

Lecture 12, 14 March: *Neutrality vs. Engagement*

Seminar 6, 18 March: *The Politics of Knowledge and the Public Intellectual*

This seminar will focus on the practical dimensions of the politics of knowledge and science, and how these challenge the ideals of scientific neutrality, detachment, and universalism.

Questions

- What is the relation between the social origins and the social effects/uses of knowledge and science?
- What unintended political consequences can science have?
- How can dangerous or oppressive uses of science be prevented?
- What kinds of challenges, dilemmas, and responsibilities does the politics of knowledge create for academics and public intellectuals?

Core Readings

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Sandra Harding (1998) "Voyages of Discovery: Imperial and Scientific" in *Is Science Multicultural? Postcolonialisms, Feminisms, and Epistemologies*. Indiana University Press, pp. 39-54.

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Eric H. Ash (2005) *Power, Knowledge, and Expertise in Elizabethan England*. Johns Hopkins University Press.

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- Steven Epstein (2007) *Inclusion: The Politics of Difference in Medical Research*. Chicago: University of Chicago Press.
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- Marcelo Hoffman (2014) *Foucault and Power: The Influence of Political Engagement on Theories of Power*. Bloomsbury Academic.
- Velody Irving and Robin Williams (eds.) (1998) *The Politics of Constructionism*. London: Sage.
- Sheila Jasanoff (1994) *The Fifth Branch: Science Advisers as Policymakers*. Harvard University Press.
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- Charles Kurzman (2008) *Democracy Denied, 1905-1915: Intellectuals and the Fate of Democracy*. Harvard University Press.
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PART FOUR: REFLEXIVITY

Lecture 13, 18 March: **Historicity and Social Situatedness: Objectivity Reconsidered**

Lecture 14, 21 March: **Science, Social Action, and Social Responsibility**

Seminar 7, 25 March: **Foundations and Challenges of Reflexivist Scholarship**

This final seminar will reconsider the problems of objectivity, power-knowledge, and the social boundedness and moral dilemmas of science from a perspective informed by sociological reflexivity. The challenge for reflexivists is to reconcile the historicity and political nature of knowledge with the cognitive specificity and social responsibility of social science.

Questions

- Can the historicity and social-boundedness of knowledge be reconciled with the scientific requirement of objectivity?
- Can knowledge-producers resist the power structures in which they are inscribed and which they often contribute to reproducing?
- According to reflexivists, how does a critical understanding of the determinants of knowledge help us become better academics and citizens?
- Which social groups do/should academics represent and defend?

Core Readings

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