

## **POS 6336 Case Study, Culture, and Politics**

Dr. Patricia Sohn

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Office Hours: TBA

Class: Wednesdays – 5 – 7 periods (11:45 a.m. to 2:45 p.m.)

### **COURSE DESCRIPTION**

The course examines exemplary fieldwork-based case study research as relates to cultural, political-ethnographic, discursive, social, and other qualitative political research and analysis. Themes include linking this type of research with scientific method and social theory; weapons of the weak and power; ritual politics; nationalism, official nationalism, and communities; and tribes, traditionalism, and religion versus (and within) modernist and secular politics. The course is a comparative course and includes research conducted in the U.S., Southeast Asia, MENA, sub-Saharan Africa, South America, and Europe. Includes case studies from political science as well as a few “thick description” ethnographies from anthropology; several works in social theory from sociology, and a few from across the social sciences and humanities. Addresses case studies in terms of foundational methods and theories upon which they are based, as well as strategies, substance, and approaches to linking field observations and insights with social theory. One of the important criteria for a great case study is the ability to “generalize,” which relates to methodological and analytical rigor as discussed in other types of research; and it can also mean, in qualitative context, linking fieldwork-based observations with broader concerns emerging from social theory. That is, the readings seek to join some of the best of case study methods and to link qualitative case study research with scientific method, methodological rigor in qualitative context, and social theory.

### **PREREQUISITES**

Second Year Graduate Status, Ph.D. or M.A. graduate student at UF

### **REQUIRED TEXTS**

All texts will be available at the Reserves Desk in Library West. Each student will become expert on six (6) main texts and one (1) e-reserves reading, proficient on two (2) additional e-reserves readings/chapters/articles, and well-familiarized with two (2) of the method texts in the “Recommended Texts” list. Expertise, proficiency, and familiarization will be measured through individual presentations, written assignments (extended abstracts and journal entries); and final paper (research proposal or research paper/chapter); as well as active participation in class discussion and round tables.

#### **I. Weapons of the Weak and Power: Power and Politics in Grassroots, Community, and/or Elite Forms**

1. James Scott, *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven, CT: Yale University Press, 1987. (Southeast Asia)

- Ashanté Reese, *Black Food Geographies: Race, Self-Reliance, and Food Access in Washington, D.C.* Chapel Hill, NC: University of North Carolina Press, 2019. (U.S.)

## **II. Ritual Politics**

- Victor Turner, *The Ritual Process: Structure and Anti-Structure*. Second Printing. New Brunswick, NJ: Aldine Transaction Publishers, 2008, 1969. (Africa)
- Joseph Bastien, *Mountain of the Condor: Metaphor and Ritual in an Andean Ayllu*. Long Grove, IL: Waveland Press, 1985. (South America)

## **III. Nationalism, Official Nationalism, and Communities**

- Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York: Verso, 2016, 1991. (Southeast Asia and Europe)
- Katherine Cramer, *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago, IL: University of Chicago Press, 2016. (U.S.)

## **IV. Tribes, Traditionalism, and Religion versus (and within) Modernist and Secular Politics**

- David M. Hart, *Tribe and Society in Rural Morocco*. New York: Routledge Press, 2014. (1999) (Middle East and North Africa [MENA])
- Simone Raudino and Patricia Sohn, eds. *Beyond the Death of God: Religion in 21<sup>st</sup> Century International Politics*. Ann Arbor, MI: University of Michigan Press, Forthcoming May 2022. (Africa, Europe, MENA, South Asia, East Asia)

**Reader at E-Reserves**, Smathers Library includes chapters from: Margaret Mead; Pierre Bourdieu; Jacques Derrida; Antonio Gramsci; Michel Foucault; Franz Kafka; Samuel Huntington; Barrington Moore; Marc Galanter; Timothy Mitchell; Emile Durkheim; Mary Douglas; Erving Goffman; Eisenstein, Flemming, and Nardulli; Teresa Mares; Peter Berger

**RECOMMENDED TEXTS. PLEASE FAMILIARIZE YOURSELF FOR REFERENCE WITH AT LEAST TWO OF THESE TEXTS.**

- KKV, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, New Edition. Princeton, NJ: Princeton University Press, 2021. (Political scientists)
- Shulamith Reinharz, *Feminist Methods in Social Research*. New York: Oxford University Press, 1992. (Sociologist)
- Goodin and Kingemann, *A New Handbook of Political Science*. New York: Oxford University Press, 1998. (Political scientists)
- Lichbach and Zuckerman, *Comparative Politics: Rationality, Culture, Structure*. Second Edition. New York: Cambridge University Press, 2009. (Comparative politics)
- Robert Emerson, Rachel Fretz, and Linda Shaw, *Writing Ethnographic Fieldnotes*. Second Edition. Chicago, IL: University of Chicago Press, 2011. (Sociologists)

## ASSIGNMENTS

- **10% Participation** Participation grade is made up of (33-34% each): **(1) Ad-Hoc Daily Discussion:** Active and appropriate participation in discussion, group activities, individual presentations, and ad hoc presentations on readings in the classroom. Participation in discussion and brain-storming activities when other students present their research papers or peer-reviews of research papers. **(2) Individual Presentations (2):** Each student will be assigned to present two texts, one main text and one e-reserves reading, in the class in a 10- to 15-minute presentation, as well as taking a leadership role in discussion for that text. **(3) Roundtable Discussions of Research-in-Progress (3):** Each student will also participate in three roundtable discussions about student research papers (e.g., each student presents his or her own research in progress, including research strategies and materials, as well as research design and its presentation in written form). *NOTE: Attendance. More than 2 unexcused absences will result in .05points off the final grade on a 100-point scale (per absence after 2).*
- **10% Peer Reviews (2) Written and Verbal** Students will be given a template in class to use for written peer reviews. At a later date, verbal peer reviews will also be offered in second and third paper round tables.
- **15% Extended Abstracts (2)** In 1-1.5 pages, explain the central argument/contention (or take-home message) of the assigned readings. Each paragraph must be 5-7 sentences (limit), drawing upon three (3) major pieces of evidence used in the reading to support that argument/contention. In this assignment, you are working on developing analytical distance and analytical neutrality or clarity. In some ways, it is the opposite of personal engagement. Please use footnotes and give a reference list, all formatted according to the Chicago Manual of Style, which is available in Announcements in Canvas.
- **15% Journal Entry (2)** 2 pages. This is your opportunity to engage with the course readings on a personal level. Include only information that would be appropriate for me to read. I encourage you to keep a wider journal of your experience of the course for your own posterity. Please use footnotes and give a reference list, all formatted according to the Chicago Manual of Style, which is available in Announcements in Canvas.
- **50% Final Paper (of which, Draft 1, 5 pages - 10%; Draft 2, 8 pages - 10%; Draft 3, 12-15 pages, 30%)** 12-15pages. Write a research proposal or a term paper on a research topic. In either case, must use the categories from a proposal in scientific method (provided in class). Topics must be approved by week V of the semester. It is recommended that you use the course to write something that you might expand into a chapter, or into a research proposal. Please use footnotes and give a reference list, all formatted according to the Chicago Manual of Style, which is available in Announcements. Can draw from writing in abstracts and journals as drafted coherently.

## COURSE OBJECTIVES

1. Identify several major methodological issues that scholars encounter when constructing and conducting their projects through fieldwork-based case study, cultural and political research.
2. Identify several major practical, material, and political issues involved in conducting case study research.
3. Apply several approaches from social theory to linking fieldwork-based observations from

- case study research with social theory.
4. Analyze the types of observations that can be brought to bear at different moments in a scholar's career (e.g., early in career after a few years of research experience in one country by comparison to later in career after many years of research, possibly in a variety of locations).
  5. Apply themes of the class in writing using analytical distance.
  6. Apply themes of the class in writing through some form of personal engagement, such as reflecting upon personal experience, issues in current events, readings from other courses, or the like.
  7. Discuss (e.g., spoken analysis and verbal presentation) the themes addressed in the class through analytical distance, and through limited forms of personal engagement (personal experience, issues in the news, readings from other courses, etc.).
  8. Identify the parts of a research proposal in scientific method. Apply these to your own research topics. Synthesize, framing your research topic within the constraints of the parts of a research proposal in scientific method; or, framing a research project within these terms.

## **GRADING RUBRIC FOR WRITTEN ASSIGNMENTS**

Your grades for your written assignments are made up primarily of three components: research, writing, and ideas. The three are weighted in that order.

You can go a long way with meticulous RESEARCH into our readings, perfectly formed footnotes, and perfectly formed reference lists. No outside sources for abstracts or final essay, and minimal outside sources are allowed for journal entries (more details in class). I provide a style guide to help with footnotes, reference list, and some basic comma issues. But that will not take you to an A or A+.

Your WRITING should be well organized, coherent, grammatically correct, and follow a certain political science model. At the ideal, it should also be smooth and polished. The political science model entails writing in a way that is to the point, direct, succinct, active voice, avoids passive voice wherever possible, avoids generalizations, and stays very grounded in the readings (and their details, where appropriate), while remaining polished in terms of writing. An outline of it will be provided in class.

IDEAS means that, once you have effectively and accurately explained the main argument or take-home message of our reading(s) using the political science model just mentioned, you can then move to the third step, which is to develop your own analytical ideas about what really matters in the readings. That is, what should the reader of your abstract/journal/essay take home as the central point from your essay about the readings?

All of this applies to your research paper or research proposal in that it must follow the outline described in class; and within that it should include the research, writing, and ideas components discussed above.

When you have effectively achieved strong skills in all three areas, research, writing, and ideas, you can expect an A+ grade on written assignments in this class.

Note: If you have writing issues that you know about with regard to grammar, syntax, style, English language, etc., I recommend going to the Writing Lab (address at end of syllabus) with your first few written assignments to get comments from the lab before turning them in to me. You are also welcomed to bring them to office hours for feedback.

## GRADING SCALE

A 93-100	C 73-76
A- 90-92	C - 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+ 77-79	E Below

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## READING SCHEDULE

Note, each student will be assigned two individual presentations, one of a primary text in a 10-15-minute presentation, and one of an e-reserves reading. Those presentations will be on different days for any one student. Students will be asked to help lead the discussion of the reading on which they give a presentation.

### **I. Weapons of the Weak and Power: Power and Politics in Grassroots, Community, and/or Elite Forms**

#### **WEEK 1 Introductions; And Sections In A Scientific Method Research Proposal – Why and How Do They Relate to Case Study Research?**

- Main text: Scott, James *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven,CT: Yale University Press, 1987. (Southeast Asia)
- E-reserves chapter: Jacques Derrida, Chapter 1, “Force and Signification”
- E-reserves chapter: Emile Durkheim, “On Mechanical Solidarity, or Solidarity by Similarities” in *Division of Labor in Society*

#### **WEEK 2 Thick Description; Political Ethnography; and Finding Political Patterns in Remote, Less-Powerful Settings**

- Main texts: Scott, James *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven,CT: Yale University Press, 1987 (Southeast Asia)
- E-reserves chapter: Antonio Gramsci, “The Intellectuals” in *Selections from Prison Notebooks*, 2005

### **WEEK 3 Identifying Power Relationships in Grassroots and Elite Contexts at The Micro-Level – Which Comes First, Economic Development or Institutional Development for Robust Civil Society?**

- Main text: Reese, Ashanté *Black Food Geographies: Race, Self-Reliance, and Food Access in Washington, D.C.* Chapel Hill, NC: University of North Carolina Press, 2019. (U.S.)
- E-reserves chapter: Samuel Huntington, Chapter 3 in *Political Order and Changing Societies*

### **WEEK 4 Control, Resistance, and the Power of Naming**

- Main text: Reese, Ashanté *Black Food Geographies: Race, Self-Reliance, and Food Access in Washington, D.C.* Chapel Hill, NC: University of North Carolina Press, 2019. (U.S.)
- E-reserves chapter: Franz Kafka, “The Penal Colony,” 1919

### **WEEK 5 Power and Naming**

- E-reserves chapter: Pierre Bourdieu, “Identity and Representation” in *Language and Symbolic Power*

### **Summary Discussion of Weapons of the Weak/Power Section**

#### **Papers Round Table 1**

#### **DRAFT 1 of Final Paper Due**

## **II. Ritual Politics**

### **WEEK 6 Ritual, Individual and Community Transformation, and Performativity**

- Main Text: Victor Turner, *The Ritual Process: Structure and Anti-Structure*. Second Printing. New Brunswick, NJ: Aldine Transaction Publishers, 2008, 1969. (Africa)
- E-reserves chapter: Erving Goffman, Chapter 1, “Performances” in *The Presentation of the Self in the Everyday*

#### **Peer Review 1 Due (Written)**

### **WEEK 7 Ritual and Identity**

- Main Text: Victor Turner, *The Ritual Process: Structure and Anti-Structure*. Second Printing. New Brunswick, NJ: Aldine Transaction Publishers, 2008, 1969. (Africa)
- E-reserves chapters: Margaret Mead, pps. 12-15, 29-41 (in *Coming of Age in Samoa*, 2001)

#### **Peer Reviews Due (written)**

### **WEEK 8 Ritual and Identity: Sacrilege, Uncleaness, Purification and Cleanness**

- Bastien, Joseph, *Mountain of the Condor: Metaphor and Ritual in an Andean Ayllu*. Long Grove, IL: Waveland Press, 1985. (South America)
- E-reserves chapter: Mary Douglas, Chapter 2, “Secular Defilement”

### **WEEK 9 Narrative Performance and Ritual in Politics**

- Main text: Joseph, *Mountain of the Condor: Metaphor and Ritual in an Andean Ayllu*. Long Grove, IL: Waveland Press, 1985. (South America)
- E-reserves chapter: Michel Foucault, “Panopticism,” chapter 3 in *Discipline and Punish*, 1995

### **WEEK 10**

#### **Papers Round Table 2**

#### **Draft 2 of Research Proposal/Paper Due**

**Peer Reviewers provide feedback from draft 1 and current presentation**

### **III. Nationalism, Official Nationalism, and Communities**

#### **WEEK 11 Nationalism, Official Nationalism, Cultural Artifacts, and Imagination**

- Main text: Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York: Verso, 2016.
- E-reserves chapters: Barrington Moore, “The Communist Party of the Soviet Union: 1944: A Study in Elite Formation and Function” in *American Sociological Review*, 1944; and
- Marc Galanter, “Why the ‘Haves’ Come Out Ahead: Speculation on the Limits of Legal Change” in *In Litigation*, Silbey and Kritzer, eds. Palo Alto, CA: Stanford University Press, 2003.

#### **WEEK 12 Government Politics and People (E.G., Communities)**

- Main text: Cramer, Katherine, *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago, IL: University of Chicago Press, 2016. (U.S.)
- E-reserves chapter: Teresa Mares, “Conclusion” in *Life on the Other Border: Farmers and Food Justice in Vermont*. Berkeley, CA: University of California Press, 2019; and
- Eisenstein, Flemming, and Nardulli, chapter on courts functioning as communities in *The Contours of Justice: Communities and their Courts*, 1999.

#### **WEEK 13 Fields of Power and Resistance**

- Main text: Cramer, Katherine, *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago, IL: University of Chicago Press, 2016. (U.S.)
- E-reserves chapter: Pierre Bourdieu, “The Force of Law: Toward a Sociology of the Juridical Field.” (If we take from Durkheim on mechanical vs. organic solidarity that political authority asserts its power through law, and the way authorities use law changes and may move away from commonly held community norms over time, Bourdieu analyzes law as a field of power and authority, and possibly one of symbolic violence. Can we exit the hegemonic system? Can we change it from within? Or will it subsume and change us? Is it possible to change, reform, or act outside of the influence of a hegemonic field?)

#### IV. Tribes and Traditionalism Versus (and Within) Modern and Modernist Politics

##### WEEK 14 Traditional Social Communities and the Gaze in Late-Modern Settings

- Main text: Hart, David M. *Tribe and Society in Rural Morocco*. New York: Routledge Press, 2014. (1999) (Middle East and North Africa [MENA])
- E-reserves chapter: Timothy Mitchell, Chapter 1, “Egypt at the Exhibition” in *Colonising Egypt*; and Timothy Mitchell, “The Limits of the State,” *APSR*, 1991

##### WEEK 15 Tribes, Traditionalism, and Religion versus (and within) Modernist and Secular Politics

- Main text: Simone Raudino and Patricia Sohn, eds. *Beyond the Death of God: Religion in 21<sup>st</sup> Century International Politics*. Ann Arbor, MI: University of Michigan Press, Forthcoming May 2022. (Africa, Europe, MENA, South Asia, East Asia)
- E-reserves chapter: Peter Berger, “Secularism in Retreat”; and Robert Bellah, “Civil Religion in America”

##### WEEK 16 (half-week in Fall)

- Conclusions

##### Papers Round Table 3

##### TERM PAPER DUE TUESDAY OF FINALS WEEK

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##### UF and Course Policies

- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies \(Links to an external site.\)](#).
- Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center \(Links to an external site.\)](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
- Current UF grading policies for assigning grade points. See: [link to the university grades and grading policies \(Links to an external site.\)](#).
- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner \(Links to an external site.\)](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). [Summaries of course evaluation results are available to students here.](#)



- Materials and Supplies Fees: Books and e-reserves. E-Reserves should not cost money; if you are asked to pay for an article on e-reserves, please contact the professor immediately. One film is also listed in “Texts” and in the reading schedule; it is optional.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies (Links to an external site.).
- This is an in-person class. If you are sick, you may be able to attend via Zoom with an excuse. You may or may not be able to participate via Zoom; and, please note that sometimes there is a problem with the Zoom connection. You may not use Zoom to attend regularly.
- Please Be Advised: Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. Note, also, I do not usually video record the class and do not guarantee video recordings to be available; please see me if you need a class to be recorded for extenuating circumstances.
- Please note recommendations for preferred methods for public and private communication regarding the course: If you are on Zoom, please keep the audio on “mute” if you are not speaking about something related to class. It is best to keep your audio on “mute” unless you are speaking to the class. Please note that when you are not on “mute,” all sound from your computer can be heard by everyone in the class and may be recorded, as noted immediately above. Please use the “raise hand” feature on Zoom to ask to speak in class; please be as respectful as possible to all students and faculty when speaking; please keep comments related to the readings and course materials, or other course items. Your participation and speaking in class are welcomed and encouraged. Just keep these guidelines in mind.
- For technical computer or Canvas issues, please visit the helpdesk website call 392-4357.
- Please do not be late to class. Please keep cell phones on mute during class.
- UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Honor Code. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
- Office hours will be via Zoom, phone, and in-person by appointment until further notice. If you come to office hours in person, remember:

- Any requirement to wear face coverings will follow current University guidelines. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution. Follow your instructor's guidance on how to enter and exit the office for office hours.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.](#)

## CAMPUS RESOURCES

### Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

### Academic Resources

*E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)