

Area Studies And Social Science Strategies For Understanding Middle East Politics

The assumption still made in much social science research that Europe provides a universal model of development is fundamentally mistaken, according to R. Bin Wong. The solution is not, however, simply to reject Eurocentric norms but to build complementary perspectives, such as a Sinocentric one, to evaluate current understandings of European developments. A genuinely comparative perspective, he argues, will free China from wrong expectations and will allow those working on European problems to recognize the distinct character of Western development.

A frequent criticism of contemporary political science is that empirical research too seldom is combined with in-depth inquiry into the philosophical, historical, and legal foundations of the societies it seeks to understand. Others suggest that political scientists specializing in U.S. government too rarely collaborate with those who study other countries. The contributions in this volume belie these claims. The authors, all colleagues, students, and friends of Henry W. Ehrmann, represent the U.S., France, Germany, and Canada, the four countries in which Dr. Ehrmann has lived. The essays reflect the breadth and scope of Ehrmann's work as a teacher, scholar, and political activist. The contributions to this volume cover a broad range of topics, among them political theory and methodology of comparative politics and the interrelationships of economic, social, historical, and political developments, and include theoretically oriented studies of such problems as interest group politics, political culture, and parties. Integrating constitutional law and political philosophy with comparative sociological and historical research and theory, Henry Ehrmann's approach to teaching and research sets an excellent example for the contemporary study of political science.

Drawing on social science conversations at a lively café in Bristol, this highly original book explores the value of public engagement in a wider social science context. The chapters range from themes such as the dialogic character of the social sciences, pragmatism in responses, and the underpinnings of managerial approaches to the restructuring of higher education. The first part reflects upon the different social and political inflections of public engagement. It is followed by chapters based upon talks at the café that were concerned with public engagement and the contribution of social science to a reflexive understanding of the dilemmas and practices of daily life. Together, the contributors offer a refreshing look at the role of social science in the societies it examines.

In the post-World War II era, the emergence of 'area studies' marked a signal development in the social sciences. As the social sciences evolved methodologically, however, many dismissed area studies as favoring narrow description over general theory. Still, area studies continues to play a key, if unacknowledged, role in bringing new data, new theories, and valuable policy-relevant insights to social sciences. In Comparative Area Studies, three leading figures in the field have gathered an international group of scholars in a volume

that promises to be a landmark in a resurgent field. The book upholds two basic convictions: that intensive regional research remains indispensable to the social sciences and that this research needs to employ comparative referents from other regions to demonstrate its broader relevance. Comparative Area Studies (CAS) combines the context-specific insights from traditional area studies and the logic of cross- and inter-regional empirical research. This first book devoted to CAS explores methodological rationales and illustrative applications to demonstrate how area-based expertise can be fruitfully integrated with cutting-edge comparative analytical frameworks.

Strategies for Understanding Middle East Politics

Supporting Research in Area Studies

A Guide for Academic Libraries

Advances and Emerging Issues

Localizing Knowledge in a Globalizing World

Social Theory and Regional Studies in the Global Age

The Role of Social Research in Politics, Policy and Practice

This collection identifies the challenges facing area studies as an organized intellectual project in this era of globalization, focusing in particular on conceptual issues and implications for pedagogical practice in Asia and the Pacific. The crisis in area studies is widely acknowledged; various prescriptions for solutions have been forthcoming, but few have also pursued practical applications of critical ideas for both teachers and students. Remaking Area Studies not only makes the case for more culturally sensitive and empowering forms of area studies, but indicates how these ideas can be translated into effective student-centered learning practices through the establishment of interactive regional learning communities. This pathbreaking work features original contributions from leading theorists of globalization and critics of area studies as practiced in the U.S. Essays in the first part of the book problematize the accepted categories of traditional area-making practices. Taken together, they provide an alternative conceptual framework for area studies that informs the subsequent contributions on pedagogical practices. To incorporate critical perspectives from the "areas studied," chapters examine the development of area studies programs in Japan and the Pacific Islands. Not surprisingly, given the lessons learned from critical examinations of area studies in the U.S., there are competing, state, institutional, and intellectual perspectives involved in each of these contexts that need to be taken into account before embarking on an interactive and collaborative area studies across Pacific Asia. Finally, area studies practitioners reflect on their experiences developing and teaching interactive, web-based courses linking classrooms in six universities located in Hawai'i, Singapore, the Philippines, Japan, New Zealand, and Fiji. These collaborative on-line teaching and learning initiatives were designed specifically to address some of the conceptual and theoretical concerns associated with the production and dissemination of contemporary area studies knowledge. Multiauthored chapters draw useful lessons for international collaborative learning in an era of globalization, both in

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terms of their successes and occasional failures. Uniquely combining theoretical, institutional, and practical perspectives across the Asia Pacific region, Remaking Area Studies contributes to a rethinking and reinvigorating of regional approaches to knowledge formation in higher education. Contributors: Conrado Balabat, Lonny Carlile, T. C. Chang, Hezekiah A. Concepcion, Arif Dirlik, Jeremy Eades, Gerard Finin, Jon Goss, Peter Hempenstall, Lily Kong, Lisa Law, Martin W. Lewis, Robert Nicole, Neil Smith, Teresia Teaiwa, Ricardo Trimillos, Christine Yano, Terence Wesley-Smith.

This book presents and discusses the logic and method of social science research adapted mainly for instruction at Arab universities and for research in Arab countries, but with applicability beyond the region. It illustrates major concepts and methods pertaining to research with examples of previous studies carried out in the Arab world and with exercises using Arab Barometer and other datasets. The book situates itself between a regular methods textbook and an annotated list of major concepts and methods, and includes an introduction, three chapters, and four appendices.

In Comparative Area Studies, the editors and contributors are motivated by two basic convictions: first, that intensive regional research remains indispensable to the social sciences; and second, that this research risks becoming marginalized in the absence of concerted efforts to link it to disciplinary concepts and theories that have relevance beyond a single region.

Supporting Research in Area Studies: A Guide for Academic Libraries focuses on the study of other countries or regions of the world, crossing traditional disciplinary boundaries in the humanities and social sciences. The book provides a comprehensive guide for academic libraries supporting communities of researchers, exploring the specialist requirements of these researchers in information resources, resource discovery tools, information skills, and the challenges of working with materials in multiple languages. The book makes the case that adapting systems and procedures to meet these needs will help academic libraries be better placed to support their institutions' international agenda. Early chapters cover the academic landscape, its history, area studies, librarianship, and acquisitions. Subsequent chapters discuss collections management, digital products, and the digital humanities, and their role in academic projects, with final sections exploring information skills and the various disciplinary skills that facilitate the needs of researchers during their careers. Describes the nature of area studies research and the traditional strengths of area studies librarianship in supporting inter- and trans-disciplinary research Applies the latest thinking in research support in university libraries to the specific needs of the area studies research community in the United Kingdom and United States Explores how internationalizing systems and processes can bring broader benefits to the university as a whole Analyzes the particular issues caused by working with content and systems in multiple languages

Beyond Growth

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Challenges for History, Politics and International Relations in the 21st Century
Seeing the World

The Rebirth of Area Studies

Methodological Rationales and Cross-Regional Applications

Applying Social Science

Teaching and Learning across Asia and the Pacific

This is a study of peasant-state relations and village politics as they have evolved in response to the state's attempts to control the division of the harvest and extract the state-defined surplus. To provide the reader with a clearer sense of the evolution of peasant-state relations over almost a forty-year period and to highlight the dramatic changes that have taken place since 1978, I have divided my analysis into two parts: Chapters 2 through 7 are on Maoist China, and chapters 8 and 9 are on post-Mao China. The first part examines the state's grain policies and patterns of local politics that emerged during the highly collectivized Maoist period, when the state closed free grain markets and established the system of unified purchase and sales (tonggou tongxiao). The second part describes the new methods for the production and division of the harvest after 1978, when the government decollectivized agriculture and abolished its unified procurement program.

Heralding a push for higher education to adopt a more global perspective, the term "globalizing knowledge" is today a popular catchphrase among academics and their circles. The complications and consequences of this desire for greater worldliness, however, are rarely considered critically. In this groundbreaking cultural-political sociology of knowledge and change, Michael D. Kennedy rearticulates questions, approaches, and case studies to clarify intellectuals' and institutions' responsibilities in a world defined by transformation and crisis. *Globalizing Knowledge* introduces the stakes of globalizing knowledge before examining how intellectuals and their institutions and networks shape and are shaped by globalization and world-historical events from 2001 through the uprisings of 2011–13. But Kennedy is not only concerned with elaborating how wisdom is maintained and transmitted, he also asks how we can recognize both interconnectedness and inequalities, and possibilities for more knowledgeable change within and beyond academic circles. Subsequent chapters are devoted to issues of public engagement, the importance of recognizing difference and the local's implication in the global, and the specific ways in which knowledge, images, and symbols are shared globally. Kennedy considers numerous case studies, from historical happenings in Poland, Kosovo, Ukraine, and Afghanistan, to today's energy crisis, Pussy Riot, the Occupy Movement, and beyond, to illuminate how knowledge functions and might be used to affect good in the world.

This Volume Seeks To Ascertain From Indian Scholars And Retired Diplomats View Why International/Area Studies Has Not Spread Adequately Half A Century After Independence And Seeks To Make A Lengthy Assessment Of The Reasons/Explanations Therefore.

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Research Methodology for Social Sciences provides guidelines for designing and conducting evidence-based research in social sciences and interdisciplinary studies using both qualitative and quantitative data. Blending the particularity of different sub-disciplines and interdisciplinary nature of social sciences, this volume: Provides insights on epistemological issues and deliberates on debates over qualitative research methods; Covers different aspects of qualitative research techniques and evidence-based research techniques, including survey design, choice of sample, construction of indices, statistical inferences and data analysis; Discusses concepts, techniques and tools at different stages of research, beginning with the design of field surveys to collect raw data and then analyse it using statistical and econometric methods. With illustrations, examples and a reader-friendly approach, this volume will serve as a key reference material for compulsory research methodology courses at doctoral levels across different disciplines, such as economics, sociology, women's studies, education, anthropology, political science, international relations, philosophy, history and business management. This volume will also be indispensable for postgraduate courses dealing with quantitative techniques and data analysis.

Public Engagement and Social Science

Globalizing Knowledge

Knowledge Production after the Mobility Turn

Remaking Area Studies

Area Studies and the Disciplines

Toward a New International Studies

The Next Stage in Language and Area Studies

This book explores how the social sciences became entangled with the global Cold War. While duly recognizing the realities of nation states, national power, and national aspirations, the studies gathered here open up new lines of transnational investigation. Considering developments in a wide array of fields - anthropology, development studies, economics, education, political science, psychology, science studies, and sociology - that involved the movement of people, projects, funding, and ideas across diverse national contexts, this volume pushes scholars to rethink certain fundamental points about how we should understand - and thus how we should study - Cold War social science itself.

This report examines language and area competencies, research, campus-based and national organizations, and library and information resources. It concludes that the combined federal and private resources invested over several decades have created an immensely valuable national resource in language and area studies, one unrivaled anywhere in the world. The period growth and expansion, however, has come to an end. Important parts of this national resource have are in clear danger of serious decline. Furthermore, vital gaps exist in both the research and

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teaching components of language and area studies programs. Present funding mechanisms are inflexible and inadequate. Capacities, now missing, to monitor the cross-sectional nature of the field and to allocate resources in ways better suited to the nation's needs for language and area expertise are required. The report recommends some new programs and modifications of existing ones in those government agencies and private organizations most interested in these areas. It calls for relatively small but carefully targeted investments.

In this collection of essays, we reflect on what it means to practise the social sciences in the twenty-first century. The book brings together leading social scientists from the Asia-Pacific region. We argue for the benefit of dialogue between the diverse theories and methods of social sciences in the region, the role of the social sciences in addressing real-world problems, the need to transcend national boundaries in addressing regional problems, and the challenges for an increasingly globalised higher education sector in the twenty-first century. The chapters are a combination of theoretical reflections and locally focused case studies of processes that are embedded in global dynamics and the changing geopolitics of knowledge. In an increasingly connected world, these reflections will be of global relevance.

Under globalization, the project of area studies and its relationship to the fields of cultural, ethnic, and gender studies has grown more complex and more in need of the rigorous reexamination that this volume and its distinguished contributors undertake. In the aftermath of World War II, area studies were created in large part to supply information on potential enemies of the United States. The essays in *Learning Places* argue, however, that the post-Cold War era has seen these programs largely degenerate into little more than public relations firms for the areas they research. A tremendous amount of money flows—particularly within the sphere of East Asian studies, the contributors claim—from foreign agencies and governments to U.S. universities to underwrite courses on their histories and societies. In the process, this volume argues, such funds have gone beyond support to the wholesale subsidization of students in graduate programs, threatening the very integrity of research agendas. Native authority has been elevated to a position of primacy; Asian-born academics are presumed to be definitive commentators in Asian studies, for example. Area studies, the contributors believe, has outlived the original reason for its construction. The essays in this volume examine particular topics such as the development of cultural studies and hyphenated studies (such as African-

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American, Asian-American, Mexican-American) in the context of the failure of area studies, the corporatization of the contemporary university, the prehistory of postcolonial discourse, and the problematic impact of unformulated political goals on international activism. Learning Places points to the necessity, the difficulty, and the possibility in higher education of breaking free from an entrenched Cold War narrative and making the study of a specific area part of the agenda of education generally. The book will appeal to all whose research has a local component, as well as to those interested in the future course of higher education generally. Contributors. Paul A. Bové, Rey Chow, Bruce Cummings, James A. Fujii, Harry Harootunian, Masao Miyoshi, Tetsuo Najita, Richard H. Okada, Benita Parry, Moss Roberts, Bernard S. Silberman, Stefan Tanaka, Rob Wilson, Sylvia Yanagisako, Mitsuhiro Yoshimoto

Community, Place, Identity

Methodological Rationales and Cross-regional Applications

The Social Sciences in the Asian Century

Cold War Social Science

Latin American "area studies" in Sociology: Nationalism and Social Science

Area Studies and Social Science

Social Science Research in the Arab World and Beyond

Writing about ideas, John Maynard Keynes noted that they are "more powerful than is commonly understood. Indeed the world is ruled by little else." One would expect, therefore, that political science--a discipline that focuses specifically on the nature of power--would have a healthy respect for the role of ideas. However, for a variety of reasons--not least of which is the influence of rational choice theory, which presumes that individuals are self-maximizing rational actors--this is not the case, and the literature on the topic is fairly thin. As the stellar cast of contributors to this volume show, ideas are in fact powerful shapers of political and social life. In *Ideas and Politics in Social Science Research*, Daniel B. Land and Robert Henry Cox have gathered leading scholars from a variety of subdisciplines in political science and sociology to provide a general overview of the theoretical, empirical, and methodological issues raised by social science research on ideas and politics. Throughout, they hone in on three central questions. What is the theoretical basis for studying ideas in politics? What are the best methods? What sort of empirical puzzles can be solved by examining ideas and related phenomena such as discourse, policy paradigms, and framing processes? In sum, this is a state-of-the-art academic work on both the role of ideas in politics and the analytical utility that derives from studying them.

Now in its third edition, this essential guide to basic reference sources in

the social sciences provides evaluative entries for approximately 1,600 works in anthropology, business, economics, education, geography, history, law, political science, psychology, and sociology. The first part of the book includes chapters on general sources, while the second contains chapters on reference works in particular disciplines. Most titles published before 1980, which appear in the second edition, have been dropped, while a large number of electronic sources, including more than 200 web sites, have been added. In recognition of the proliferation of electronic information resources, the volume provides brief descriptions of the features and search methods of several online vendors.

This edited collection investigates what progress has been made in the field of social demography in South Africa since the democratic dispensation in the country. Contributors offer a compilation of in-depth analytical studies of substantive, technical and contemporary issues in the South African demographic landscape. Accessible and topical, it is a useful reference guide to those working in disciplines such as sociology, geography, statistics and economics, and to all those trying to understand the role of national statistical agency in national development planning in Africa. This book project is funded by Statistics South Africa, Pretoria, South Africa.

In this pioneering volume, leading scholars from a diversity of backgrounds in the humanities, social sciences, and different area studies argue for a more differentiated and self-reflected role of area-based science in global knowledge production. Considering that the mobility of people, goods, and ideas make the world more complex and geographically fixed categories increasingly obsolete, the authors call for a reflection of this new dynamism in research, teaching, and theorizing. The book thus moves beyond the constructed divide between area studies and systematic disciplines and instead proposes methodological and conceptual ways for encouraging the integration of marginalized and often overseen epistemologies. Essays on the ontological, theoretical, and pedagogical dimension of area studies highlight how people's everyday practices of mobility challenge scholars, students, and practitioners of inter- and transdisciplinary area studies to transcend the cognitive boundaries that scholarly minds currently operate in.

How US Universities Make Knowledge in a Global Era

The Social and Human Sciences in Global Power Relations

The Political Economy of Village Government

Area Studies at the Crossroads

The Contributions of Research in Africa to the Social Sciences and Humanities

Beyond the Area Studies Wars

Knowledge Production, Area Studies and Global Cooperation

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Social research is certainly engaged in the construction of evidence, but it also plays a crucial role in a range of other governance processes. All of these processes are dealt with in this book.

Tourism Studies and the Social Sciences aims to provide students with a wider understanding of and grounding in the theories of the social sciences that tourism studies have been built upon.

Area Studies became increasingly common after World War II as a means of responding to perceived 'external threats' from the Soviet Union and China. After the Cold War and in the face of increasingly rapid globalisation, it seemed inevitable that Area Studies – institutionally and intellectually – would slowly degenerate. But this has not been the case, and there has recently been a resurgence of interest in it as an effective and positive research paradigm.

Responding to this renewed interest, this book brings together an esteemed group of contributors at the cutting edge of the field to consider the state of Area Studies today and its prospects for the future. The Rebirth of Area Studies demonstrates that numerous aspects of the research paradigm in fact recommend it as well-suited for the present moment and the challenges posed by globalisation, both as a means to overcome disciplinary limitations and to increase self-reflexivity. Area Studies research is grounded in place-specific knowledge, yet by definition it transcends nation as the basic unit of analysis and thus empowers comparative and trans-national approaches. This book outlines a new, critical Area Studies for the 21st century – self-reflexive, aware of its limitations and conscious of its origins in geopolitical, strategic or ideological considerations – and is essential reading for historians, geographers and political scientists.

The classic work on qualitative methods in political science Designing Social Inquiry presents a unified approach to qualitative and quantitative research in political science, showing how the same logic of inference underlies both. This stimulating book discusses issues related to framing research questions, measuring the accuracy of data and the uncertainty of empirical inferences, discovering causal effects, and getting the most out of qualitative research. It addresses topics such as interpretation and inference, comparative case studies, constructing causal theories, dependent and explanatory variables, the limits of random selection, selection bias, and errors in measurement. The book only uses mathematical notation to clarify concepts, and assumes no prior knowledge of mathematics or statistics. Featuring a new preface by Robert O. Keohane and Gary King, this edition makes an influential work available to new generations of qualitative researchers in the social sciences.

*Recasting the Area Studies Debate
Ideas and Politics in Social Science Research
Historical Change and the Limits of European Experience
A Guide for Students, Instructors and Researchers
Social Demography of South Africa
Comparative Area Studies
Area Studies in the Global Age*

Area Studies and Social Science Strategies for Understanding Middle East Politics Indiana University Press

"The volume edited by Mark Tessler addresses a set of critical issues confronting all social scientists whose field of inquiry is extra-American.... Tessler and his contributors succeed admirably in their goal." —American Historical Review How should scholars construct knowledge about politics, economics, and international relations in major world regions? According to the contributors to this lively volume, the conflicting approaches of regional specialists and discipline-oriented social scientists must be combined to provide a firm foundation for studying the contemporary politics of the Middle East. Contributors are Lisa Anderson, Anne Banda, Laurie A. Brand, Laura Zittrain Eisenberg, John P. Entelis, Clement M. Henry, Magda Kandil, Baghat Korany, Jodi Nachtwey, Augustus Richard Norton, and Mark Tessler.

Experts in anthropology, geography, economics, political science, history, sociology, and language assess the present status of the field of international studies.

Field Notes reconstructs the origins and trajectory of area studies in the United States, focusing on Middle East studies from the 1920s to the 1980s. Drawing on extensive archival research, Zachary Lockman shows how the Carnegie, Rockefeller, and Ford foundations played key roles in conceiving, funding, and launching postwar area studies, expecting them to yield a new kind of interdisciplinary knowledge that would advance the social sciences while benefiting government agencies and the American people. Lockman argues, however, that these new academic fields were not simply a product of the Cold War or an instrument of the American national security state, but had roots in shifts in the humanities and the social sciences over the interwar years, as well as in World War II sites and practices. This book explores the decision-making processes and visions of knowledge production at the foundations, the Social Science Research Council, and others charged with guiding the intellectual and institutional development of Middle East studies. Ultimately, *Field Notes* uncovers how area studies as an academic field was actually built—a process replete with contention, anxiety, dead ends, and consequences both unanticipated and unintended.

Essays In Comparative Politics

China Transformed

International and Area Studies in India

What Political Science Can Learn from the Humanities

Constitutional Democracy

Africa and the Disciplines

Political Science and Area Studies, Rivals Or Partners?

This interdisciplinary volume is a new introduction to area studies in the framework of whole-world thinking. Emerging in the United States after World War II, area studies have proven indispensable to American integration in the world. They serve two main purposes: to equip future experts with rich cultural-historical and political-economic knowledge of a world area in its global context and advanced foreign language proficiency, and to provide interested readers with

well-founded analyses of a vast array of the world's communities. Area Studies in the Global Age examines the interrelation between three constructions central to any culture—community, place, and identity—and builds on research by scholars specializing in diverse world areas, including Africa; Central, East, and North Asia; Eastern and East Central Europe; and Latin America. In contrast to sometimes oversimplified, globalized thinking, the studies featured here argue for the importance of understanding particular human experience and the actual effects of global changes on real people's lives. The rituals, narratives, symbols, and archetypes that define a community, as well as the spaces to which communities attach meaning, are crucial to members' self-perception and sense of agency. Editors Edith W. Clowes and Shelly Jarrett Bromberg have put into practice the original mission of US area studies, which were intended to employ both social science and humanities research methods. This important study presents and applies a variety of methodologies, including interviews and surveys; the construction of databases; the analysis of public rituals and symbols; the examination of archival documents as well as contemporary public commentary; and the close reading and interpretation of fiction, art, buildings, cities, and other creatively produced works in their social contexts. Designed for advanced undergraduate and beginning graduate students in allied disciplines, Clowes and Bromberg's volume will also appeal to readers interested in internationally focused humanities and social sciences.

In this book the author challenges the position of statistical analysis as the main quantitative tool used in social sciences. It will of interest to social science students, researchers, and methodologists.

This volume employs new empirical data to examine the internationalization of the social sciences and humanities (SSH). While the globalization dynamics that have transformed the shape of the world over the last decades has been the subject of a growing number of scientific studies, very few such studies have set out to analyze the globalization of social and human sciences themselves. Arguing against the complacent assumption that Science is 'international by nature', this work demonstrates that the growing circulation of scholars and scientific ideas is a complex, contradictory and contested process. Arranged thematically, the chapters in this volume present a coherent exploration of patterns of transnationalization, South-North and East-West exchanges, and transnational regionalization. Further, they offer fresh insight into specific topics including the influence of the Anglo-American research infrastructure and the development of social and human sciences in postcolonial contexts. Featuring contributions from leading international scholars in the field, this work will advance the research agenda and will have interdisciplinary appeal for scholars from across the social sciences.

An in-depth look at why American universities continue to favor U.S.-focused social science research despite efforts to make scholarship more cosmopolitan. U.S. research universities have long endeavored to be cosmopolitan places, yet the disciplines of economics, political science, and sociology have remained stubbornly parochial. Despite decades of government and philanthropic investment in international scholarship, the most prestigious academic departments still favor research and expertise on the United States. Why? *Seeing the World* answers this question by examining university research centers that focus on the Middle East and related regional area studies. Drawing on candid interviews with scores of top scholars and university leaders to understand how

international inquiry is perceived and valued inside the academy, Seeing the World explains how intense competition for tenure-line appointments encourages faculty to pursue “American” projects that are most likely to garner professional advancement. At the same time, constrained by tight budgets at home, university leaders eagerly court patrons and clients worldwide but have a hard time getting departmental faculty to join the program. Together these dynamics shape how scholarship about the rest of the world evolves. At once a work-and-occupations study of scholarly disciplines, an essay on the formal organization of knowledge, and an inquiry into the fate of area studies, Seeing the World is a must-read for anyone who cares about the future of knowledge in a global era.

Designing Social Inquiry

Learning Places

The Making of Middle East Studies in the United States

The Need for Predictive Models

Making Social Sciences More Scientific

Tourism Studies and the Social Sciences

A pioneering approach to social theory that rectifies overreliance on Western historical experience of development and modernization. In this pioneering volume, leading international scholars argue for the development of a new approach to social theory that draws on regional studies for the conduct of comparative analysis in the global age. *Social Theory and Regional Studies in the Global Age* moves beyond facile generalizations based on the historical experience of modernization in the West by highlighting differences rather than similarities and contrasts rather than commonalities, and by examining civilizational processes and culturally specific developmental patterns distinctive of different world regions. Essays combine comparative and historical sociology with civilizational analysis and the study of multiple and alternative modernities. Different patterns of modernization are compared within the framework of global/local compressed communication and interaction that results from globalization. The introductory chapter puts the present effort in the context of the seminal work of three generations of comparative sociologists, and what follows is a penetrating analysis of modernization and globality, opening the way for rectifying the erasure of the historical experience of a very sizeable portion of humankind from the foundation of social theory. Saïd Amir Arjomand is Distinguished Service Professor of Sociology and Director of the Stony Brook Institute for Global Studies at Stony Brook University, State University of New York. He is the author and editor of many books, including (with Nathan J. Brown) *The Rule of Law, Islam, and Constitutional Politics in Egypt and Iran*, also published by SUNY Press.

The usefulness and political implications of Area Studies programs are currently debated within the Academy and the Administration, where they are often treated as one homogenous and stagnant domain of scholarship. The essays in this volume document the various fields' distinctive character and internal heterogeneity as well as the dynamism resulting from their evolving engagements with funders, US and international politics, and domestic constituencies. The authors were chosen for their long-standing interest in the intellectual evolution of their fields. They describe the origins and histories

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of US-based Area Studies programs, highlighting their complex, generative, and sometimes contentious relationships with the social science and humanities disciplines and their diverse contributions to the regions of the world with which they are concerned. Whereas Area Studies and cross-border cooperation research conventionally demarcates groups of people by geographical boundaries, individuals might in fact feel more connected by shared values and principles than by conventional spatial dimensions. Knowledge Production, Area Studies and Global Cooperation asks what norms and principles lead to the creation of knowledge about cross-border cooperation and connection. It studies why theories, methods, and concepts originate in one place rather than another, how they travel, and what position the scholar adopts while doing research, particularly ‘ in the field ’ . Taking case studies from Asia, the Middle East and North Africa, the book links the production of alternative epistemologies to the notion of global cooperation and reassesses the ways in which the concept of connectedness can be applied at the translocal and individual rather than the formal international and collective level. Knowledge Production, Area Studies and Global Cooperation provides an innovative and critical approach towards established means of producing knowledge about different areas of the world, demonstrating that an understanding of pluri-local connectivity should be integrated into the production of knowledge about different areas of the world and the behavioural dimension of global cooperation. By shifting the view from the collective to the individual and from the formal to often invisible patterns of connectedness, this book provides an important fresh perspective which will be of interest to scholars and students of Area Studies, Politics, International Relations and Development Studies.

The Pacific has long been a space of conquest, exploration, fantasy, and resistance. Pacific Islanders had established civilizations and cultures of travel well before European explorers arrived, initiating centuries of upheaval and transformation. The twentieth century, with its various wars fought in and over the Pacific, is only the most recent era to witness military strife and economic competition. While “ Asia Pacific ” and “ Pacific Rim ” were late twentieth-century terms that dealt with the importance of the Pacific to the economic, political, and cultural arrangements that span Asia and the Americas, a new term has arisen—the transpacific. In the twenty-first century, U.S. efforts to dominate the ocean are symbolized not only in the “ Pacific pivot ” of American policy but also the development of a Transpacific Partnership. This partnership brings together a dozen countries—not including China—in a trade pact whose aim is to cement U.S. influence. That pact signals how the transpacific, up to now an academic term, has reached mass consciousness. Recognizing the increasing importance of the transpacific as a word and concept, this anthology proposes a framework for transpacific studies that examines the flows of culture, capital, ideas, and labor across the Pacific. These flows involve Asia, the Americas, and the Pacific Islands. The introduction to the anthology by its editors, Janet Hoskins and Viet Thanh Nguyen, consider the advantages and limitations of models found in Asian studies, American studies, and Asian American studies for dealing with these flows. The editors argue that transpacific studies can draw from all three in order to provide a critical model for considering the geopolitical struggle over the Pacific, with its attendant possibilities for inequality and exploitation.

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Transpacific studies also sheds light on the cultural and political movements, artistic works, and ideas that have arisen to contest state, corporate, and military ambitions. In sum, the transpacific as a concept illuminates how flows across the Pacific can be harnessed for purposes of both domination and resistance. The anthology 's contributors include geographers (Brenda S. A. Yeoh, Weiqiang Lin), sociologists (Yen Le Espiritu, Hung Cam Thai), literary critics (John Carlos Rowe, J. Francisco Benitez, Yunte Huang, Viet Thanh Nguyen), and anthropologists (Xiang Biao, Heonik Kwon, Nancy Lutkehaus, Janet Hoskins), as well as a historian (Laurie J. Sears), and a film scholar (Akira Lippit). Together these contributors demonstrate how a transpacific model can be deployed across multiple disciplines and from varied locations, with scholars working from the United States, Singapore, Japan and England. Topics include the Cold War, the Chinese state, U.S. imperialism, diasporic and refugee cultures and economies, national cinemas, transpacific art, and the view of the transpacific from Asia. These varied topics are a result of the anthology 's purpose in bringing scholars into conversation and illuminating how location influences the perception of the transpacific. But regardless of the individual view, what the essays gathered here collectively demonstrate is the energy, excitement, and insight that can be generated from within a transpacific framework.

The Politics of Knowledge

Research Methodology for Social Sciences

The Afterlives of Area Studies

State and Peasant in Contemporary China

Transpacific Studies

Framing an Emerging Field

Intellectuals, Universities, and Publics in Transformation

African Studies, contrary to some accounts, is not a separate continent in the world of American higher education. Its intellectual borders touch those of economics, literature, history, philosophy, and art; its history is the story of the world, both ancient and modern. This is the clear conclusion of Africa and the Disciplines, a book that addresses the question: Why should Africa be studied in the American university? This question was put to distinguished scholars in the social sciences and humanities, prominent Africanists who are also leaders in their various disciplines. Their responses make a strong and enlightening case for the importance of research on Africa to the academy. Paul Collier's essay, for example, shows how studies of African economies have clarified our understanding of the small open economies, and contributed to the theory of repressed inflation and to a number of areas in microeconomics as well. Art historian Suzanne Blier uses the terms and concepts that her discipline has applied to Africa to analyze the habits of mind and social practice of her own field. Christopher L. Miller describes the confounding and enriching impact of Africa on European and American literary theory. Political scientist Richard Sklar outlines Africa's contributions to the study of political

modernization, pluralism, and rational choice. These essays, together with others from scholars in history, anthropology, philosophy, and comparative literature, attest to the influence of African research throughout the curriculum. For many, knowledge from Africa seems distant and exotic. These powerful essays suggest the contrary: that such knowledge has shaped the way in which scholars in various disciplines understand their worlds. Eloquent testimony to Africa's necessary place in the mainstream of American education, this book should alter the academy's understanding of the significance of African research, its definition of core and periphery in human knowledge. "These essays are at once exceptionally thoughtful and remarkably comprehensive. Not only do they offer an unusually interesting overview of African studies; they are also striking for the depth and freshness of their insights. This is the sort of volume from which both seasoned regional experts and students stand to learn an enormous amount."—John Comaroff, University of Chicago "These essays provide an important perspective on the evolution of African studies and offer insights into what Africa can mean for the different humanistic and social science disciplines. Many show in ingenious and subtle ways the enormous potential that the study of Africa has for confounding the main tenets of established fields. One could only hope that the strictures expressed here would be taken to heart in the scholarly world."—Robert L. Tignor, Princeton University

This book asks, 'what are the implications of blurring genres for the discipline of Political Science, and for Area Studies?' It argues novelists and playwrights provide a better guide for political scientists than the work of physicists. It restates the intrinsic value of the Humanities and Social Sciences and builds bridges between the two territories. The phrase blurring genres covers both genres of thought and of presentation. Genres of thought refers to such theoretical approaches as post structuralism, cultural studies, and especially interpretive thought. Part 1 explores genres of thought, focusing on the use of narratives. Specific examples include the narratives of post-truth political cultures; narratives in Canadian general elections; autoethnography as a new research tool; and novels as a way of understanding economic development. Part 2 emphasises genres of presentation and focuses on the visual arts. The chapters cover: photography in British political history, the architecture of American statehouses and city halls, design, comics, and using the creative arts to improve policy practice. This book is interdisciplinary and should have an appeal beyond political science to area studies specialists and others in the humanities. It is an advanced text, so it is aimed primarily at academics and postgraduates.

Localizing Knowledge in a Globalizing World takes up the challenge of how scholars can reconfigure "area-based knowledge" in response to globalization. The editors have brought together a distinguished group of scholars to recast the area studies debate by situating conventional academic disciplines in their historical and cultural contexts and by elucidating the problems of traditional area studies, thereby exposing the limitations of both in regard to new global realities. The authors reveal problems inherent in the quest by traditional disciplines for universalized formulations-and in the attention given in area studies to theoretically uninformed descriptions of, for example, religious and cultural practices and mores. Here, revised scholarly agenda is placed within new global contexts, incorporating marginalized cultures and customs into the center of academic study, and thus subverting established Western discourses that formerly functioned as the standards around which debates were conducted. In addition to area studies, this volume and the debates it illuminates constitute an important contribution to global and local studies, sociology, anthropology, and political science.

Blurring Genres

Social Science Reference Sources

Field Notes

A Practical Guide

Transnational Entanglements