

PECO 5001 – Methodologies of Political Economy (Winter 2025)  
Mondays 11:35-2:25, Dunton Tower 1524



"A Sudden Gust of Wind (After Hokusai)" by Jeff Wall, 1993

**Instructor:** David Hugill, david.hugill@carleton.ca, 613-520-2600 x8689

**Office Hours:** Mondays 14:30-15:30, Loeb B448 or by appointment

**Course Brightspace Page:** <https://brightspace.carleton.ca/d2l/home/285971>

## Course Description

This seminar prepares students to undertake a significant independent research project at the graduate level. Designed largely as a workshop, the course provides hands-on training in how to design, conduct, and produce scholarly research. Course materials provoke students to think critically about methodology and their own methodological choices as researchers. Topics include the relationship of methodology to matters of theory and evidence, as well as to epistemology and the ethics and politics of knowledge production. These concerns will also be linked to more nuts-and-bolts issues, including how to turn a broad project topic into one or more researchable questions. It sets out to expand students' awareness of the range of methodologies they might enlist in their work and provide them with tools for evaluating the research methods best suited to their own questions, training, and objects of inquiry.

You should expect the following from our work this term:

- **Active Discussion:** This is a discussion-based seminar. It is critical that you do the readings in advance and come to class prepared to discuss their contents. The success of this course hinges on active in-class engagement. The significant weight given to participation (20%) as a portion of the final grade reflects this fact.
- **Challenging material:** The weekly readings (generally about 100-150 pages in length) are challenging. You should start reading at least a few days in advance of the seminar.
- **Timely feedback:** I will do my best to return all assignments within two weeks of submission.

## Learning Outcomes

This course aims to give you opportunities to:

- Develop an in depth understanding of the mechanics of MA thesis (or MRP)
- Survey a series of methodologies and think critically about how you might take them up in your own research
- Prepare a comprehensive research plan (proposal) for your major project
- Engage in comradely classroom exchanges
- Develop high-level communication skills

## Texts & Course Materials

For a complete list of course texts, see “readings” section in the “course calendar” section of this syllabus. All readings will be available via the course ARES and Brightspace pages.

You are not required to purchase any texts.

## Course Calendar

Date	Required Readings/Recommended Readings/In Class Activities
January 6	<b>Week 1: Introductions and Discussion of Course Policies</b>  Tasks/Assignments/Commentaries <ul style="list-style-type: none"> <li>Research Trajectory Paragraph due by midnight Sunday January 12</li> </ul>
January 13	<b>Week 2: Historical Materialism and Marxist Forms of Inquiry</b>  Required Readings <ul style="list-style-type: none"> <li>Robert Heilbroner, "The Materialist Interpretation of History," in <i>Marxism: For and Against</i>, p. 61-92.</li> <li>Ellen Meiskins Wood, "The Separation of the 'Economic' and the 'Political' in Capitalism" (Chapter 1) and "Rethinking Base and Superstructure" (Chapter 2) in <i>Democracy Against Capitalism</i> (Verso, 2016)</li> <li>Karl Marx, "Preface," <i>A Contribution to the Critique of Political Economy</i> (1859) <a href="https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm">https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm</a></li> <li>Raymond Williams, "Materialism," in <i>Keywords: A Vocabulary of Culture and Society</i> (Revised Edition), p. 197-201</li> <li>(Podcast/Video), David Harvey, "Marx's Historical Materialism," David Harvey's Anti-Capitalist Chronicles, <a href="https://open.spotify.com/episode/6NOB9TR8vEJHsmGk2U3inz">https://open.spotify.com/episode/6NOB9TR8vEJHsmGk2U3inz</a> (Spotify), <a href="https://www.youtube.com/watch?v=UeibJ0S5lrM">https://www.youtube.com/watch?v=UeibJ0S5lrM</a> (Youtube), running time 29:22</li> </ul> Tasks/Assignments/Commentaries <ul style="list-style-type: none"> <li>Weekly Bibliography Additions (all)</li> <li>Student Commentaries (~ 4)</li> </ul>
January 20	<b>Week 3: Research Questions, Research Design</b>  Required Readings <ul style="list-style-type: none"> <li>Wayne Booth et al, "Part II: Asking Questions, Finding Answers," p. 29-67 (includes chapter 3 "From Topics to Questions," and Chapter 4 "From Questions to a Problem")</li> <li>Michael Watts, "The Holy Grail: In Pursuit of the Dissertation Proposal" (Berkeley Institute of International Studies, 2001), <a href="https://dusk.geo.orst.edu/prosem/PDFs/InPursuitofPhD.pdf">https://dusk.geo.orst.edu/prosem/PDFs/InPursuitofPhD.pdf</a></li> <li>William Cronon's "Learning to Do Historical Research: A Primer for Environmental Historians and Others" website at <a href="https://www.williamcronon.net/researching/questions.htm">https://www.williamcronon.net/researching/questions.htm</a> (*please spend some time exploring this resource and be sure to read the following entry):</li> </ul>

	<ul style="list-style-type: none"> <li>Hung Po-Yi and Abigail Popp, “How to Frame a Researchable Question: Putting Boundaries on Your Research,” <a href="https://www.williamcronon.net/researching/questions.htm">https://www.williamcronon.net/researching/questions.htm</a></li> </ul> <p>In Class Workshops</p> <ul style="list-style-type: none"> <li>Faculty Panel 1: Developing an Effective Research Question (13:15-14:30), with Prof. Emilie Cameron (Geography and Environmental Studies), Prof. Lisa Mills (Public Policy and Administration), and Prof. William Walters (Political Science, Sociology and Anthropology).</li> </ul> <p>Tasks/Assignments/Commentaries</p> <ul style="list-style-type: none"> <li>Weekly Bibliography Additions (all)</li> <li>Student Commentaries (~4)</li> </ul>
January 27	<p><b>Week 4: The Methodological Big Picture</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>C. Wright Mills, “On Intellectual Craftsmanship (Appendix),” in <i>The Sociological Imagination</i>, p. 195-226.</li> <li>Katherine McKittrick, “The Smallest Cell Remembers a Sound,” in <i>Dear Science and Other Stories</i> (Duke University Press, 2021), p. 35-57.</li> <li>Nicholas Blomley, “Uncritical Critical Geography?,” <i>Progress in Human Geography</i> 30 (2006), p. 87-94.</li> <li>Wendy Belcher, “Giving, Getting, and Using Others’ Feedback,” in <i>Writing Your Journal Article in 12 Weeks</i>, p. 221-234.</li> </ul> <p>In Class Workshops</p> <ul style="list-style-type: none"> <li>Peer Review Meeting 1 (last 30 minutes of class)</li> </ul> <p>Tasks/Assignments/Commentaries</p> <ul style="list-style-type: none"> <li>A1 (“Provisional Research Question”) due Thursday January 30 at midnight (bring your draft or working doc to class for peer review exchange)</li> <li>Weekly Bibliography Additions (all)</li> <li>Student Commentaries (~3)</li> </ul>
February 3	<p><b>Week 5: Access, Ethics, Research in Settler Colonial Milieux</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Andrew Crosby and Jeffrey Monaghan, <i>Policing Indigenous Movements: Dissent and the Security State</i> (Fernwood, 2018), selections.</li> <li>Audra Simpson, “On Ethnographic Refusal: Indigeneity, ‘Voice’, and Colonial Citizenship,” in <i>Junctures: The Journal of Thematic Dialogue</i> 9: 67-80.</li> </ul>

	<ul style="list-style-type: none"> <li>Eve Tuck, "Suspending Damage: A Letter to Communities," <i>Harvard Educational Review</i> 79 (2009), p. 409-427.</li> </ul> <p>In Class Workshops</p> <ul style="list-style-type: none"> <li>Access to Information Requests (13:00-14:00), with Dr. Andrew Crosby (Geography and Environmental Studies)</li> </ul> <p>Tasks/Assignments/Commentaries</p> <ul style="list-style-type: none"> <li>Weekly Bibliography Additions (all)</li> <li>Student Commentaries (~4)</li> </ul>
February 10	<p><b>Week 6: Comparison, Scope</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Jamie Peck, "Cities Beyond Compare?," <i>Regional Studies</i> 49 (2015), p.160-182.</li> <li>Stefan Kipfer, "Comparison and Political Strategy: Internationalism, Colonial Rule and Urban Research After Fanon," <i>Urban Studies</i> 59 (2022), p.1636-1654.</li> <li>Gillian Hart, "Relational Comparison Revisited: Marxist Postcolonial Geographies in Practice," in <i>Progress in Human Geography</i> 42 (2018), p. 317-394.</li> <li>Kevin Haggerty and Aaron Doyle, "Cover Everything," in <i>57 Ways to Screw Up in Grad School</i> (University of Chicago Press, 2015), p.96-98.</li> <li>Liese Dart and Brian Hamilton, "Positioning Your Argument in a Wider Literature," <a href="https://www.williamcronon.net/researching/positioning.htm">https://www.williamcronon.net/researching/positioning.htm</a></li> </ul> <p>In Class Workshops</p> <ul style="list-style-type: none"> <li>Faculty Panel 2: Narrowing Scope, Setting Parameters (13:15-14:30), with Ania Zbyszewska (Law and Legal Studies), Justin Paulson (Institute of Political Economy), and Graeme Auld (School of Public Policy and Public Administration)</li> </ul> <p>Tasks/Assignments/Commentaries</p> <ul style="list-style-type: none"> <li>Weekly Bibliography Additions (all)</li> <li>Student Commentaries (~3)</li> </ul>
<b>Winter Reading Break (February 17-21)</b>	
February 24	<p><b>Week 7: Conjuncture</b></p> <ul style="list-style-type: none"> <li>Stuart Hall and Doreen Massey, "Interpreting the Crisis," <i>Soundings</i> 44 (2010), p. 57-71.</li> <li>Jamie Peck, "Practicing Conjunctural Methodologies: Engaging Chinese Capitalism," in <i>Dialogues in Human Geography</i> 14 (2023), p. 461-482.</li> <li>Han Cheng and Ruben Gonzalez-Vicente, "For Conjunctural Geography: From Method to Counter-Hegemonic Practice, in <i>Dialogues in Human Geography</i> 14 (2023), p. 488-493.</li> </ul>

	<ul style="list-style-type: none"> <li>• Shaun SK Teo, "Practice Makes Perfect: Approaching Chinese State Entrepreneurialism Conjuncturally," <i>Dialogues in Human Geography</i> 14 (2023), p. 494-498.</li> <li>• Colin Lorne et al, "Thinking Conjuncturally, Looking Elsewhere," <i>Dialogues in Human Geography</i> 14 (2023), p. 499-503.</li> <li>• Jamie Peck, "Articulating Conjunctural Analysis," <i>Dialogues in Human Geography</i> 14 (2023), p. 504-508.</li> <li>• Gillian Hart, "Enabling Connections: Relational Comparison in a Global Conjunctural Frame," in <i>The Routledge Handbook of Comparative Global Urban Studies</i> (Routledge, 2023), p. 289-299.</li> </ul> <p>In Class Workshops</p> <ul style="list-style-type: none"> <li>• Peer Review Meeting 2 (last 30 minutes of class)</li> </ul> <p>Tasks/Assignments/Commentaries</p> <ul style="list-style-type: none"> <li>• A2 (Provisional Literature Review or Data Set Exercise) due Thursday February 27 at midnight</li> <li>• Weekly Bibliography Additions (all)</li> <li>• Student Commentaries (~5)</li> </ul>
March 3	<p><b>Week 8: Discourse</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• Teun A Van Dijk, "Critical Discourse Analysis," in <i>The Handbook of Discourse Analysis</i>, 2<sup>nd</sup> Edition (Wiley, 2015), 466-485.</li> <li>• Bob Jessop and Ngai-Ling Sum, "Language and Critique: Some Anticipations of Critical Discourse Studies in Marx," <i>Critical Discourse Studies</i> 15(2018), p. 325-337.</li> <li>• Adam Johnson and Othman Ali, "A Study Reveals CNN and MSNBC's Glaring Gaza Double Standard," <i>The Nation</i>, October 14, 2024, <a href="https://www.thenation.com/article/society/cnn-msnbc-gaza-media-bias-study/">https://www.thenation.com/article/society/cnn-msnbc-gaza-media-bias-study/</a> + review project data set here: <a href="https://github.com/nationmag/Gaza-Media-Bias">https://github.com/nationmag/Gaza-Media-Bias</a></li> <li>• Adam Johnson and Othman Ali, "How the US Media Helped the Biden Administration Distance Itself From the Horrors of Gaza," <i>The Nation</i>, November 25, 2024, <a href="https://www.thenation.com/article/society/us-media-gaza-bias-reporting-genres/">https://www.thenation.com/article/society/us-media-gaza-bias-reporting-genres/</a> + review source analysis chart here: <a href="https://docs.google.com/spreadsheets/d/198ZWpwKLzMa2UjQpIOpR5XRBIOL_zPBAJluMpJnQy8s/edit?gid=0#gid=0">https://docs.google.com/spreadsheets/d/198ZWpwKLzMa2UjQpIOpR5XRBIOL_zPBAJluMpJnQy8s/edit?gid=0#gid=0</a></li> <li>• Adam Johnson and Othman Ali, "How Sunday Morning News Shows Promote an Anti-Palestinian Agenda for Washington," <i>The Nation</i>, December 18, 2024, <a href="https://www.thenation.com/article/society/sunday-morning-news-shows-anti-palestinian-bias/">https://www.thenation.com/article/society/sunday-morning-news-shows-anti-palestinian-bias/</a> + review data set here: <a href="https://github.com/nationmag/Gaza-Media-Bias">https://github.com/nationmag/Gaza-Media-Bias</a></li> <li>• Joe Emersberger and Justin Podur, "The Media Myth of 'Once Prosperous' and Democratic Venezuela Before Chávez," <i>Fairness and Accuracy in Reporting</i>,</li> </ul>

	<p>August 26, 2021, <a href="https://fair.org/home/the-media-myth-of-once-prosperous-and-democratic-venezuela-before-chavez/">https://fair.org/home/the-media-myth-of-once-prosperous-and-democratic-venezuela-before-chavez/</a></p> <p>In Class Workshops</p> <ul style="list-style-type: none"> <li>• TBC: Navigating the Carleton University Research Ethics Application Process (13:15-14:30), with Leslie MacDonald-Hicks (Research Compliance Coordinator, Office of Research Ethics)</li> </ul> <p>Tasks/Assignments/Commentaries</p> <ul style="list-style-type: none"> <li>• Weekly Bibliography Additions (all)</li> <li>• Student Commentaries (~5)</li> </ul>
March 10	<p><b>Week 9: Research Relationships, Research Interviews</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• Geraldine Pratt, <i>Working Feminism</i> (Temple University Press, 2004), selections.</li> <li>• Ruth Wilson Gilmore, "Scholar-Activists in the Mix," in <i>Abolition Geography: Essays Towards Liberation</i>, (Verso 2022), p. 92-103.</li> </ul> <p>In Class Activities</p> <ul style="list-style-type: none"> <li>• Faculty Panel 3: The Art of the Research Interview (13:15-14:30), with Prof. Jennifer Ridgley (Law and Legal Studies, Azar Masoumi (Sociology and Anthropology), and Marie-Eve Carrier-Moisán (Sociology and Anthropology).</li> </ul> <p>Tasks/Assignments/Commentaries</p> <ul style="list-style-type: none"> <li>• Weekly Bibliography Additions (all)</li> <li>• Student Commentaries (~5)</li> </ul>
March 17	<p><b>Week 10: Mobilizing Data</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Ricardo Tranjan, <i>The Tenant Class</i> (Between the Lines, 2023).</li> </ul> <p>In Class Workshops</p> <ul style="list-style-type: none"> <li>• Introduction to the Comparative Political Economy Database, with Wally Seccombe</li> </ul> <p>Tasks/Assignments/Commentaries</p> <ul style="list-style-type: none"> <li>• A3 (Conjunctural Assessment Exercise) due Thursday March 20 at midnight</li> <li>• Weekly Bibliography Additions (all)</li> <li>• Student Commentaries (~3)</li> </ul>
March 24	<p><b>Week 11: Finalizing Your Research Plan Presentation</b></p>

	<p><u>N.B. No regularly scheduled class meeting this week.</u></p> <p>Workshop</p> <ul style="list-style-type: none"> <li>• Peer Review Meeting 3, Big Picture Questions (schedule 60 mins with your partner at some point this week), <i>please coordinate with your partner and find a time that works for both of you!</i></li> </ul>
March 31	<p><b>Week 12: Research Plan Presentations (Group A)</b></p> <p>Presentations</p> <ul style="list-style-type: none"> <li>• Research Plan Presentations from all students in Group A</li> </ul> <p>Tasks/Assignments/Commentaries</p> <ul style="list-style-type: none"> <li>• Individual Meetings with Instructor (10 mins/ student), all students in Group A</li> </ul>
April 7	<p><b>Week 13: Research Plan Presentations (Group B)</b></p> <p>Presentations</p> <ul style="list-style-type: none"> <li>• Research Plan Presentations from all students in Group B</li> </ul> <p>Tasks/Assignments/Commentaries</p> <ul style="list-style-type: none"> <li>• Individual Meetings with Instructor (10 mins/ student), all students in Group B</li> </ul>



## Evaluation

Assignment	Weight	Description//due date
Research Trajectory Paragraph	N/A	A short reflection of your intellectual trajectory thus far, full instructions on Brightspace. Due: Sunday January 12 at midnight.
A1 – Provisional Research Question	10%	A provisional research question for your MA thesis/MRP, full instructions on Brightspace. Due: Thursday January 30 at midnight.
A2 – Provisional Literature Review or Data Set Exercise	15%	A provisional consideration of the literatures OR data sources that will be central to your inquiry, full instructions on Brightspace. Due: Thursday February 27 at midnight.  N.B. – We will be building/considering these lists/data sets as part of our weekly discussions in the weeks leading up to this deadline.
A3 – Conjunctural Assessment Exercise	15%	A provisional consideration of the political economic conjuncture in which your inquiry will intervene. Due: Thursday March 20 at midnight.
A4 – Research Plan	30%	A research plan for your MA thesis/MRP. Due: Monday April 14 at midnight.
In Class Commentaries	10%	See full instructions on Brightspace, due throughout the term (sign up for two eligible weeks, each commentary is worth 5%)
Attendance, Commitment, Participation	20%	A quantitative/qualitative evaluation of your engagement (including attendance, active classroom participation, and commitment to peer review meetings)  N.B. Participation is a significant portion of your mark because seminars when we all show up and are prepared to discuss the assigned readings in detail!
Total	100	

### Additional Information

- Late assignments will be penalized d by 3% per calendar day (to a maximum of 25% total); no assignments will be accepted after two weeks (unless an alternative arrangement has been made)
- Extensions on assignments (to a maximum of 72 hours, in most circumstances) will only be granted IN ADVANCE

- All assignments must follow the style guidelines outlined in the Chicago Manual of Style; citations can be formatted in either the “notes and bibliography” or “author-date” style, so long as one of these options is used consistently throughout the document
- All assignments will be assessed on the overall quality of presentation, including citation format, spelling, grammar, coherence of argument, etc. (see rubrics for each assignment on the course Brightspace page)

## Tests and Examinations

- Please note that tests and examinations in this course will use a remote proctoring service provided by Scheduling and Examination Services. You can find more information at <https://carleton.ca/ses/e-proctoring>. The minimum computing requirements for this service are listed on the SES website (<https://carleton.ca/ses/online-exams/e-proctoring/e-proctoring-course-outline-template>).”

## Final Grade Appeal

- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## Statement on Academic Integrity

Carleton University demands academic integrity from all its members. The Academic Integrity Policy (available at <https://carleton.ca/registrar/academic-integrity>) governs the academic behaviour of students. Academic Integrity is defined as: **“A commitment even in the face of adversity to five fundamental values: honesty, trust, fairness, respect, and responsibility.” – Centre for Academic Integrity (1999)**

Academic dishonesty, in whatever form, is destructive to the values of the university, and risks harming the university’s reputation as place of learning and innovation. Furthermore, it is unfair and discouraging to those students who pursue their studies honestly.

## Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and

the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another's data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own
- failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

### Course Specific Policies

- a. It is **not** permissible to submit **substantially the same piece of work** more than once for academic credit.
- b. It is **not** permissible to produce any course assignments **collaboratively (or in a group)**, except for A2 (the Golden Spike Candidate assignment)
- c. It is not permissible to use **generative artificial intelligence tools (e.g. ChatGPT)** for any course assignment (n.b. that any assignment that uses generative AI tools will receive a mark of "0" and be submitted to the Dean's office for consideration as a violation of the university's academic integrity policies)

## Statement on Student Mental Health

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

### Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

## Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

## Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

## Requests for Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).