FIŞA DISCIPLINEI

1. Date despre program

1.1. Instituţia de învăţământ superior	**Universitatea Babeş-Bolyai Cluj-Napoca**
1.2. Facultatea	**Facultatea de Studii Europene**
1.3. Departamentul	**Relaţii internaţionale şi studii germane**
1.4. Domeniul de studii	**Relaţii internaţionale şi studii europene**
1.5. Ciclul de studii	**Masterat**
1.6. Programul de studii/ Calificarea	**Studii Politice Europene Comparate/ Comparative European Political Studies**

2. Date despre disciplină

2.1. Denumirea disciplinei	Metodologia și epistemologia științelor sociale/ Methodology and epistemology in social sciences						
2.2. Titularul activităţilor de curs	**Prof. Dr. Enikő Vincze**						
2.3. Titularul activităţilor de seminar	**Prof. Dr. Enikő Vincze**						
2.4. Anul de studiu	**I**	2.5. Semestrul	**2**	2.6. Tipul de evaluare[1]	**C.**	2.7. Regimul disciplinei[2]	**OB.**

3. Timpul total estimat (ore pe semestru al activităţilor didactice)

3.1. Nr. de ore pe săptămână	**3**	Din care 3.2. curs	**2**	Din care 3.3. seminar	**1**
3.4. Total ore din planul de învăţământ	**42**	Din care 3.5. curs	**28**	Din care 3.6. seminar/ laborator	**14**
Distribuţia fondului de timp			**5 x 25 = 125 / 14 = 9**		Ore
Studiul după manual, suport de curs, bibliografie şi notiţe					3
Documentare suplimentară în bibliotecă, pe platformele electronice de specialitate şi pe teren					2
Pregătire seminarii/ laboratoare, teme, referate, portofolii si eseuri					2
Tutoriat					1
Examinări					1
Alte activităţi:..					-
3.7. Total ore studiu individual		**5**			

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[1] Tipul de evaluare: **E** – examen, **VP** – verificare pe parcurs, **C** – colocviu.
[2] Regimul disciplinei: **OB** - obligatorie, **OP** - opţională, **F**- facultativă.

3.8. Total ore pe semestru	42
3.9. Numărul de credite	5

4. Precondiţii (acolo unde este cazul)

4.1. de curriculum	●
4.2. de competenţe	●

5. Condiţii (acolo unde este cazul)

5.1. de desfăşurare a cursului	●
5.2. de desfăşurare a seminarului/ laboratorului	●

6. Competenţele specifice acumulate

Competenţe profesionale	- Understanding some of the theoretical concepts related to knowledge produced in social sciences - Developing abilities in empirical social research - Connecting methodology and epistemology to theoretical paradigms - Critically addressing the politics and ethics of social research - Follow academic ethics and integrity in developing research
Competenţe Transversale	- Making use of research abilities in several domains of activity - Improving the capacity to work individually and in a group - Applying knowledge about theoretical paradigms on particular research topics - Development of capacity to elaborate and implement a research project - Respect academic honestity and follow the principles of ethical research

7. Obiectivele disciplinei (reieşind din grila competenţelor specifice acumulate)

7.1 Obiectivul general al disciplinei	Understanding methodology and epistemology as theories of conceptualizing and conducting a social inquiry and producing scientific knowledge
7.2 Obiective specifice	Deepening knowledge about the historical formation of social sciences and their major theoretical paradigms Understanding the sociological imagination Clarifying the distinctions between different approaches towards qualitatice study Deepening knowledge about research methods used in a qualitative inquiry The extended case study method Anthropology of policy Critical theory and critical urban theory Addressing the politics and ethics of research in social sciences Understanding action research, the main premises of a research for social change and the public role of social research Adrresing feminist epistemologies, and in particular the theory on situated knowledge production

8. Conţinuturi

8.1 Curs	Metode de predare	Observaţii
Introductory discussions about the course and its main concepts: theory, epistemology, methodology, methods	Lecture	
The „founding fathers" and the formation of social sciences in the 19th century	Lecture, discussing the students' reaction papers	
Major theoretical paradigms in the social sciences	Lecture, discussing the students' reaction papers	
The sociological imagination	Lecture, discussing the students' reaction papers	
Five approaches to qualitative inquiry	Lecture, discussing the students' reaction papers	
Qualitative research methods	Lecture, discussing the students' reaction papers	
The extended case study method	Lecture, discussing the students' reaction papers	
Anthropology of policy	Lecture, discussing the students' reaction papers	
Critical theory	Lecture, discussing the students' reaction papers	
Critical urban theory	Lecture, discussing the students' reaction papers	
Action research	Lecture, discussing the students' reaction papers	
The politics and ethics of research	Lecture, discussing the students' reaction papers	
Research for social change and public sociology	Lecture, discussing the students' reaction papers	
Feminist epistemologies	Lecture, discussing the students' reaction papers	

Bibliography

Donna Haraway: Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspectiv. In Feminist Studies, Vol. 14, No. 3. (Autumn, 1988), pp. 575-599.

Ben Agger: Critical theory, poststructuralism, postmodernism. Their sociological relevance, by, In Ann. Review of Sociology, 1991,   Nr. 17, 105-131

Douglas Kellner: Critical Theory and the Crisis of Social Theory, 21 pages

Davydd J. Greenwood, Morten Levin: Introduction to action research : social research for social

change, Sage, 2007

Davydd J. Greenwood, Morten Levin: Introduction to action research : social research for social change, Sage, 2007

David Gray: Doing Research in the Real World, Sage, 2004

Michael Burawoy: 2004 ASA Presidential Address: For Public Sociology, IN: American Sociological Review, Vol. 70, No. 1 (Feb., 2005), pp. 4-28

Creswell, John W.: *Qualitative inquiry and research design: Choosing among five approaches*, Sage, 2007,

David Silverman (ed): Qualitative Research. Theory, Method and Practice, Sage,

Ruth Wodak and Michael Meyer: Critical Discourse Analysis: History, Agenda, Theory,   and Methodology, 2008, 1-33

Michael Burawoy: *The Extended Case Method Four Countries, Four Decades, Four Great Transformations) and One Theoretical Tradition*, University of California Press, 2009

Multicase Ethnography: Tracking the Demise of State Socialism 198-244 (2 students)

Janine R. Wedel, Cris Shore, Gregory Feldman, and Stacy Lathrop: Toward an Anthropology of Public Policy, In Annals of the American Academy of Political and Social Science, Vol. 600, The Use and Usefulness of the Social Sciences: Achievements, Disappointments, and Promise (Jul., 2005), pp. 30-51

Cris Shore and Susan Wright (eds): Anthropology of Policy. Critical perspectives on governance and power, Routledge,

  Part I Policy as language and power

Writing development policy and policy analysis plain or clear: On language, genre and power, Raymond Apthorpe, 34

The implications of 'medical', 'gender in development' and 'culturalist' discourses for HIV/AIDS policy in Africa, Gill Seidel and Laurent Vidal, 46

  Part II Policy as cultural agent

Free to make the right choice? Gender equality policy in post-welfare Sweden, Annika Rabo, 83

The cultural politics of populism: Celebrating Canadian national identity, Eva Mackey, 104,

  Part III Policy as political technology: Governmentality and subjectivity

Poverty in a 'post-welfare' landscape: Tenant management policies, self-governance and the democratization of knowledge in Great Britain, Susan Brin Hyatt, 166

Managing Americans: Policy and changes in the meanings of work and the self, Emily Martin, 183

  Epilogue

Anthropology and policy research: The view from Northern Ireland, Hastings Donnan and Graham McFarlane, 201-217

Neil Brenner: What is critical urban theory?, In City, Vol. 13, Nos. 2–3, June-September 2009, 1-11

David Harvey: The right to the city, 16 pages

Mehmet Baris:The Vortex of Rights: 'Right to the City' at a Crossroads, In International Journal of Urban and Regional Research, DOI:10.1111/1468-2427.12008, 1-18

Gerry Mooney: Cultural Policy as Urban Transformation? Critical Reflections on Glasgow, European City of Culture 1990, by, In Local Economy, Vol. 19, No. 4, 327–340, November 2004

LOÏC WACQUANT: Relocating Gentrification: The Working Class, Class, Science and the State in Recent Urban Research, In International Journal of Urban and Regional Research, Volume 32.1 March 2008 198–205.

Jacqueline Leavitt and Teresa Lingafelter: Low-Wage Workers and High Housing Costs (manuscript, UCLA, 2003)

European Housing Coalition: EVICTION ACROSS EUROPE, 2016

David Nugent and Joan Vincent (eds.): *A Companion to the Anthropology of Politics*,   Blackwell, 2007 (2004)

  Displacement, by Elizabeth Colson, 107-120

8.2 Seminar/laborator	Texte de seminar	Metode de predare
1. Research perspectives in social sciences	Somekh & Lewin pp. 1-14	Illustrations, contextualization, debates, specific analyses, critical thinking, reviews
2. Contexts of analysis (Examples)	Goodinn & Tilly Ch: 1	
3. Ethical responsibility in social research	Somekh & Lewin Ch: 6	

4.	Principles of academic integrity in social research	Macfarlane Part II	
5.	Ethics of argumentation and academic discourse	Swatridge: Chs: 1,4,5	
6.	Critical thinking and academic freedom	Brooke Chs: 1,2,3	
7.	Social analysis as social critique	Herzog Ch: 1	

Seminar Bibliography (indicated chapters from):
- Brooke, N., *Critical Thinking*. McGraw Hill, 2007
- Goodin, R.; Tilly, C. *The Oxford Handbook of Contextual Political Analysis*. Oxford Univ. P., 2008
- Herzog, B. *Discourse Analysis as Social Critique*. Palgrave Mcmillan, 2016
- Macfarlane, B. *Researching with Integrity The Ethics of **Academic** Enquiry*. Routledge, 2008
- Somekh B.; Lewin, C. *Research Methods in the Social Sciences*. Sage 2005
- Swatridge, C. *The Oxford Guide to Effective Argument and Critical Thinking*. Oxford Univ. Press, 2014

9. **Coroborarea conţinuturilor disciplinei cu aşteptarile reprezentanţilor comunităţii epistemice, asociaţiilor profesionale şi angajatorilor reprezentativi din domeniul aferent programului**

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10. **Evaluare**

Tip de activitate	10.1. Criterii de evaluare	10.2. Metode de evaluare	10.3. Pondere din nota finală
10.4. Curs	Elaborating and presenting three reaction papers on a topic selected by the students	Submitting in a written form (30%) and presenting the reaction papers (30%) on the given days	60%
10.5. Seminar/ laborator	Seminar text presentation	Assessing the capacity to review, discuss and correlate information and ideas of suggested texts	40%
10.6. Standard minim de performanţă			
• 50% (Nota 5).			

Data completării: Semnătura titularului de curs: Semnătura titularului de seminar:

Enikő Vincze   Enikő Vincze

Data avizării in catedră   Semnătura Şefului de departament/ catedră

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