Systemism and New Area Studies: An Application to the Integrated Capabilities Framework

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Abstract

With the advent of New Area Studies, interdisciplinary research is entering into an exciting era. Application of insights from the humanities to the study of politics already can boast of considerable results. The ultimate success of New Area Studies, however, is not guaranteed. On the one hand, implementing frameworks from a wide range of fields beyond the social sciences can yield intellectual payoffs beyond what might be obtained under more restrictive conditions. On the other hand, a panoramic approach to political analysis creates ongoing challenges to effective communication. What if the blending together of many disciplines results in a figurative Tower of Babel rather than a well-integrated body of knowledge? Systemism, which features a graphic approach to portrayal of arguments, is put forward as a method that can assist New Area Studies in meeting the challenge posed by engagements between and among a wide range of disciplines that entail vastly different terminologies and approaches toward research. To show the value of systemism in action, a study of the Integrated Capabilities Framework from Hodgett and Clark (2011) will be converted into a diagrammatic exposition. Work concludes with further ideas for how systemism can help New Area Studies as it seeks to incorporate insights from a variety of fields within the humanities.

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study of politics already can boast of considerable results.[1] The ultimate success of New Area Studies, however, is not guaranteed. On the one hand, implementing frameworks from a wide range of fields beyond the social sciences can yield intellectual payoffs beyond what might be obtained under more restrictive conditions. On the other hand, a panoramic approach to political analysis creates ongoing challenges to effective communication. What if the blending together of many disciplines results in a figurative Tower of Babel rather than a well-integrated body of knowledge?

Systemism, which features a graphic approach to portrayal of arguments, is put forward as a method that can assistant New Area Studies in meeting the challenge posed by engagements between and among a wide range of disciplines that entail vastly different terminologies and approaches toward research. To show the value of systemism in action, a study of the Integrated Capabilities Framework from Hodgett and Clark (2011) will be converted into a diagrammatic exposition. Work concludes with further ideas for how systemism can help New Area Studies as it seeks to incorporate insights from a variety of fields within the humanities.

This study moves forward in five additional sections. The second section describes New Area Studies as a promising avenue for social research in the fast-paced and complex world of today. Section three introduces systemism, which takes a graphic approach toward conveying cause and effect to promote comprehension and dialogue. The fourth section applies systemism to a significant work of scholarship from New Area Studies—an application of the Integrated Capabilities Framework to the well-being of immigrants to Canada. Section five introduces additional ways in which systemism can assist New Area Studies in moving forward. The sixth and final section sums up what has been accomplished and suggests directions for future research.

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[1] Collective efforts within New Area Studies already include Hodgett and James (2018) and Hodgett and Rhodes (2020).

New Area Studies

How and why did New Area Studies come into existence? The basic answer is that new Area Studies resulted from a two-stage process. The first stage corresponds to a gradual marginalization of traditional area-based research, with which social scientists found fault for any number of reasons. Among the principal critiques of area studies in the past are (i) an association with intelligences agencies such as the CIA and anti-communist activities; (ii) apparent service as an apologist for colonialism; and (iii) a limited and atheoretical intellectual agenda (Rhodes and Hodgett 2020). Whether justified or not, these points of dissatisfaction combined to make even the label of 'area studies' into a point of derision as the last millennium drew to a close—in a word, obsolete.

What is New Area Studies and how can it help to preserve and possibly even enhance the study of politics on a global basis? Hodgett and James (2018) draw attention to unanticipated events in a wide range of locations—Nice, Ankara, Sinai, Paris, Manchester and so on—that reinforce the need for governments and scholars to look beneath the surface for understanding of the turbulent post-9/11 world. This shift becomes essential because something beyond the "empiricist and naturalist" character of political science, notably within the United States (US), is required to cope with such intellectual challenges (Rhodes and Hodgett 2020). Put differently, the turn away from area work, after sufficient passing of time, created an exaggerated emphasis on breadth at the expense of depth.

More specifically, what does 'expertise' mean in this new era of rapid and often unexpected change? Hodgett and James (2018) focus on a type of expert—one suffering from 'bad press' for a long time—namely, scholars who carry out area-based

research. In the new millennium, attention shifts to the somewhat unexpectedly positive future of New Area Studies as a resurgent intellectual movement with great value to the study of politics. As an active form of pluralism, New Area Studies can involve those who are isolated and marginalized to obtain a more complete understanding of political issues and outcomes (Rhodes and Hodgett 2020). All of this is consistent with analytic eclecticism, which urges an intellectually inclusive approach, as opposed to paradigmatic adherence, in the context of research about international relations (Sil and Katzenstein 2010). The point obtains beyond the boundaries of International Relations; it is relevant throughout the social sciences that confront a world of quick and surprising changes as a result of still relatively new technologies such as social media.

New Area Studies departs from traditional area work in a number of significant ways. These innovations, moreover, are intended to counteract points of criticism that led to the virtual demise of conventional area studies. Grounded in what is deemed "necessary travel", New Area Studies includes traditional fieldwork but within a more comprehensive intellectual framework (Hodgett and James 2018). The new variant of area work relies upon a wider range of methods that involve reflective practice and production of knowledge through interactions with local people. New Area Studies argues that broad and deep approaches are required to appreciate what is going on in the world of the 21st century. In sum, New Area Studies is offered as a viable option for the study of politics that seeks to understand, and cope with, rapid and unexpected change as such conditions become the rule rather than the exception.

Who might be interested in making a commitment to New Area Studies? Scholars at an early stage of their career do not have high 'sunk costs' in existing publications and underlying intellectual positions. Thus a shift to New Area Studies should be especially appealing to graduate students and recently minted professors. A connection with New Area Studies also is desirable among those who would like to

sustain a program of research and teaching on a specific country or region. A comparative approach will become even more essential as evidence mounts against the viability of single-country programs of research, with the possible exceptions of the US, China and at most a few others. One example of an imperative already in place is application of publication metrics for appointment, promotion and tenure at many institutions of higher learning. Publication outlets for traditional area work tend to be minimized or even excluded in calculations of value from campus administrators with regard to any given career. New Area Studies therefore emerges as a safe and intellectually rewarding refuge for field-oriented research in the difficult times ahead. Consider, as one successful instance of New Area Studies already in place, the blurring of genres. This type of research involves application of metaphors and analogies from the humanities to the study of politics (Rhodes and Hodgett 2020).[2] While not applicable to the testing of propositions in the standard sense of normal science as described in the classic exposition from Kuhn (1962, 1970), blurring genres can assist with the process of discovery. An interpretive approach, borrowing from the humanities, can encourage creativity (Rhodes and Hodgett 2020). Put differently, if an idea is good, does it matter from where it originated? The humanities contain an extraordinary range of possibilities for creative thinking and could help to build upon existing frameworks of analysis to enhance understanding and explanation of politics.

Another intended contribution from New Area Studies is in the area of improved communication. Political scientists, as Rhodes and Hodgett (2020) observe, "do not pay enough attention to the way we present our work, and its intelligibility is at stake." This is a by-product, perhaps, of what Rhodes and Hodgett (2020) describe as extreme specialization coupled with technical proficiency in the new generation of scholars who study politics. From the standpoint of New Area Studies, the humanities

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[2] This approach triangulates well with insights from educational psychology; in particular, Danielson and Sinatra (2017) draw attention to the value of relational reasoning in the form of analogy, antinomy, antithesis and anomaly when it comes to understanding and retaining material.

can provide "fruitful advice on the arts of presentation and perhaps persuasion" (Rhodes and Hodgett 2020). Otherwise, in spite of advancement in research methods, work in progress is in danger of continuing to miss the forest for the trees.

Given the emphasis upon more effective exchange of ideas, a particular kind of method is needed, namely, *visual*. Interest in graphic approaches toward acquisition and retention of knowledge is building around the academic world. Consider, for example, consolidation of Visual Studies as a discipline (Hill and Schwartz 2015: 3). This graphic emphasis is gaining ground in the study of politics as well—photographs, videos and the like can stimulate new and potentially quite valuable ways of thinking about local and global challenges (Bleiker 2018).

With regard to bridging gaps, implementation of a visual method can help in all of the areas of difficulty identified so far. First, given increasing complexity of the disciplines that combine to inform New Area Studies, terminology proliferates and comprehension increasingly is jeopardized. A second gap concerns specialization among scholars, with some putting greater emphasis on research or teaching, respectively. Third, it is wise for those who value the future viability of area-based work to look for a way to connect an academic agenda with priorities that emerge from the policy world. All of this reinforces the probable value of a graphic approach toward communication, especially in light of research from educational psychology that identifies a reinforcing effect for visual and verbal communication with respect to understanding and retention of material (Pashler, McDaniel, Rohrer and Bjork 2009).

Systemism

Systemism can meet the challenges identified for scholarship in general and New Area Studies in particular. This unifying perspective on knowledge, which includes a graphic method for depicting cause and effect, originated with Bunge (1996), one of

the great philosophers of the 20th century. Through reflection on a wide range of disciplines, Bunge (1996) reached the conclusion that logical consistency and incompleteness plagued theorizing and held back progress. As a way forward, Bunge (1996) recommended systemism, which creates a set of rules intended to counteract the above-noted problems. Systemism calls for (a) designation of boundaries for a social system, which in turn identify its surrounding environment; (b) statement of macro (i.e., aggregate) and micro (i.e., actor) levels within the system; and (c) complete specification of all possible types of theoretical linkages for a given social system. The preceding item (c) includes the following connections: (i) macro-macro; (ii) micro-micro; (iii) macro-micro; (iv) micro-macro; (v) environment into system; and (vi) system into environment.[3] While the requirements posed by (a) through (c) might not seem that demanding, it turns out that social theory falls short across the board (Bunge 1996).

Since the next section will feature research on Canada, this state will be used to enumerate a set of illustrations for the conceptual approaches from systemism. Consider Canada as a system, with the macro level corresponding to processes at the national, or federal, level and the micro level involving anything below, such as provinces, counties, municipalities and individual citizens. The environment therefore would be the world beyond Canada—the global system.

With these designations in place, an example for each of type of linkage from systemism, (i) through (vi), can be provided. An illustration for type (i), macro-macro, would be intergovernmental bargaining in the era of the Charter of Rights and

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[3] In contrast to holism or reductionism, systemism does not permit insertion of a ceteris paribus clause, but instead requires specification of the full set of potential connections. Associated matters related to theoretical completeness and logical consistency are beyond the scope of the present study; see Bunge (1996) for a thorough identification of criteria for effective theory.

Freedoms (James 2010). For type (ii), micro-micro, tensions between and among societal groups seeking constitutional status would be one example (Brodie 2001). An illustration of type (iii), macro-micro, would be the pernicious impact of residential schools upon generations of aboriginal people (Jones 2017). For type (iv), micro-macro, consider public opposition to the US invasion of Iraq in 2003. While the government of Prime Minister Jean Chrétien leaned significantly against involvement anyway, protests from citizens reinforced that position (Chrétien 2008). Type (v), an effect from environment to system, is illustrated with criticism from the US of Canada and other NATO members with regard to resource allocations (Zyla 2015). Finally, for type (vi), an effect from system to environment, note the pursuit of Canadian interests in the US via public diplomacy (Hale 2012).

Systemist figures will be used to depict such analytical arguments. Each will be conveyed through what appears, on the surface, as a seemingly familiar 'box and arrow' diagram. These systemist graphics, however, are distinguished through compliance with a set of rules for their creation that facilitates bridging the gaps that continue to challenge area-based work. Thus Table 1 displays systemist notation for variables and line segments that is intended to produce commensurability across diagrams and thereby enhance communication.[4] Note that systemism uses colors and shapes to distinguish different types of variables from each other. Systemist figures are produced via diagrams.net, a software program that can be learned with ease in just a few hours.[5]
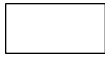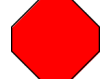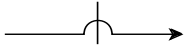
Prior to its construction in the next section, Figure 1 appears at this point to give a sense of what a systemist graphic looks like when completed. The diagram conveys

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[4] For completeness, Table 1 includes all variable types and designations for line segments within systemism. Some of the items listed do not appear in the forthcoming Figure 1, but are included in any number of other graphic representations for respective works of scholarship.

[5] The mechanics for creation of systemist diagrams are explained in Gansen and James (2021).

arguments about cause and effect gleaned from Hodgett and Clark (2011) about the Integrated Capabilities Framework. This facilitates enumeration of advantages offered by systemism in response to needs created by a turn to New Area Studies. Note that the macro and micro level variables appear above and below each other; these are distinguished from each other, as well, through use of upper and lower case characters for content.

Table 1: Systemist Notation

Initial Variable	🟢	The starting point of a series of relationships.
Generic Variable	▭	A step in the process being depicted.
Divergent Variable	🔶	Multiple pathways are created from a single linkage.
Convergent Variable	▱	A single pathway is created from multiple linkages.
Nodal Variable	⬡	Multiple pathways are created from multiple linkages.
Terminal Variable	🛑	The end point of a series of relationships.
Connection Stated in Study	→	A linkage explicitly made by the author.
Connection Crossing Over	⊣→	Two separate linkages that do not interact.
Interaction Effect	↔	Two variables that depend upon the effect of each other.
Connection Inferred from Study	----→	A linkage inferred by the reader but not made explicit by the author.

Figure 1
The Integrated Capabilities Framework in the Canadian Context
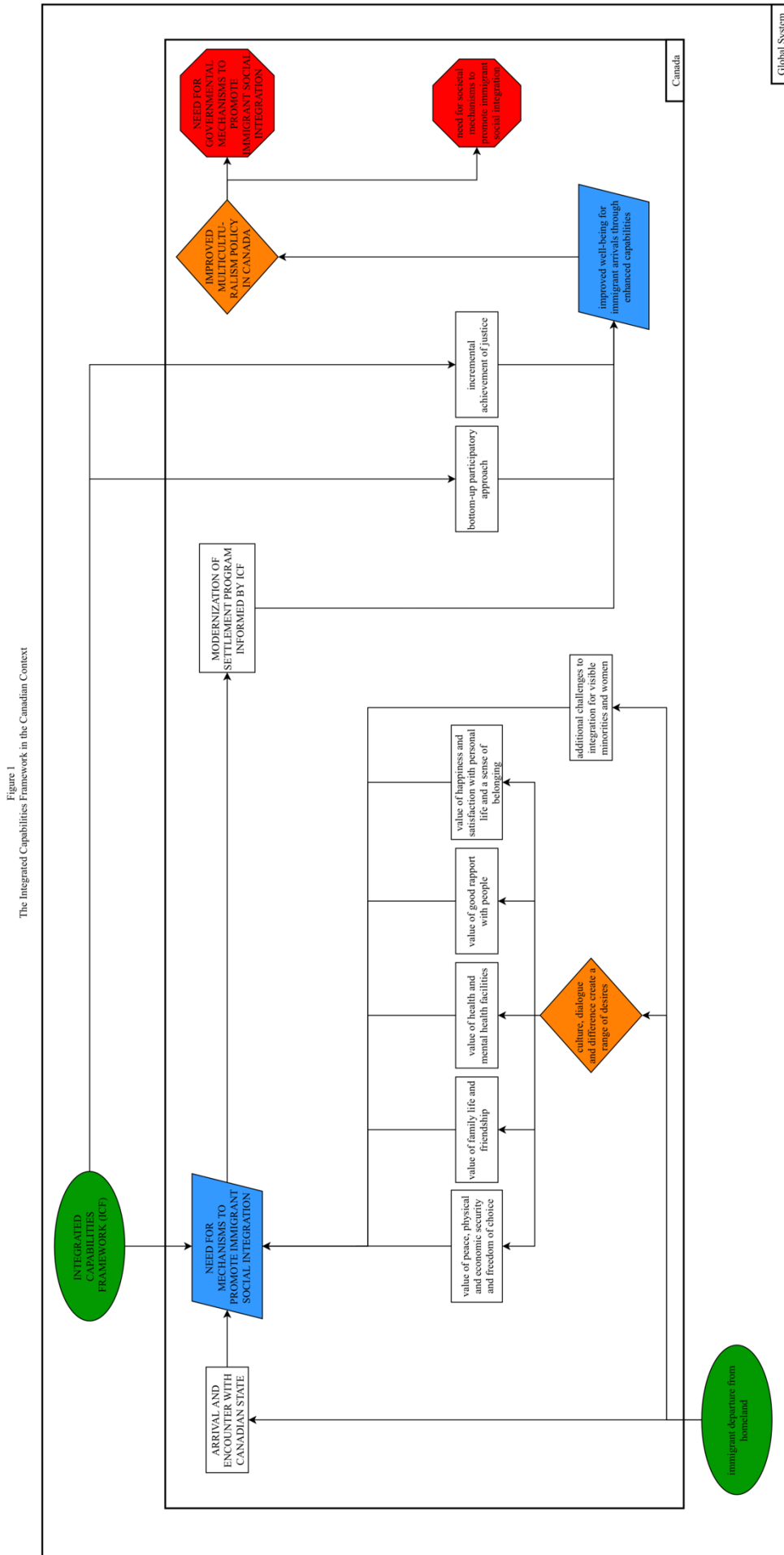
One advantage of systemism is that it can be applied, in principle, to create a graphic representation of arguments put forward in any discipline. This is because all academic expositions rely upon language and application of logic to subject matter. The technique therefore can be implemented throughout the humanities and social sciences and thereby also creates an important bridge across that ongoing intellectual divide. Thus systemism offers the potential to reduce obstacles to communication across disciplines incorporated within New Area Studies.

Systemism also averts any debate—certain to be endless and unproductive—about the virtues of qualitative versus quantitative methods. Systemist visualizations can convey arguments from any source and are not challenging to grasp.[6] The method entails very low barriers to entry. Participants in the Visual International Relations Project, which will release an archive of systemist graphics for public access in April 2021, are able to 'get up to speed' in creating entries in just a matter of hours (Gansen and James 2021). The technique also is in line with research noted above that supports a balanced approach with regard to use of both verbal and visual techniques of communication (Pashler, McDaniel, Rohrer and Bjork 2009).

Consider reproducibility as an obvious point of criticism vis-à-vis systemist visualizations. What if implementation of systemism by different people produces multiple graphic versions of the same academic study? This might appear as a potential weakness, but it ends up revealing an important *strength* of the approach. Virtually any exposition in words includes inherent ambiguity. Thus it would not be at all surprising, without consultation, if disagreement emerged about portrayal of cause and effect for a source based on reading alone. This happens all the time.

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[6] Systemist graphics also are not prone to what Tufte (2006) labels as "hyperactive visual clutter", a situation in which visualizations end up lowering the degree of comprehension. One compelling example is the power point slide with a great deal of text that creates confusion and even irritation for the viewer.

Consultation with authors and creators of systemist graphics therefore becomes essential to effective implementation of systemism. This process, as experience already shows, produces significant and even full convergence after a series of debriefings.[7] There is considerable 'value added' for communication from adoption of systemism as a graphic method, with greater agreement about what has been said as an obvious starting point.

Systemism is not the only 'game in town' as a potential answer to the problematic side effects for New Area Studies. If the venture succeeds, paradoxically, it must meet challenges arising from its expanding size and complexity. Other graphic options, introduced in turn, offer different kinds of value but are not able to duplicate the essential contribution of systemism in the context of an expansive and intricate New Area Studies. Among the other graphic possibilities are (i) game theory; (ii) argument mapping; and (iii) visualizations through art, photography and analogous means. This is not an exhaustive list, but other options also are deemed likely to be incomplete in comparison to systemism for reasons put forward in detail elsewhere (Pfonner and James 2020). For present purposes it is sufficient to observe that the other graphic techniques either entail high barriers to entry or do not focus explicitly on presentation of cause and effect (or both).

The Integrated Capabilities Approach

For several reasons, Hodgett and Clark's (2011) exegesis of the Integrated Capabilities Approach is an excellent choice for introducing the possible benefits for New Area Studies from implementation of systemism. The exposition in Hodgett and Clark (2011) clearly fits the definition of New Area Studies. It appears in an area studies publication outlet—*International Journal of Canadian Studies*—and the article is explicitly interdisciplinary in approach. Moreover, Hodgett and Clark (2011) focuses

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[7] For authors who are deceased, former students or experts on their work can be consulted as substitutes in this process.

on policy and relies primarily on interviews in obtaining evidence. Since the article also contains a high level of originality, it emerges as an ideal choice for the work that follows.

More specifically, what is the Integrated Capabilities Approach? It is an outlook that "provides a richer multidimensional base for thinking about the dynamics of well-being and social integration in Canada than existing approaches concerned with narrower analyses of resources, employment opportunities, and skills at given points in time" (Hodgett and Clark 2011: 163). As articulated by Hodgett and Clark (2011: 164), the Integrated Capabilities Framework attaches "greater weight to the non-economic aspects" and recognizes that well-being is a "dynamic process" that requires "practical policies". In particular, it is asserted that the outlook is especially suited to implementation in Canada, within which multiculturalism is an established feature (Hodgett and Clark 2011: 165). A key priority for the Integrated Capabilities Framework is improvement of well-being for new arrivals to Canada, who experience any number of challenges in making the adjustment (Hodgett and Clark 2011: 168). Based upon Hodgett and Clark (2011), Figure 1 conveys the Integrated Capabilities Framework in the Canadian context. The macro and micro levels correspond, respectively, to state and society. As per systemist notation, macro variables appear in upper case, while micro variables are in lower case. The network of cause and effect in the diagram includes 18 variables. There are, respectively, two initial variables and two terminal variables. Other variables along the pathways include ten generic, two convergent, and two divergent among the various types depicted in Table 1.

Figure 1.a
The Integrated Capabilities Framework in the Canadian Context
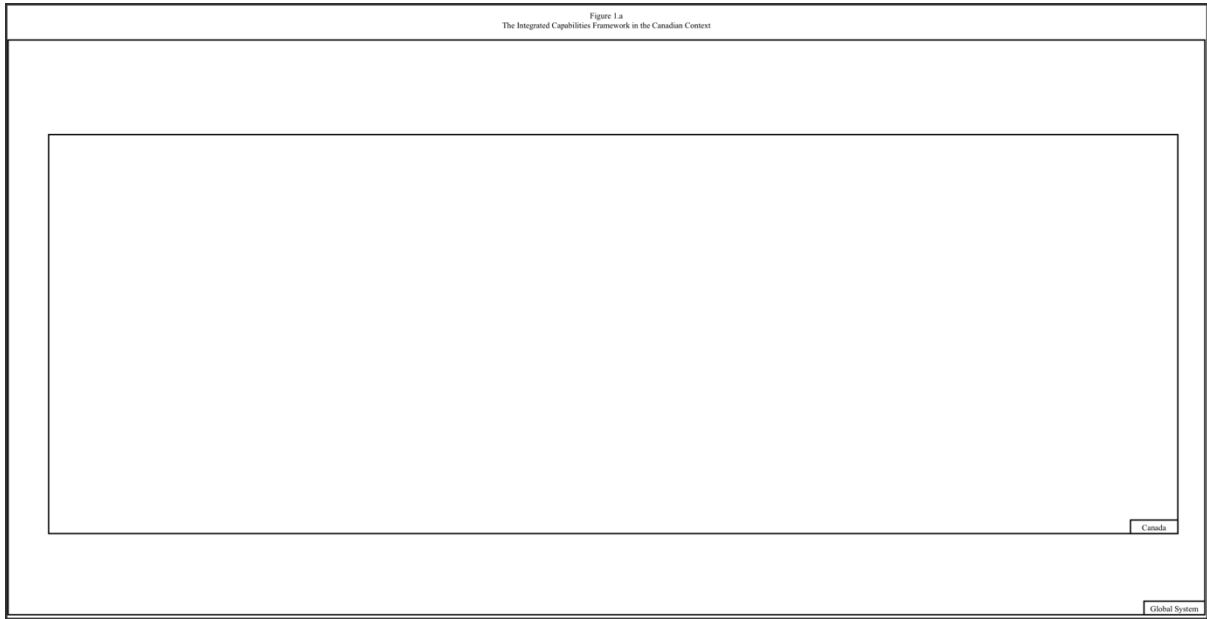
Canada

Global System

Figure 1.a conveys the system and its environment for the Integrated Capabilities Framework in the Canadian context. Canada is the system, with the global system as its environment. The macro and micro levels in Canada as a system refer, respectively, to state and society.

Figure 1.b
The Integrated Capabilities Framework in the Canadian Context

Canada

immigrant departure from homeland
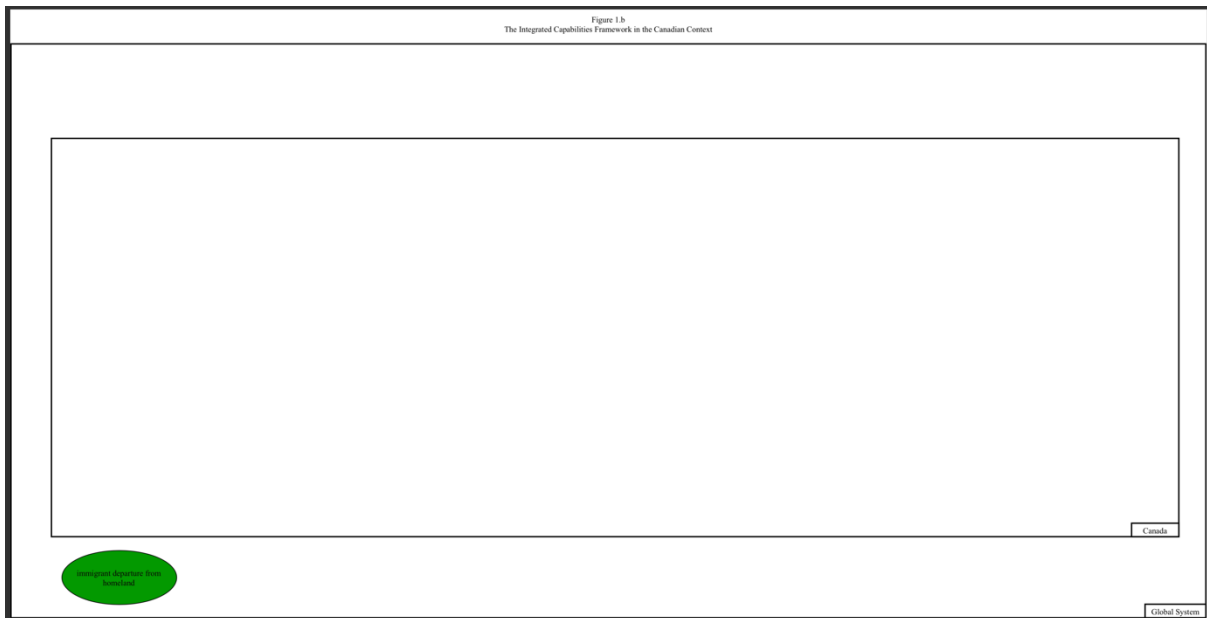
Global System

Figure 1.b starts the process with an event in the global system: 'immigrant departure from homeland'. As an initial variable, this appears as a green oval.
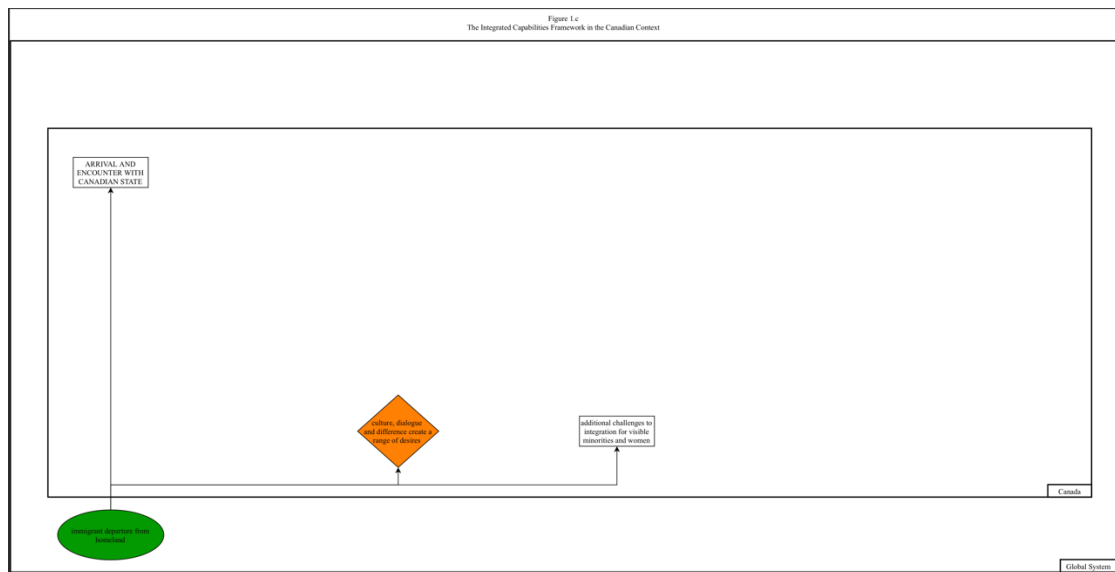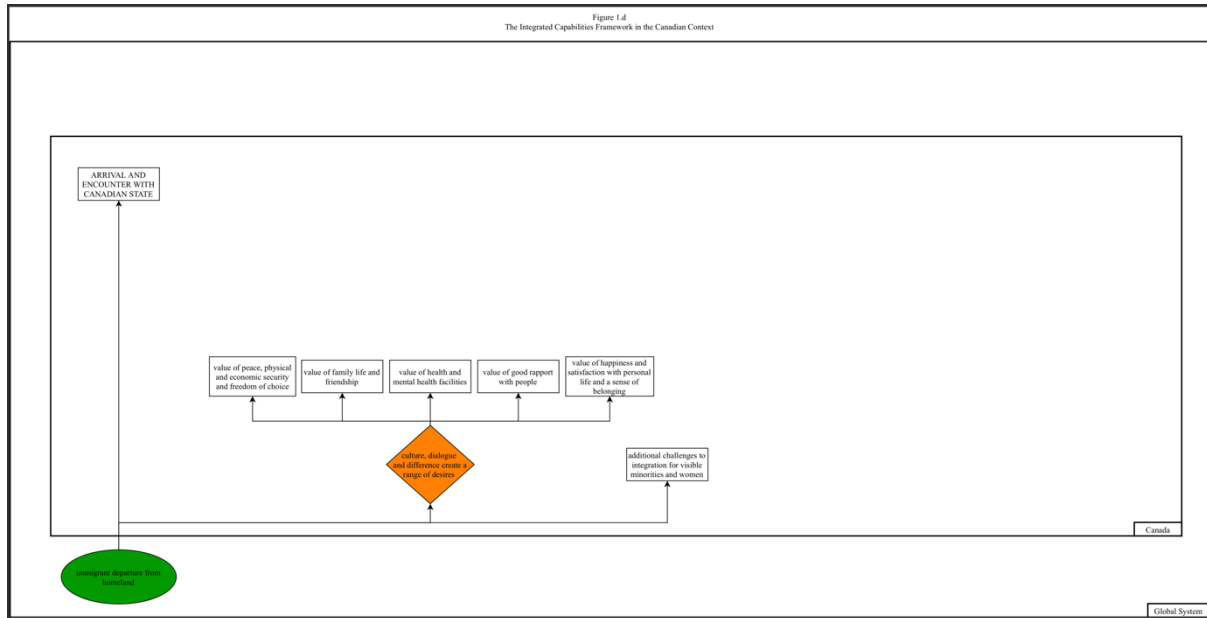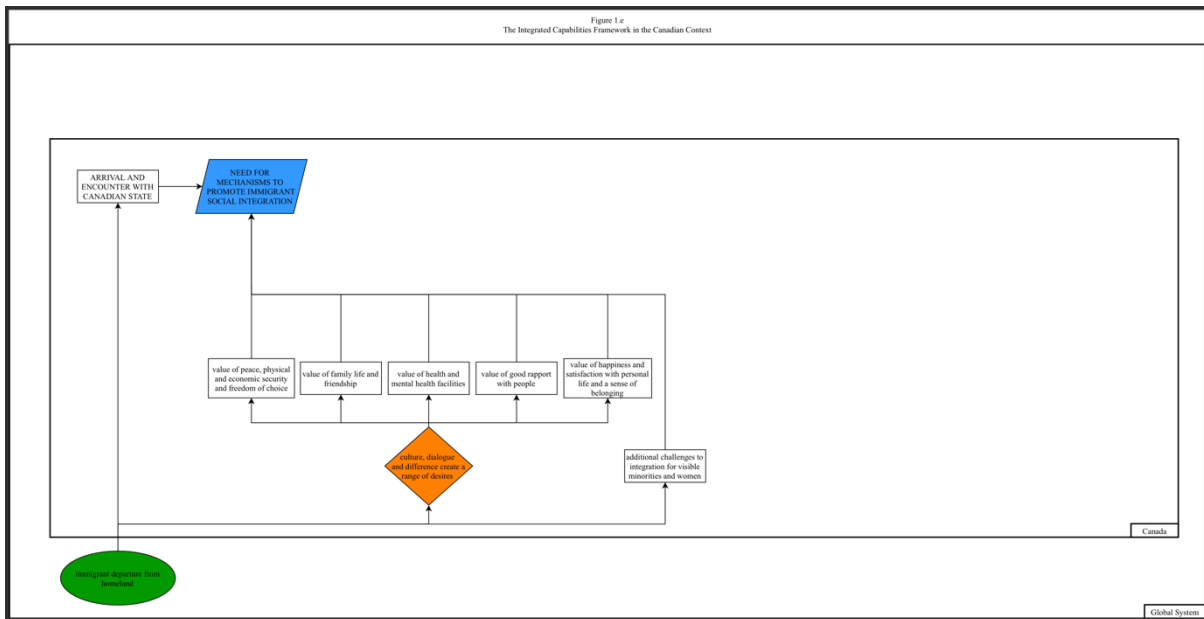
Figure 1.c
The Integrated Capabilities Framework in the Canadian Context

Figure 1.c shows three linkages from the global system into Canada. One connection goes up to the macro level: 'immigrant departure from homeland' → 'ARRIVAL AND ENCOUNTER WITH CANADIAN STATE'. While some problems are left behind in the former homeland, new arrivals encounter many challenges related to both direct and subtle forms of discrimination (Hodgett and Clark 2011: 175).

Figure 1.c also shows two connections from the global system to Canadian society. One pathway starts with 'immigrant departure from homeland' → 'culture, dialogue and differences create a range of desires'. As a divergent variable, the latter appears as an orange diamond. Hodgett and Clark (2011: 179) note that "different people and groups have different priorities and problems." The other connection into the micro level is as follows: 'immigrant departure from homeland' → 'additional challenges to integration for visible minorities and women'. Research findings, according to Hodgett and Clark (2011: 176), "tentatively suggest that women have a particularly challenging immigration experience." In addition, it becomes essential for policies to address the "urgent needs of migrants, especially those of women and visible minorities" (Hodgett and Clark 2011: 177). The problems concerned can include both

material and psychological aspects that range from unaffordable housing to a sense of isolation.

Figure 1.d
The Integrated Capabilities Framework in the Canadian Context

Movement continues at the micro level in Figure 1.d with 'culture, dialogue and differences create a range of desires' → 'value of peace, physical and economic security and freedom of choice; value of family, life and friendship; value of health and mental health facilities; value of good rapport with people; value of happiness and satisfaction with personal life and a sense of belonging'. These values follow on from expectations in place prior to arrival in Canada (Hodgett and Clark 2011: 174). It is interesting to note that the preceding sets of values include both material and, in the language of Inglehart (1977), post-material aspects of life. All of this reinforces the identity of the Integrated Capabilities Framework as a comprehensive assessment of well-being with a foundation in perceptions and beliefs of the people most affected by its potential implementation. One other micro-micro connection in Figure 1.d serves as a point of caution: 'immigrant departure from homeland' → 'additional challenges to integration for visible minorities and women'. In other words, not all new arrivals enter on a level plane with either each other or those already in Canada.

Figure 1.e
The Integrated Capabilities Framework in the Canadian Context

Both micro-macro and macro-macro connections appear in Figure 1.e. Consider first one of the two movements upward: 'value of peace, physical and economic security and freedom of choice; value of family, life and friendship; value of health and mental health facilities; value of good rapport with people; value of happiness and satisfaction with personal life and a sense of belonging' → 'NEED FOR MECHANISMS TO PROMOTE IMMIGRANT SOCIAL INTEGRATION'. The latter variable is convergent and thus appears as a blue parallelogram. Chance alone will not lead to achievement of the intricate set of values desired by immigrants; instead, the state must act in ways promote social integration (Hodgett and Clark 2011: 174). Another micro-macro connection appears as well: 'additional challenges to integration for visible minorities and women' → 'NEED FOR MECHANISMS TO PROMOTE IMMIGRANT SOCIAL INTEGRATION'. The special difficulties experienced by women and minorities are aggravating factors that reinforce the need for effective government policies to achieve social integration (Hodgett and Clark 2011: 176).

A macro level pathway in Figure 1.e also leads into the convergent variable: 'ARRIVAL AND ENCOUNTER WITH CANADIAN STATE' → 'NEED FOR MECHANISMS TO PROMOTE IMMIGRANT SOCIAL INTEGRATION'. This connection follows the same logic at an aggregate level; with a wide range of people arriving from so many

locations around the world, the state must act on their behalf in order to achieve a positive outcome. Failure to act on the need for integration of new arrivals otherwise could lead to persecution, social unrest and bad results across the board.
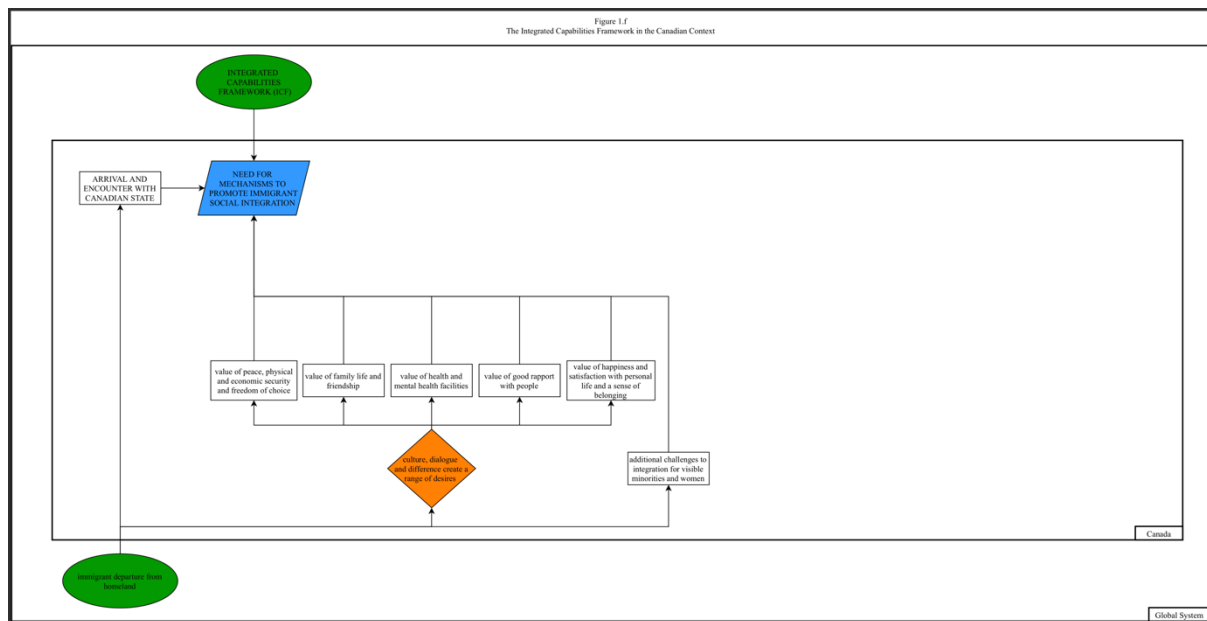

Figure 1.f initiates a new pathway from the global system into the macro level of Canada: 'INTEGRATED CAPABILITIES FRAMEWORK' → 'NEED FOR MECHANISMS TO PROMOTE IMMIGRANT SOCIAL INTEGRATION'. This is a connection from the world of ideas into a system of observable behavior. As an initial variable, 'INTEGRATED CAPABILITIES FRAMEWORK' appears as a green oval. "A chief advantage of the ICF", observe Hodgett and Clark 2011: 177), "is that it is able to capture the complexity of human well-being and social integration across various spheres of life with reference to different people, ethnic groups, and cultures." The Integrated Capabilities Framework thus points toward the need for mechanisms to be developed at the level of a state, such as Canada, in order to achieve effective immigrant social integration.
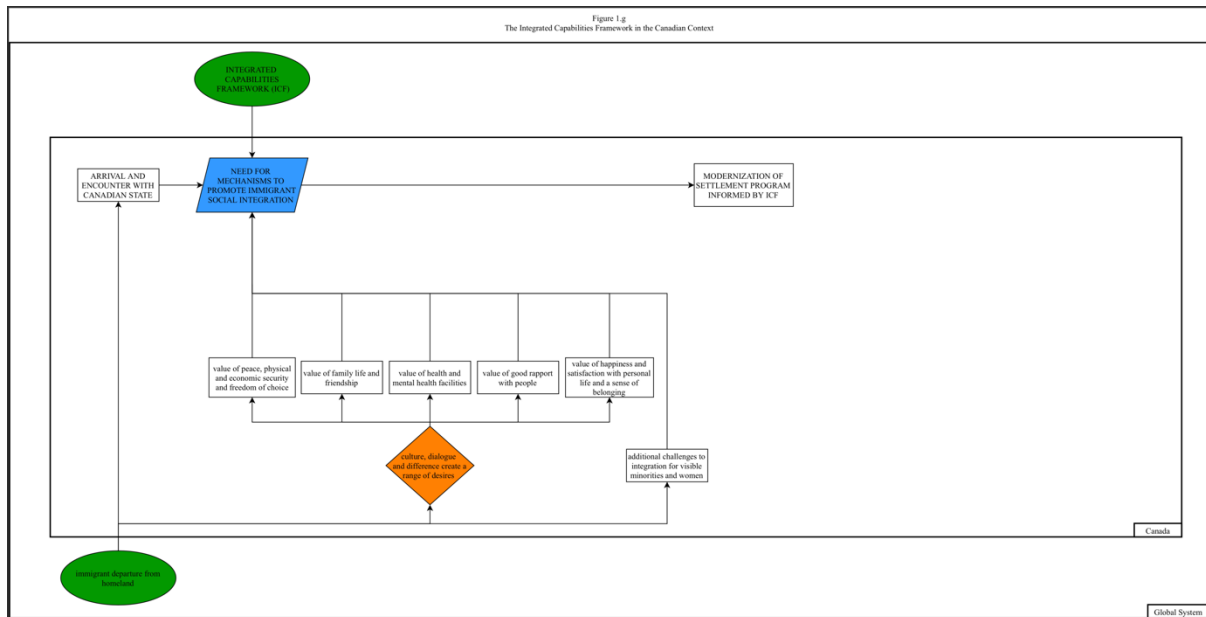
Figure 1.g moves along a macro level pathway: 'NEED FOR MECHANISMS TO PROMOTE IMMIGRANT SOCIAL INTEGRATION' → 'MODERNIZATION OF SETTLEMENT PROGRAM INFORMED BY ICF'. The Integrated Capabilities Framework, if heeded by government, can meet the need for mechanisms to promote social integration for immigrants because it "facilitates the analysis of the strengths, weaknesses, opportunities and threats to well-being and social cohesion and is capable of analyzing the factors that govern the relative fortunes (or misfortunes) of different people and groups over time" (Hodgett and Clark 2011: 177). In a word, this opens the door to modernization of the settlement program along multiple dimensions.
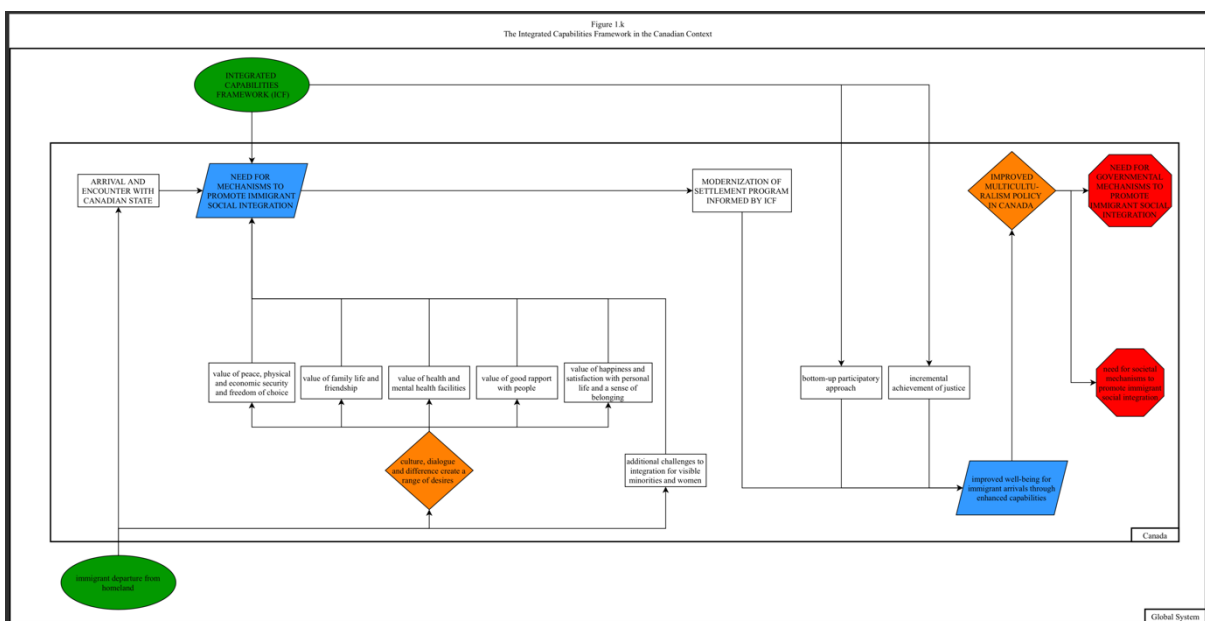
Figure 1.h
The Integrated Capabilities Framework in the Canadian Context
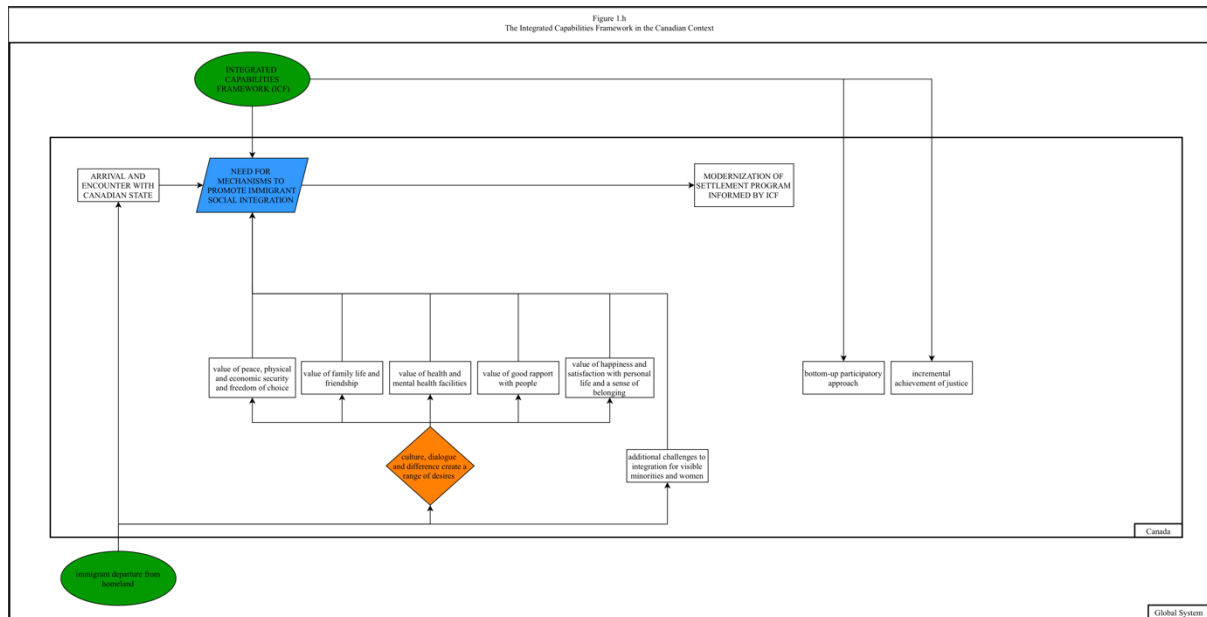
Two additional pathways get underway from the global system into the micro level of Canada in Figure 1.h: 'INTEGRATED CAPABILITIES FRAMEWORK' → 'bottom-up participatory approach; incremental achievement of justice'. With justification, Hodgett and Clark (2011: 179) assert that the findings from the Integrated Capabilities Framework are "likely to be of interest to local communities, practitioners, and policymakers." The degree of specificity within the approach encourages implementation at the level of society. Moreover, strong evidence from practice points toward "tackling un-freedoms one at a time" (Hodgett and Clark 2011: 179. The wide range of items valued by immigrants, noted earlier, reinforces that pragmatic observation.

Figure 1.i
The Integrated Capabilities Framework in the Canadian Context
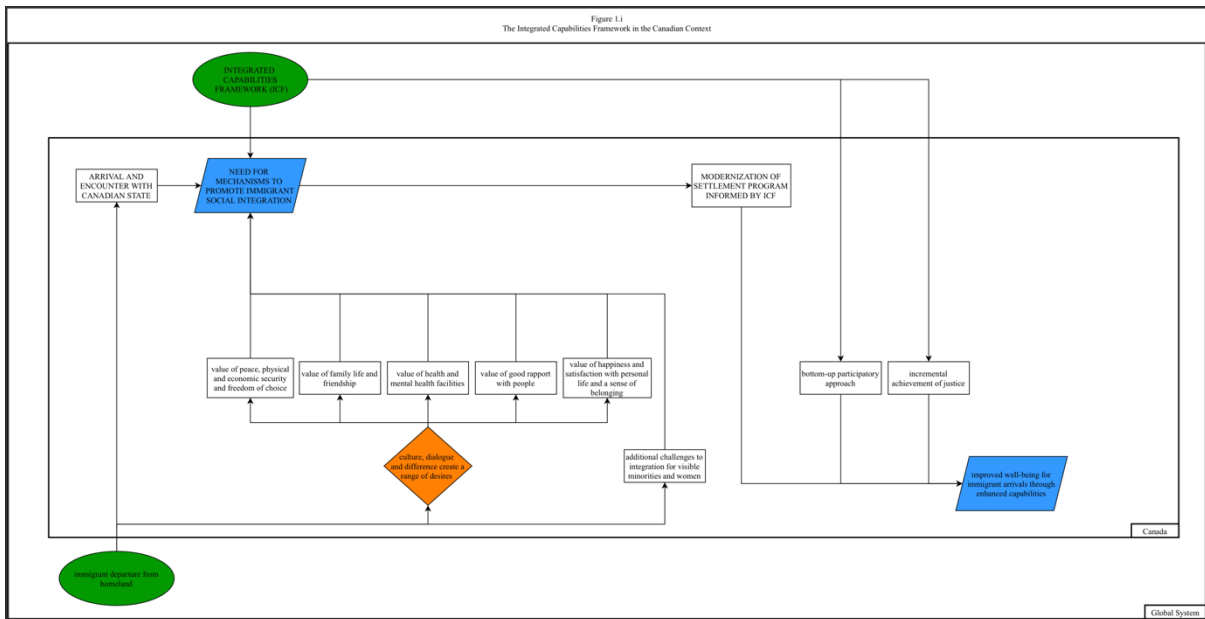
Three pathways continue on in Figure 1.i; one is macro-micro and the other two are micro-micro. Consider first the downward route: 'MODERNIZATION OF SETTLEMENT PROGRAM INFORMED BY ICF' → 'improved well-being for immigrant arrivals through enhanced capabilities'. The latter, a convergent variable, appears as a blue parallelogram. The micro level pathways end up in the same place: 'bottom-up participatory approach; incremental achievement of justice' → 'improved well-being for immigrant arrivals through enhanced capabilities'. The reasons behind this convergence of forces are conveyed through a summing up of the contributions from the Integrated Capabilities Framework: "empowering local people to identify their values and priorities, analyze the factors that govern their well-being and have a greater input into prescriptive policy recommendations" (Hodgett and Clark 2011: 181).

Figure 1.j
The Integrated Capabilities Framework in the Canadian Context
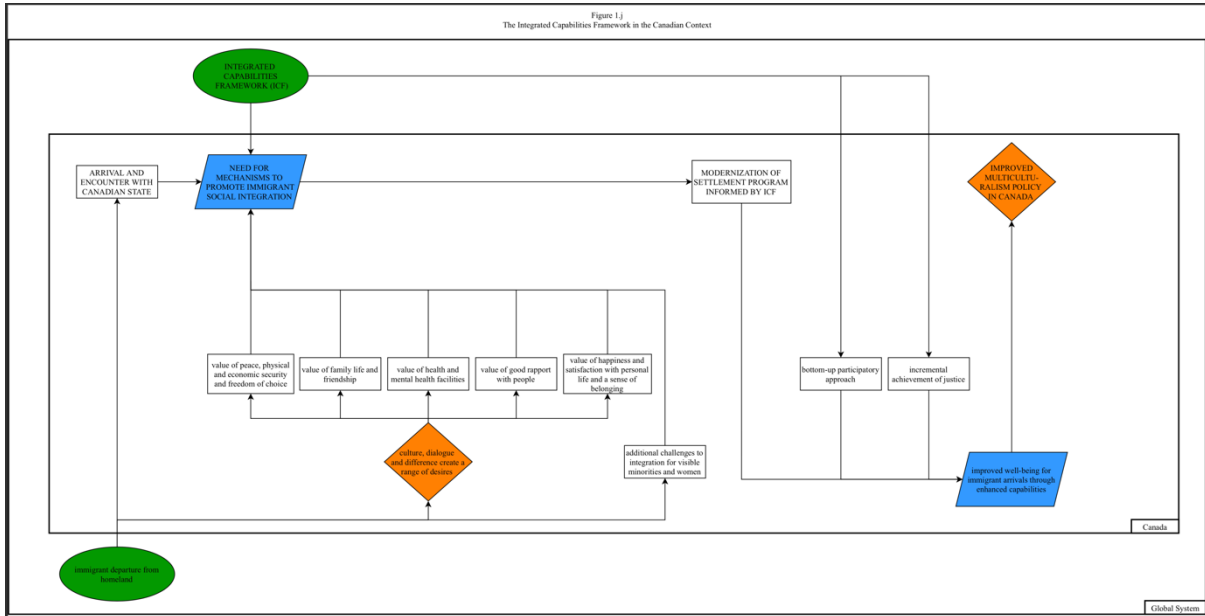
Movement from the micro to the macro level is depicted in Figure 1.j: 'improved well-being for immigrant arrivals through enhanced capabilities' → 'IMPROVED MULTICULTURALISM POLICY IN CANADA'. The latter, a divergent variable, appears as an orange diamond. This connection is expected because the Integrated Capabilities Framework is able to "help identify the factors that enable some immigrants to succeed while others fail to achieve key capabilities and freedoms over the course of their new lives" (Hodgett and Clark 2011: 179).

Figure 1.k
The Integrated Capabilities Framework in the Canadian Context

Figure 1.k completes the story of cause and effect with two linkages: 'IMPROVED MULTICULTURALISM POLICY IN CANADA' → 'NEED FOR GOVERNMENTAL MECHANISMS TO PROMOTE IMMIGRANT SOCIAL INTEGRATION; need for societal mechanisms to promote immigrant social integration'. As terminal variables, the latter two are depicted as red octagons. Thus the Integrated Capabilities Framework concludes with a call for ongoing efforts at the levels of government (macro) and society (micro) to enhance social immigration for immigrants.

With all connections in place, consider a few points about the diagram as a whole. Its linkages identify a set of hypotheses that could be tested. The format of Figure 1, which features the same notation as other systemist figures, facilitates comparative analysis. Moreover, the diagram is intended as the first, rather than the last, visualization of the Integrated Capabilities Framework. With use of broken lines, which Table 1 designates for connections beyond those attributed to an author, the story of cause and effect in Figure 1 can be elaborated. Revisions and extensions can occur as the product of either theorizing, testing or both of those activities.

With regard to systemist criteria for logical consistency and completeness in theorizing, Figure 1 does quite well. There are no apparent points of contradiction among the linkages that make up the diagram. Among the six potential types of connection enumerated within systemism, Figure 1 includes five. The story of cause and effect lacks only a connection from Canada into the global system. Perhaps this can be a priority for further theorizing as work on the Integrated Capabilities Framework moves forward.

Figure 1 can be used for any number of purposes. This diagram can be utilized as a memory aid for the most important features of the Integrated Capabilities Framework. The value of the figure extends beyond research into pedagogy. For example, this depiction of the Integrated Capabilities Framework could be used by a professor in a

lecture or a doctoral student getting ready for qualifying exams. Figure 1 also can serve as a visual 'abstract' for a researcher looking at Hodgett and Clark (2011) for the first time—a graphic aid that can facilitate understanding of the text as it unfolds.

Additional Applications

While it is beyond the scope of this article to provide detailed treatments, a significant number of additional applications exist for systemism with regard to New Area Studies. The preceding section showed how an individual work of scholarship can be conveyed through a series of diagrams that facilitate a grasp of its arguments and pave the way for more productive communication. The systemist method also includes *systematic synthesis* and *bricolagic bridging*. Each of these techniques within the method is introduced briefly in turn, with ideas toward application in the context of two major collections from New Area Studies noted already: Hodgett and James (2108) and Rhodes and Hodgett (2020).

Systematic synthesis focuses on the logic of confirmation—combining together insights from a number of studies for a specific area of research into a graphic summary. An example appears in James (2019a), which focuses on the academic literature in the new millennium on crisis escalation to war based on data from the International Crisis Behavior (ICB) Project. Hypotheses from 14 studies are assembled into a systemist graphic that reveals a set of connections available for future testing. While in this instance systematic synthesis focused on combining arguments about cause and effect from a set of quantitative studies based on ICB data, there is no reason why the same work could not be carried out for qualitative investigations. Systematic synthesis could be helpful in any number of contexts in which the goal is to obtain a summary for the state of the art in some area of literature. This capacity spans the usual divide perceived between the humanities and social sciences.

How might systematic synthesis be carried out for New Area Studies? Salient dimensions in this context would be location and substantive focus. Thus two basic questions need to be asked in order to decide on inclusion of academic works in a purported systematic synthesis:

(1) What region, state, or sub-state entity is the focus for the study?

(2) What is the substantive topic of the study?

Suppose, for instance, a scholar wanted to synthesize insights obtained from a set of studies about the history of Indonesian art (i.e., (1) Indonesia; (2) art). Systematic synthesis would involve combining together the arguments from such academic works into a single diagram. This systematic synthesis could serve as a point of departure— what might be labeled as a diagrammatic abstract—for a review essay. It also could assist in various pedagogical purposes, such as a visual aid for a lecture.

Based on the contents of Hodgett and James (2018) and Hodgett and Clark (2020), one possible systematic synthesis could focus on Canadian politics. As per the numbered questions just above, the answers would be (1) Canada and (2) politics. Three items from the respective anthologies reside at that point of intersection. First, Denis with Amengay (2018) focus on issues related to the Canadian border. Second, Coates (2018) tells the story of the rise and fall of federal government support for Canadian Studies. Third, Borins and Herst (2020) analyze conflicting narratives about the federal elections of 2011, 2015 and 2019. Through further engagement of these three studies with each other, a more complete story of cause and effect might be told about Canadian politics in graphic form. A systemist visualization also could help to identify ways in which the studies are logically (in)consistent with each other.

Bricolagic bridging focuses on the logic of discovery—a visualization that brings into one place ideas from studies that are diverse and not normally engaged with each other. Bricolage can be understood in opposition to engineering, in which a fixed set of materials are assembled according to some set of instructions into some anticipated

product. As opposed to that activity, bricolage brings together items that might have no obvious association and generates new ideas on the basis of an unexpected engagement with each other. An application of bricolagic bridging appears in James (2019b), which brought together four very diverse studies in terms of subject matter and method—works of scholarship that almost certainly never have appeared together as a full set in any other publication. As it turns out, variables taken from each of the four studies can be combined to generate new hypotheses about international relations. It is viable to argue that, without this process, these studies— and the same could be said about other diverse collections—would not come seriously into intellectual contact with each other. As a result, bricolagic bridging can help to break down the sometimes pernicious effects of segmentation and encourage new ways of thinking for New Area Studies.

For bricologic bridging, the answers to the numbered questions above about location and subject matter are opposite to those for systematic synthesis: Each study is (1) situated in a different region, state or sub-state from the others; and (2) different from the others in substantive focus.[8] Consider, for example, Sabatini and Albertoni (2018) on the evolving nature of Latin American Studies; Hodgett (2020) on how novels and narrative can inform public policy; and Jarvis, Marsden, Ataka and Goodall (2020) on autoethnographic study of Muslim communities in the East Anglia region of Great Britain. These studies range in location and subject matter and thus, not surprisingly, also in methods and associated terminology. Bringing works such as these into direct contact with each other, guided by a common graphic approach, is certain to have salutary effects for New Area Studies.

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[8] Synthetic synthesis and bricologic bridging are ideal types in terms of engagement of studies with each other in a graphic format. A continuum of possibilities exists. Consider, for example, an exercise in which studies that focus on Thailand, but vary on substantive issues covered, are brought together in graphic form. Such hybrid possibilities are easy to imagine and could prove quite valuable in their own right.

Summing Up

Graphic portrayal of either an individual work of scholarship, or in combination, possesses any number of potential uses for scholars in New Area Studies. This study has introduced systemist graphics to New Area Studies through a visual presentation of the Integrated Capabilities Framework from Hodgett and Clark (2011). It is worth considering graphic presentation of arguments as a standard activity for New Area Studies in light of its expansiveness in terms of disciplines and associated terminology. This agenda could include visualization of individual works of scholarship, along with systematic synthesis and bricolagic bridging among them. A priority might be set on depiction of classic works in respective disciplines in order to stimulate interest among the widest possible range of scholars in each field. In closing, systemism offers a way forward for New Area Studies, which necessarily will face significant communication-related challenges as a by-product of its anticipated success.

Acknowledgments

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