

INTL 8500: Qualitative Research Methods
University of Georgia – Fall 2017
Sanford Hall 204, Wednesday 12:20-15:20

Prof. Gregory M. Thaler

328 Candler Hall

gthaler@uga.edu

Office Hours: Thursday 09:00-11:00 and by appointment

Sign up for scheduled office hours at <https://calendly.com/gregorythaler>

Course Description:

This seminar introduces graduate students to the theory and practice of qualitative methods in the social sciences. We focus in particular on the use of qualitative methods for the study of politics, drawing on scholarship from political science, sociology, and anthropology. Among other topics, we will discuss the strengths and weaknesses of qualitative research for understanding social phenomena, disciplinary debates about qualitative methods in the social sciences, and practical and ethical considerations in the application of qualitative methods. A substantial portion of the course is devoted to the development of student research projects that will involve experimentation with different approaches to research design, data collection, and data analysis.

Methodological issues in qualitative social science research are manifold, and this course should not be considered comprehensive. The aim is rather to provide a foundation of methodological theory and practical experience that will enable students to better design, conduct, analyze, present, and evaluate qualitative research. The utility of this course is not limited to students intending to pursue a career in research. In a society awash in ‘scientific’ data and knowledge claims, the ‘research literacy’ that this course provides is crucial for anyone who engages with politics and policy.

Course Structure, Requirements, and Evaluation:

This seminar focuses on reading, practice, and discussion.

You should complete the **assigned readings** prior to class each week and come prepared to engage in active **discussion**. Our classroom should be an environment for respectful, substantive discussions in which everyone feels comfortable participating. If for any reason you do not feel comfortable speaking during our discussions, please advise me so we can make appropriate adjustments. I recognize that people contribute to discussions in different manners, and I also value as participation conversations during office hours or over email.

A **field research project** will be a major component of the course. You will choose a research topic to pursue over the course of the semester in the Athens or Atlanta area. Ideally, this topic should be related in some way to your academic or professional interests. For example, if your interests concern NGOs, you might conduct research on an NGO in Athens. You can also choose a project that helps you develop particular skills, such as practicing a language. You will be asked to investigate your topic through a variety of different qualitative methods. If you wish to

use your research in this class for a larger formal project or publication, you must go through UGA's Institutional Review Board (IRB) process. Otherwise, all research related to your project for this course may only be used for class purposes, as explained in the IRB Guidance on Class Projects: <https://research.uga.edu/docs/policies/compliance/hso/Guidance-Class-Projects.pdf>. I will review and monitor your proposed projects to ensure compliance with ethical guidelines.

You are expected to act respectfully and ethically at all times, especially when carrying out your research activities. When engaging with human subjects for activities related to this course, you will identify yourself as a UGA student and make the disclosures described in the IRB guidelines. Should a serious problem or ethical concern arise during your field activities, please contact me or another faculty member immediately for advice.

You will complete **weekly written assignments** related to your field research project. In Week 2, you will be divided into **research support groups** of 3-4 students. Beginning in Week 3, you must email your written assignments to me and your research support group by 5pm on Tuesday evening. You should read the written assignments of your fellow group members and email constructive comments to at least two of them for each assignment. You should send your comments prior to the subsequent Wednesday class. Alternatively, your group may choose to meet on a weekly basis to discuss your research activities and assignments.

Your **final paper** may consist of either a) a research proposal that builds on your work this semester, or b) a paper that analyzes and evaluates your findings and methods from your research project. In either case, the paper must discuss your methods, data, and preliminary conclusions with reference to our assigned readings and our general focus on the connections between research theory, methodologies, and practice. The paper should be 10-15 pages in length and must be posted to eLC by **5pm on Sunday, November 26th**.

During our final meeting, we will **workshop** everyone's final papers. Each of you will serve as lead discussant for one of the other members of your research support group. Your performance as discussant will be included in your participation grade and comprises 5% of your final grade. The discussion format will be explained in detail prior to Thanksgiving Break. Depending on class size, our final meeting may be extended or a supplemental session may be added to ensure that everyone has the opportunity to receive thorough feedback.

Book to Purchase: Most of the required readings in this course are available for free in electronic format through the UGA Library or elsewhere on the internet. There is one book that you are required to purchase, as we will be using multiple chapters and the UGA Library does not have an electronic version:

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes*. 2nd ed. Chicago: The University of Chicago Press.

I will put this book on order with the UGA Bookstore. You may instead purchase the 1995 First Edition if you wish, but note that the chapter assignments are different, as marked in the syllabus.

Grading: Your grade in this course will be composed as follows:

Participation	25%
Weekly assignments	45%
Final paper	30%

Letter grades will be assigned according to the following scale:

A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-67
B-	80-83	D-	60-63
C+	77-79	F	59 and below

General Considerations:

Eating: Please refrain from eating during class.

Academic Honesty: As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <http://www.uga.edu/honesty>. Instances of cheating or plagiarism will be reported in accordance with university policy. Please review the definition of plagiarism in the Academic Honesty Policy: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy/prohibited-conduct#plagiarism>.

Students with Disabilities: UGA is committed to providing full participation and access for students with disabilities. If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

SCHEDULE: READINGS AND ASSIGNMENTS*

Week 1 | 16 August: The Importance and Fallibility of Methods

- Burnett, Dean. 2017. “How Internet Porn Caused the Rise of Donald Trump.” *The Guardian*, February 27. <https://www.theguardian.com/science/brain-flapping/2017/feb/27/how-internet-porn-caused-the-rise-of-donald-trump>.

* Please note that readings and assignments are subject to adjustment throughout the semester.

- Gibling, Douglas M., Steven V. Miller, and Erin K. Little. 2016. “An Analysis of the Militarized Interstate Dispute (MID) Dataset, 1816-2001.” *International Studies Quarterly* 60: 719–30.
- Nijhuis, Michelle. 2017. “How to Call B.S. on Big Data: A Practical Guide.” *The New Yorker*, June. <http://www.newyorker.com/tech/elements/how-to-call-bullshit-on-big-data-a-practical-guide>.
- Check out the “Big Data Batman” Twitter feed: <https://twitter.com/BigDataBatman>.
- Cartwright, Nancy. 2007. “Are RCTs the Gold Standard?” *Biosocieties* 2: 11–20.
- Lewis-Kraus, Gideon. 2016. “The Trials of Alice Goffman.” *The New York Times*, January 12. <https://www.nytimes.com/2016/01/17/magazine/the-trials-of-alice-goffman.html>.
- University of Georgia - Institutional Review Board. 2017. “Guidance on Class Projects.” Available: <https://research.uga.edu/docs/policies/compliance/hso/Guidance-Class-Projects.pdf>.
- After class, complete UGA’s Human Subjects Training (CITI): <https://research.uga.edu/hso/citi-training/>.
- **Assignment 1:** Choose a field research site or topic in the Athens or Atlanta area that you will investigate over the course of the semester. Write a 2-3 page proposal for your field research project that includes your motivation for choosing your topic, a description of the field site or potential field sites, an exemplary list of five potential informants (these can be examples of ‘ideal’ informants and do not have to be actual people), logistical considerations for accessing your sites and informants, and the identification of challenges or obstacles you foresee for conducting this project. **Email your assignment to me by 5pm on 22 August and be prepared to discuss in class the next day.**

Week 2 | 23 August: Disciplinary Debates and Standards for Qualitative Research

- Swedberg, Richard. 1990. “The New ‘Battle of Methods.’” *Challenge* 33 (1): 33–38.
- Monroe, Kristin Renwick, and Rogers Smith. 2007. “Symposium: The Perestroika Movement.” *Qualitative Methods: Newsletter of the American Political Science Association Organized Section on Qualitative Methods* 5 (1): 2-9.
- King, Gary, Robert Keohane, and Sydney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press. **Chapters 1-3 (skim)** [UGA electronic access]
- Brady, Henry, and David Collier, eds. 2010. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. 2nd ed. New York: Rowman & Littlefield. **Introduction to the Second Edition, Chapter 1, Chapters 8-9 (skim)** [UGA electronic access]
- Mahoney, James. 2010. “After KKV: The New Methodology of Qualitative Research.” *World Politics* 62 (1): 120–47.
- **Assignment 2:** Make initial contacts and obtain any necessary permissions for accessing your research site(s). Spend at least 2 hours at your site. Introduce yourself to people. Get a feel for the place. Jot notes to yourself. Imagine a specific research puzzle or

question related to your topic that could be explored with qualitative data. In 2-3 pages, describe one main and one plausible alternative explanation for your puzzle. You may develop these explanations intuitively based on your knowledge and first impressions or you may make reference to existing literature. State whether these explanations rely on ‘descriptive’ or ‘causal’ inferences. Identify the key variables (independent and dependent) or processes supporting these inferences, and briefly describe the mechanisms or relations connecting your variables or processes. **Email your assignment to me [and your research support group](#) by 5pm on 29 August.**

Supplementary Readings

- Mackie, J. 1965. “Causes and Conditions.” *American Philosophical Quarterly* 2 (4): 245–64.
- Schwartz-Shea, Peregrine, and Dvora Yanow. 2002. “‘Reading’ ‘Methods’ ‘Texts’: How Research Methods Texts Construct Political Science.” *Political Research Quarterly* 55 (2): 457–86.
- Flyvbjerg, Bent. 2004. “A Perestroikan Straw Man Answers Back: David Laitin and Phronetic Political Science.” *Politics Society* 32 (3): 389–416.
- Mahoney, James, and Gary Goertz. 2006. “A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research.” *Political Analysis* 14 (3): 227–49.
- Bennett, Andrew, and Jeffrey Checkel, eds. 2015. *Process Tracing: From Metaphor to Analytic Tool*. New York: Cambridge University Press.
- Burawoy, Michael. 1998. “The Extended Case Method.” *Sociological Theory* 16 (1): 4–33.
- Lamont, Michele, and Patricia White. 2005. “Workshop on Interdisciplinary Standards for Systematic Qualitative Research.” National Science Foundation. Available: http://www.nsf.gov/sbe/ses/soc/ISSQR_workshop_rpt.pdf.
- Haraway, Donna. 1988. “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective.” *Feminist Studies* 14 (3): 575–99.

Week 3 | 30 August: Ethics and Positionality

- Lake, Milli, and Sarah Parkinson. 2017. “The Ethics of Fieldwork Preparedness.” *Political Violence at a Glance*, June 5. <http://politicalviolenceataglance.org/2017/06/05/the-ethics-of-fieldwork-preparedness/>.
- Wood, Elisabeth. 2006. “The Ethical Challenges of Field Research in Conflict Zones.” *Qualitative Sociology* 29 (3): 373–86.
- Daley, Patricia. 2015. “Researching Sexual Violence in the Eastern Democratic Republic of Congo: Methodologies, Ethics, and the Production of Knowledge in an African Warscape.” In *The Routledge Handbook of Gender and Development*, edited by Anne Coles, Leslie Gray, and Janet Momsen, 429–40. New York: Routledge.
- Ortobals, Candice D., and Meg E. Rincker. 2009. “Fieldwork, Identities, and Intersectionality: Negotiating Gender, Race, Class, Religion, Nationality, and Age in the Research Field Abroad: Editors’ Introduction.” *PS: Political Science & Politics* 42 (2): 287–90.

- Calvey, David. 2008. “The Art and Politics of Covert Research: Doing ‘Situated Ethics’ in the Field.” *Sociology* 42 (5): 905–18.
- **Assignment 3:** First, consider the ethical issues that are implicit in your field project or that may arise over the course of your research. Imagine that your research is going to be published, and consider the additional ethical issues that publication would create. What negative effects might your project have on your subjects? What steps could you take to mitigate negative impacts? Second, consider your positionality in relation to your research topic and research subjects. What intersections of power and identity are most salient, and how do they affect your research practice, the data you collect, and your analytical predilections? What negative impacts could this project have for you and how can those potential impacts be mitigated? **Email your assignment to me and your research support group by 5pm on 05 September.**

Supplementary Readings

- The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. 1979. “The Belmont Report.” Available: <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html>.
- Kovats-Bernat, J. Christopher. 2002. “Negotiating Dangerous Fields: Pragmatic Strategies for Fieldwork Amid Violence and Terror.” *American Anthropologist* 104 (1): 208–22.
- Robbins, Paul. 2006. “Research Is Theft: Environmental Inquiry in a Postcolonial World.” In *Approaches to Human Geography*, edited by Stuart Aitken and Gill Valentine, 311–24. London: Sage Publications.
- Clarke, Kamari M. 2010. “Toward a Critically Engaged Ethnographic Practice.” *Current Anthropology* 51 (S2): S301–12.
- Spicker, Paul. 2011. “Ethical Covert Research.” *Sociology* 45 (1): 118–33.

Week 4 | 06 September: Fieldnotes

- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes*. 2nd ed. Chicago: The University of Chicago Press. **Chapters 1-3 (or Chapters 1-4 in the First Edition)**
- Wolfinger, Nicholas. 2002. “On Writing Fieldnotes: Collection Strategies and Background Expectancies.” *Qualitative Research* 2 (1): 85–93.
- **Assignment 4:** Spend 2-3 hours in your field site. Observe and make jottings. Just observe and describe this week, do not analyze. You are practicing observation and recording with an ethnographic sensibility. Type up your fieldnotes and include a brief introductory paragraph reflecting on your experience observing, jotting, and transcribing fieldnotes. **Email your assignment to me and your research support group by 5pm on 12 September.**

Supplementary Readings

- Sanjek, Roger, ed. 1990. *Fieldnotes: The Makings of Anthropology*. Ithaca: Cornell University Press.
- Sanjek, Roger, and Susan Tratner, eds. 2016. *eFieldnotes: The Makings of Anthropology in the Digital World*. Philadelphia: University of Pennsylvania Press.
- Neimark, Benjamin D. 2012. “Finding That ‘Eureka’ Moment: The Importance of Keeping Detailed Field Notes.” *African Geographical Review* 31 (1): 76–79.

Week 5 | 13 September: Ethnography and Participant Observation I – Anthropology & Sociology

- Geertz, Clifford. 1973. *The Interpretation of Cultures*. New York: Basic Books. **Chapter 1 “Thick Description: Toward an Interpretive Theory of Culture” and Chapter 15 “Deep Play: Notes on the Balinese Cockfight”**
- Briggs, Jean. 1970. “Kapluna Daughter: Living with Eskimos.” *Trans-Action* 7 (8): 12–24.
- Bernard, H.R. 2006. “Participant Observation.” In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, 4th ed., 342–86. Lanham, MD: Altamira Press.
- Marcus, George E. 1995. “Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography.” *Annual Review of Anthropology* 24: 95–117.
- Gille, Zsuzsa, and Seán Ó Riain. 2002. “Global Ethnography.” *Annual Review of Sociology* 28 (1): 271–95.

Savage Controversy: Napoleon Chagnon and Ethnographic Methodology

- Sahlins, Marshall. 2000. “Jungle Fever.” *The Washington Post*, December 10. https://www.washingtonpost.com/archive/entertainment/books/2000/12/10/jungle-fever/e8b757ae-b365-4632-8f04-3d9e61371ed7/?utm_term=.e9aac69d49ea.
- Newcomb, Rachel. 2013. “‘Noble Savages: My Life among Two Dangerous Tribes - the Yanomamo and the Anthropologists’ by Napoleon A. Chagnon.” *The Washington Post*, February 22. https://www.washingtonpost.com/opinions/noble-savages-my-life-among-two-dangerous-tribes-the-yanomamo-and-the-anthropologists-by-napoleon-a-chagnon/2013/02/22/09093d8e-5b6f-11e2-88d0-c4cf65c3ad15_story.html.
- Corry, Stephen. 2013. “The Emperor’s New Suit in the Garden of Eden, and Other Wild Guesses: Why Can’t Napoleon Chagnon Prove Anything?” Survival International. Available: <http://assets.survivalinternational.org/documents/1080/corry-on-chagnon.pdf>.

Supplementary Reading on the Chagnon Controversy

- Marks, Jonathan. 2013. “Meet Joe Science.” Anthropomics Blog, February 19. <https://anthropomics.blogspot.com/2013/02/meet-joe-science.html>.
- Survival International. 2017. “The Myth of the ‘Brutal Savage’: How Some Writers Are Pushing the View That Tribal Peoples Are Particularly Violent.” Available: <http://www.survivalinternational.org/articles/3289-brutal-savages>.

- **Assignment 5:** Spend at least 2 hours at your field site, and later type up your fieldnotes. You may begin to include analysis in your notes along with your observations. Next, write a 1-2 page reflection on the 'culture' that you are investigating. What aspects of that culture are you hoping to interpret and understand? What sorts of insights can ethnography produce for your project? How can you ensure the validity of conclusions drawn from participant observation? Lastly, imagine that you were to develop your project into a multi-sited or global ethnography: what other sites would you include and why? **Email your assignment to me and your research support group by 5pm on 19 September.**

Supplementary Readings

- Clifford, James, and George E. Marcus, eds. 1986. *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press.
- Clifford, James. 1988. "On Ethnographic Authority." In *The Predicament of Culture: Twentieth-Century Ethnography, Literature, and Art*. Cambridge, MA: Harvard University Press.

Week 6 | 20 September: Ethnography and Participant Observation II – Political Science

- Wedeen, Lisa. 2010. "Reflections on Ethnographic Work in Political Science." *Annual Review of Political Science* 13 (1): 255–72.
 - Vrasti, Wanda. 2008. "The Strange Case of Ethnography and International Relations." *Millennium - Journal of International Studies* 37 (2): 279–301.
 - Schwartz-Shea, Peregrine, and Samantha Majic. 2017. "Ethnography and Participant Observation: Political Science Research in this 'Late Methodological Moment.'" *PS: Political Science & Politics* 50 (1): 97–102.
 - Allina-Pisano, Jessica. 2009. "How to Tell an Axe Murderer: An Essay on Ethnography, Truth, and Lies." In *Political Ethnography: What Immersion Contributes to the Study of Power*, edited by Edward Schatz, 53–73. Chicago: University of Chicago Press.
 - Munck, Gerardo, and Richard Snyder. 2007. *Passion, Craft, and Method in Comparative Politics*. Baltimore: Johns Hopkins University Press. **Chapter 11 "James C. Scott: Peasants, Power, and the Art of Resistance"**
- **Assignment 6:** Spend at least 2 hours at your field site, and later type up your fieldnotes. Is there a place for ethnography in contemporary international relations research? Should there be? What about within political science as a discipline? Write a 1-2 page response to these questions. **Email your assignment to me and your research support group by 5pm on 26 September.**

Supplementary Readings

- Lie, Jon H. S. 2012. "Challenging Anthropology: Anthropological Reflections on the Ethnographic Turn in International Relations." *Millennium - Journal of International Studies* 41 (2): 201–20.

- Schatz, Edward, ed. 2013. *Political Ethnography: What Immersion Contributes to the Study of Power*. Chicago: University of Chicago Press.

Week 7 | 27 September: Interviews I

- Bernard, H.R. 2006. “Interviewing: Unstructured and Semistructured.” In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, 4th ed., 210–50. Lanham, MD: Altamira Press.
 - Leech, Beth. 2002. “Asking Questions: Techniques for Semistructured Interviews.” *PS: Political Science & Politics* 35 (4): 665–68.
 - Soss, Joe. 2006. “Talking Our Way to Meaningful Explanations: A Practice-Centered View of Interviewing for Interpretive Research.” In *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, edited by Dvora Yanow and Peregrine Schwartz-Shea, 315–37. Armonk, NY: M.E. Sharpe.
 - Mosley, Layna. 2013. “‘Just Talk to People’? Interviews in Contemporary Political Science.” In *Interview Research in Political Science*, edited by Layna Mosley, 1–28. Ithaca: Cornell University Press.
- **Assignment 7:** Prepare an informed consent template for interviews for your research project. Refer to the sample materials listed in the supplementary readings for this week, as well as the UGA IRB guidance on class projects. Between Assignments 7 and 8, you must conduct at least 3 semistructured interviews and at least 1 interview must be audio or video recorded for transcription. You may elect to substitute one of the semistructured interviews with a focus group interview in Week 8. For Assignment 7, therefore, you should conduct 1 or 2 interviews. Use the following procedure:
- Determine whom you would like to interview for your project
 - Make contact and schedule the interviews
 - Prepare an interview guide including primary and follow-up questions (your guide may vary across interviews depending on the subjects)
 - Choose a recording medium (at least 1 interview must be audio or video recorded, for the other 2 you may record via handwritten notes)
 - Conduct interviews using your informed consent template and interview guide
 - Transcribe the audio or video recording (1 interview or focus group only)
 - Write up and analyze your interviews

Email the write up and analysis of 1 interview to me and your research support group by 5pm on 03 October. Either Assignment 7 or 8 must include submission of a full transcription of an audio or video recorded interview or focus group.

Supplementary Readings

- Mosley, Layna, ed. 2013. “Appendix: Sample Materials for Interview Research.” In *Interview Research in Political Science*. Ithaca: Cornell University Press.
- Rubin, Herbert, and Irene Rubin. 2004. *Qualitative Interviewing: The Art of Hearing Data*. 2nd ed. Thousand Oaks, California: Sage Publications.

- McLellan, Eleanor, Kathleen MacQueen, and Judith Neidig. 2003. “Beyond the Qualitative Interview: Data Preparation and Transcription.” *Field Methods* 15 (1): 63–84.

Week 8 | 04 October: Interviews II

Guest Speaker: Sara Kutchesfahani, Executive Director, CITS / MIP Program Director, IA

- Kutchesfahani, Sara. 2014. *Politics and the Bomb: The Role of Experts in the Creation of Cooperative Nuclear Non-Proliferation Agreements*. New York: Routledge. **Chapter 1 “Understanding the Role of Experts in the Creation of Cooperative Nuclear Non-Proliferation Agreements”**
 - Brounéus, Karen. 2011. “In-Depth Interviewing: The Process, Skill and Ethics of Interviews in Peace Research.” In *Understanding Peace Research: Methods and Challenges*, edited by Kristine Höglund and Magnus Öberg, 130–45. New York: Routledge.
 - Fujii, Lee Ann. 2010. “Shades of Truth and Lies: Interpreting Testimonies of War and Violence.” *Journal of Peace Research* 47 (2): 231–41.
 - Morgan, David. 1996. “Focus Groups.” *Annual Review of Sociology* 22: 129–52.
 - Bleich, Erik, and Robert Pekkanen. 2013. “How to Report Interview Data.” In *Interview Research in Political Science*, edited by Layna Mosley, 84–105. Ithaca: Cornell University Press.
- **Assignment 8:** Conduct 1 or 2 semistructured interviews, for a total of at least 3 interviews between Assignments 7 and 8. Follow the procedure outlined in Assignment 7. You may choose to substitute a focus group for one of the semistructured interviews. Focus group interviews must be audio or video recorded. **Email the write up and analysis of your focus group or of 1 interview to me and your research support group by 5pm on 10 October. Either Assignment 7 or 8 must include submission of a full transcription of an audio or video recorded interview or focus group.**

Week 9 | 11 October: History and Archives

- Skocpol, Theda, and Margaret Somers. 1980. “The Uses of Comparative History in Macrosocial Inquiry.” *Comparative Studies in Society and History* 22 (2): 174–97.
- Lustick, Ian. 1996. “History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias.” *American Political Science Review* 90 (3): 605–18.
- Dunn, Kevin. 2008. “Historical Representations.” In *Qualitative Methods in International Relations: A Pluralist Guide*, edited by Audie Klotz and Deepa Prakash, 78–92. New York: Palgrave Macmillan.
- Wagstaff, Stillman, and Jesse Gant. “Learning to Do Historical Research: A Primer - What Are the Documents?” *Learning Historical Research*. Available: <http://www.williamcronon.net/researching/documents.htm>.

- Heck, Barbara, Elizabeth Preston, and Bill Svec. 2004. “A Survival Guide to Archival Research.” *Perspectives on History*, December. <https://www.historians.org/publications-and-directories/perspectives-on-history/december-2004/a-survival-guide-to-archival-research>.
- **Assignment 9:** Think about the long-term history of the places and processes involved in your research project. In what ways might historical research contribute to your understanding of contemporary dynamics? Identify potential archives or primary sources of historical data about your topic. Find at least two primary source documents that deepen the historical scope of your research. Photocopy, photograph, or otherwise record the content of your primary sources. Write a 2-3 page memo describing your two primary source documents, how and where you located them, and what they contribute to your understanding of your topic. **Email your assignment to me and your research support group by 5pm on 17 October.**

Supplementary Readings

- Eco, Umberto. 2015. *How to Write a Thesis*. Cambridge, MA: MIT Press.
- Munck, Gerardo, and Richard Snyder. 2007. *Passion, Craft, and Method in Comparative Politics*. Baltimore: Johns Hopkins University Press. Chapter 17 “Theda Skocpol: States, Revolutions, and the Comparative Historical Imagination”

Week 10 | 18 October: Processing Fieldnotes Lab

- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes*. 2nd ed. Chicago: The University of Chicago Press. **Chapter 6 “Processing Fieldnotes: Coding and Memoing”**
- Padgett, Deborah. 2012. *Qualitative and Mixed Methods in Public Health*. Thousand Oaks, California: Sage Publications. **Chapter 8 “Data Analysis and Interpretation”**
- **Assignment 10:** At this point, you have fieldnotes from over six hours of participant observation, write-ups from three interviews, and two primary source historical documents. Your assignment is to begin coding this data. You may use word-processing software or qualitative data analysis software such as Atlas.ti or NVivo. You must code at least one week of participant observation fieldnotes, two interviews, and one primary source document. Write a one-page reflection on key challenges or decisions you encountered in coding and any unexpected insights. **Email this reflection and 1 coded interview to me and your research support group by 5pm on 24 October.**

Supplementary Readings

- Ryan, Gery, and H.R. Bernard. 2000. “Data Management and Analysis Methods.” In *Handbook of Qualitative Research*, edited by Norman Denzin and Yvonna Lincoln, 2nd ed., 769–802. Thousand Oaks, California: Sage Publications.

Week 11 | 25 October: Qualitative Dimensions of Survey Research

- Gallagher, Mary. 2013. “Capturing Meaning and Confronting Measurement.” In *Interview Research in Political Science*, edited by Layna Mosley. Ithaca: Cornell University Press.
- Fowler, Floyd. 2009. *Survey Research Methods*. 4th ed. Thousand Oaks, California: Sage Publications. **Chapters 6-8**
- **Assignment 11:** Create a short, self-administered survey for your research project, pretest it with your research support group, and give each other critical feedback. Refine the survey and administer the revised version to at least three people at your research site. Write a short summary of your results and submit this summary along with your revised survey. **Email your assignment to me and your research support group by 5pm on 31 October.**

Supplementary Readings

- Sudman, Seymour, and Norman Bradburn. 1982. *Asking Questions: A Practical Guide to Questionnaire Design*. San Francisco: Jossey-Bass.
- Lee, Jerry W., Patricia S. Jones, Yoshimitsu Mineyama, and Xinwei Esther Zhang. 2002. “Cultural Differences in Responses to a Likert Scale.” *Research in Nursing and Health* 25 (4): 295–306.

Week 12 | 01 November: Mixing Methods

- Sieber, Sam. 1973. “The Integration of Fieldwork and Survey Methods.” *American Journal of Sociology* 78 (6): 1335–59.
- Lieberman, Evan. 2005. “Nested Analysis as a Mixed-Method Strategy for Comparative Research.” *American Political Science Review* 99 (3): 435–452.
- Rohlfing, Ingo. 2008. “What You See and What You Get.” *Comparative Political Studies* 41 (11): 1492–1514.
- Rocheleau, Dianne. 1995. “Maps, Numbers, Text, and Context: Mixing Methods in Feminist Political Ecology.” *Professional Geographer* 47 (4): 458–66.
- Thaler, Kai M. 2017. “Mixed Methods Research in the Study of Political and Social Violence and Conflict.” *Journal of Mixed Methods Research* 11 (1): 59–76.
- **Assignment 12:** What are the relative strengths and weaknesses of your participant observation, interviews, historical research, and survey for analyzing and understanding your research topic? If you were to pursue this project further, what combination of qualitative (and possibly quantitative) methods would you employ, why would you select these methods, and how would you combine them practically and analytically? Respond in 2-3 pages. **Email your assignment to me and your research support group by 5pm on 07 November.**

- If you wish to propose an article to be discussed during our session in Week 14, please do so when you submit Assignment 12, and we will make a final determination on readings in Week 13.

Supplementary Readings

- Sil, Rudra, and Peter J. Katzenstein. 2010. “Analytic Eclecticism in the Study of World Politics: Reconfiguring Problems and Mechanisms across Research Traditions.” *Perspectives on Politics* 8 (2): 411–31.
- Doolittle, Amity. 2010. “Stories and Maps, Images and Archives: Multimethod Approach to the Political Ecology of Native Property Rights and Natural Resource Management in Sabah, Malaysia.” *Environmental Management* 45: 67–81.
- “Symposium: Multi-Method Work, Dispatches from the Front Lines.” 2007. *Qualitative Methods: Newsletter of the American Political Science Association Organized Section on Qualitative Methods* 5 (1): 9–28.

Week 13 | 08 November: Case Studies and Comparison

- Przeworski, Adam, and Henry Teune. 1970. *The Logic of Comparative Social Inquiry*. New York: Wiley-Interscience. **Chapter 2 “Research Designs”**
 - Seawright, Jason, and John Gerring. 2008. “Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options.” *Political Research Quarterly* 61 (2): 294–308.
 - Simmons, Erica S., and Nicholas Rush Smith. 2017. “Comparison with an Ethnographic Sensibility.” *PS: Political Science & Politics* 50 (1): 126–30.
 - McMichael, Philip. 1990. “Incorporating Comparison within a World-Historical Perspective: An Alternative Comparative Method.” *American Sociological Review* 55 (3): 385–97.
 - Peck, Jamie, and Nik Theodore. 2012. “Follow the Policy: A Distended Case Approach.” *Environment and Planning A* 44 (1): 21–30.
- **Assignment 13:** Devise a comparative research design that would allow you to further develop or validate the conclusions of your research project. In 1-2 pages, explain your comparative design, inferential goals, and case selection logic. Be clear on how you conceive of a ‘case’ and whether you are operating in a positivist or reflexive/interpretive mode. **Email your assignment to me and your research support group by 5pm on 14 November.**
 - I recommend you think about Assignment 14 this week as well, since you will need to complete it before Thanksgiving Break.

Supplementary Readings

- George, Alexander L., and Andrew Bennett. 2004. *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: MIT Press.

- Geddes, Barbara. 1990. “How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics.” *Political Analysis* 2: 131–50.
- Gerring, John. 2008. “Case Selection for Case-Study Analysis: Qualitative and Quantitative Techniques.” In *The Oxford Handbook of Political Methodology*, edited by Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier, 645–84. New York: Oxford University Press.
- McMichael, Philip. 2000. “World-Systems Analysis, Globalization, and Incorporated Comparison.” *Journal of World-Systems Research* VI (3): 68–99.
- Munck, Gerardo, and Richard Snyder. 2007. *Passion, Craft, and Method in Comparative Politics*. Baltimore: Johns Hopkins University Press. Chapter 12 “Alfred Stepan: Democratic Governance and the Craft of Case-Based Research”

Week 14 | 15 November: Evaluating Methods in Published Work

We will choose three articles to read for this week, and we will use part of our class time to discuss these articles and their use of qualitative methods. Possible articles include but are not limited to:

- Rabinowitz, Or, and Nicholas Miller. 2015. “Keeping the Bombs in the Basement: U.S. Nonproliferation Policy toward Israel, South Africa, and Pakistan.” *International Security* 40 (1): 47–86.
 - Lyall, Jason, and I. Wilson. 2009. “Rage against the Machines: Explaining Outcomes in Counterinsurgency Wars.” *International Organization* 63 (1): 67–106.
 - Tannenwald, Nina. 1999. “The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use.” *International Organization* 53 (3): 433–468.
 - Shitrit, Lihi Ben. 2013. “Women, Freedom, and Agency in Religious Political Movements: Reflections from Women Activists in Shas and the Islamic Movement in Israel.” *Journal of Middle East Women’s Studies* 9 (3): 81–107.
 - Paprocki, Kasia. 2016. “‘Selling Our Own Skin.’ Social Dispossession through Microcredit in Rural Bangladesh.” *Geoforum* 74: 29–38.
 - Thaler, Gregory. 2017. “The Land Sparing Complex: Environmental Governance, Agricultural Intensification, and State Building in the Brazilian Amazon.” *Annals of the American Association of Geographers*. doi:10.1080/24694452.2017.1309966.
- **Assignment 14:** Research is relational. Over the course of the semester, you have been present in a field site and interacted with human subjects who have shared with you their time and experiences. What you have learned from your project may also be of use or interest to your research participants. Choose a way to report back on the preliminary results and conclusions of your project. Methods of reporting back could include organizing a presentation or discussion with a group of your participants or sharing results with individual participants either in person or in writing. When you have completed this process, write a 1-2 page description of how you reported your results, how the results were received, and any other reflections on this experience. **Email your assignment to me and your research support group by 5pm on 17 November (before**

Thanksgiving Break). Send comments to your group members or meet with your group before our final Wednesday class.

- Your final paper is due by 5pm on the Sunday before our next class.

Week 15 | 29 November: Workshop Discussion

We will workshop everyone's final papers. Each of you will serve as lead discussant for one of the other members of your research support group.

If you choose to write a research proposal for your final paper, you should consult:

- Przeworski, Adam, and Frank Salomon. 1995 [1988]. "The Art of Writing Proposals." Brooklyn, NY: Social Science Research Council. [Available online]

Final papers must be posted to eLC by **5pm on Sunday, November 26th**.