UNIVERSITY OF GEORGIA

NUMBER: **INTL 8500**
TITLE: **Qualitative Methods in International Relations**

INSTRUCTOR: Dr. Cas Mudde (mudde@uga.edu)
OFFICE: IA Building 324
OFFICE HOURS: By appointment

TERM: Fall 2025
DATE & TIME: Mondays, 15:00-18:00
ROOM: IA Building 214

Introduction:

This course will present a comprehensive introduction into the use of qualitative methods in political science (with a particular focus on CP and IR). This course builds upon the graduate Research Methods course and focuses in more detail on conceptualization and case selection, approaches of qualitative research, data-gathering techniques, and data-processing methods. Rather than an alternative to the different modules in quantitative methods, this course is to be seen as complimentary. It should prepare students for either exclusive qualitative research or mixed-methods research (i.e. a mix of quantitative and qualitative methods).

Qualitative research is more than a mere fallback option for quantitative research (in case of a lack of cases or of numerical data). In fact, various research questions can only (or best) be answered on the basis of qualitative research. This is particularly the case with explorative and truly innovative research. Where the particular strength of quantitative research is reliability, qualitative research has its main strength in validity. It is often also more flexible, given that it is less reliant upon existing concepts and data. This notwithstanding, many issues that are discussed in this class are also relevant for (purely) quantitative scholars.

The course will discuss the characteristics and consequences of different types of concepts, case selections, data-gathering techniques, and data-processing methods. In addition to purely methodological texts, we will also read some applied research.

Students are expected to apply the various methods themselves and discuss these applications in class. **It is crucial that students will enter the course with a clear research question or topic in mind**; this will make the course much more accessible and understandable.

Readings:

The course is based on a broad variety of readings but one textbook can be considered as a central text throughout the course:

Jennifer Cyr and Sara Wallace Goodman (eds.). *Doing Good Qualitative Research.* **Oxford: Oxford University Press, 2024 (Cyr & Wallace).**

This book is available online through the UGA library, so you do not have to buy it yourself.

A second book is central to the first part of the course, i.e. on conceptualization and categorization.

David Collier and John Gerring (eds.). *Concepts and Method in Social Science: The Tradition of Giovanni Sartori.* **London: Routledge, 2009. (Collier & Gerring)**

This book, as well as all *other* texts, will be made available on the Elc course site, well ahead of the relevant class. If you have any problems accessing or locating readings, send me an email at mudde[@]uga.edu.

Two more books are useful if you want to develop a broader view of political methodology (qualitative and quantitative). Both books discuss virtually every topic that we discuss in this course (and more).

The first is broadly considered the gold standard in U.S. political science and is more aimed at (junior) scholars than (grad) students.

Janet M. Box-Steffensmeier, Henri E. Bradi and David Collier (eds.). *The Oxford Handbook of Political Methodology.* **Oxford: Oxford University Press, 2008.**

The second book discusses methods from a (West) European perspective, which is less defensive about qualitative methods.

Donatella della Porta and Michael Keating (eds.). *Approaches and Methodologies in the Social Sciences: A Pluralistic Perspective.* **Cambridge: Cambridge University Press, 2008.**

Both books are useful to have, particularly if you are interested in methodological issues, but are unfortunately not available online.

Course objectives:

• To introduce you to a broad range of issues and techniques in qualitative research.
• To highlight the (particular) strengths and weaknesses of different qualitative approaches and methods.
• To help you make the right choices in conceptualization, case selection, approach, data-gathering technique, and data-processing method for your particular research design.

Teaching Methodology:

The course is purely discussion based. During most classes, students will discuss how they apply the topic at hand to their own original research. In these classes, students are expected to take the lead, and the professor acts mainly as a facilitator.

Course Evaluation:

• Participation (25%)
• Presentations (15%)
• Application Papers (60%)

Participation (25%): You are expected to actively participate in each class, which is based almost exclusively on student discussion. **To facilitate the class discussion, you are supposed to prepare a short document (1-2 pages) for most classes in which you apply the main readings to your own topic of interest!** Your grade is based on the *quality and quantity* of your participation in the discussions.

Presentations (15%): You will be assigned a key reading, which you are expected to shortly discuss in class (max. 15 minutes per presentation). It is your task to present the most important points **in your own words** and clarify or illustrate them (if necessary) with **original** examples (preferably from your own research).

Application Papers (60%): The key to best understand the fairly abstract and complex material that we will be reading is to *apply* it to your own research topic. You will write **nine** short application (and reflection) papers (ca. 600-800 words), which you must submit by the Sunday 10 PM EST before the relevant class. The main point of these short papers is the **application** of the approach/method, not the findings, methods or theories of the readings themselves.

Grading:

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Classroom Attendance and Activity

This class meets once a week and attendance is **expected**. You can miss up to **two** classes (*no excuses or notes are necessary*, although a heads-up will be appreciated). If you miss more than two classes, without a valid reason, your participation grade (25% of final grade). When you miss more than **four** classes without a valid excuse, you <u>will</u> **fail** the course!

While the weekly number of readings for this course is not too high (usually 5-6 articles or book chapters), many of the readings are quite complex and dense and will probably require you to read them slowly and/or multiple times. In other words, while you will read fewer texts than in other courses, you will probably spend at least as much time reading. Make sure to allot that time!

Obviously, you are expected to **read and reflect upon** (at least) the compulsory readings before you come to class. In other words, I expect you to read the articles/chapters well in advance of the class and then reflect upon them in anticipation of the class discussion.

You are also expected to reflect upon how the topic of the week relates to your specific research question or topic and be able to discuss this in class. In addition to the regular "Application Papers," I suggest you also come to class with some notes to facilitate that discussion.

Office Hours:

I do not hold regular office hours this semester, as I only teach this course. You can, however, always schedule an online or offline meeting with me by email. I genuinely **enjoy meeting students** individually, so you do <u>not</u> need an excuse or "problem" to meet me during office hours! I also appreciate it when students drop by (regularly) to discuss their progress. Students that I have not taught before are particularly encouraged to come to office hours at the beginning of the semester, as this helps us to get to know each other better.

Academic Integrity

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 "<u>A Culture of Honesty</u>". Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

ChatGPT

Unauthorized use of artificial intelligence software or word mixing software to write your paper or disguise plagiarized work is considered unauthorized assistance in this course

Visual or Audio Recording

In the absence of written authorization from the UGA Disability, students may **<u>not</u>** make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.

- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Disability Statement

UGA is committed to the success of all learners, and we strive to create an inclusive and accessible online environment. In collaboration with the Disability Resource Center, we work with students who have documented disabilities to access reasonable accommodations and academic supports. For more information or to speak with a Disability coordinator, please call the Disability Resource Center at (706) 542-8719, TTY only phone (706) 542-8778.

Well-being, Mental Health, and Student Support

If you or someone you know needs assistance, you are encouraged to contact Student Care & Outreach in the Division of Student Affairs at 706-542-7774 or visit https://sco.uga.edu/. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources to support your well-being and mental health: https://well-being.uga.edu/

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: https://caps.uga.edu/, TAO Online Support (https://caps.uga.edu/tao/), 24/7 support at 706-542-2273. For crisis support: https://healthcenter.uga.edu/emergencies/.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: https://healthcenter.uga.edu/bewelluga/

Other Important Resources for Students

UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come speak with me or contact these resources directly:

Office of Student Care & Outreach (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu

Counseling and Psychiatric Services (CAPS) - 706-542-2273 (during regular business hours) *After Hour Mental Health Crisis:* 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician).

Relationship and Sexual Violence Prevention – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentially).

Third-Party Software and FERPA:

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these are required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please contact your instructor.

Finally:

THE COURSE SYLLABUS IS A GENERAL PLAN FOR THE COURSE; DEVIATIONS ANNOUNCED TO THE CLASS BY THE INSTRUCTOR MAY (AND MOST PROBABLY WILL) BE NECESSARY!

08/18   Rethinking Doing Research

Political science has become increasingly positivistic and quantitative, particularly (but not exclusively) in the United States. These approaches are often propagated as the (only) "right way" to do political "science." Obviously, there are more ways to study politics and there is no one "right" way. In this class, we will "rethink" doing research, embrace complexity and subjectivity, and reflect on our own role as researcher.

Compulsory Reading:
Mahoney, James (2010) "After KKV: The New Methodology of Qualitative Research", *World Politics*, 62(1), 120-147.
Cyr & Goodman, chapters 1 ("Book Outline" optional), 2-5, 30.

Optional Readings:
Collier, David, Henry E. Brady and Jason Seawright (2010) "Outdated Views of Qualitative Methods: Time to Move On", *Political Analysis*, 18(4), 506-513.
Devine, Fiona, "Qualitative Methods", in David Marsh and Gerry Stoker (eds.), *Theory and Methods in Political Science*. Basingstoke: Macmillan, 137-153.
Freedman, David A. (2010) "On Types of Scientific Inquiry: The Role of Qualitative Reasoning", in Andrew Bennett and David Collier (eds.), *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham, MD: Rowman & Littlefield, 221-236.
Gerring, John (2012) *Social Science Methodology: A Unified Framework*. Cambridge: Cambridge University Press, 2nd edition, chapter 2.
Mahony, James (2007) "Qualitative Methodology and Comparative Politics", *Comparative Political Studies*, 40(2), 122-144.

PART I – CONCEPTS, CLASSES, AND CASES

09/08   Conceptualization: Classic Concepts

The Italian political scientist Giovanni Sartori has created the foundations for the discussions on conceptualization in our discipline. Working exclusively with classical concepts, Satori discussed the various problems involved in conceptualization (such as "conceptual stretching") and offered solutions to them (e.g. the ladder of abstraction).

Task 1: Create a conceptual framework for your key concept – i.e. define your key concept and connect it to related concepts.

Compulsory Reading:
Collier & Gerring, chapters 1, 4, 5.
Mudde, Cas (2007) *Populist Radical Right Parties in Europe*. Cambridge: Cambridge University Press, chapter 1.

Optional Readings:
Gerring, John (2012) *Social Science Methodology: A Unified Framework*. Cambridge: Cambridge University Press, 2nd edition, chapter 5.
Jones, Charles O. (1974) "Doing Before Knowing: Concept Development in Political Research," *American Journal of Political Science*, 18(1), 215-228.

09/01   Labor Day: No Class

09/08   Conceptualization: Alternative Concepts

David Collier, Gary Goertz, and others have elaborated upon Sartori's foundational work. Rejecting the (exclusive) use of classical concepts, they developed alternatives, such as radial concepts, which have their own (often contradictory) logic and offer theoretical and methodological opportunities and challenges.

Task 2: Define your key concept as a "classic" and as a "radial" concept. Reflect on the pros and cons of the two different conceptualizations for your specific research question.

Compulsory Reading:
Collier, David and James E. Mahon, Jr. (1993) "Conceptual 'Stretching' Revisited: Adapting Categories in Comparative Analysis", *American Political Science Review*, 87(4), 845–55.
Collier & Gerring, chapters 7, 10.
Goertz, Gary and Amy Mazur (2008) "Mapping Gender and Politics Concepts: Ten Guidelines", in Gary Goertz and Amy G. Mazur (eds.), *Politics, Gender, and Concepts: Theory and Methodology*. Cambridge: Cambridge University Press, 14-43.
Brubaker, Rogers (2013) "Categories of Analysis and Categories of Practice: A Note on the Study of Muslims in European Countries of Immigration", *Ethnic and Racial Studies*, 36(1), 1-8.

Optional Readings:
Bevir, Mark and Asaf Kedar (2008) "Concept Formation in Political Science: An Anti-Naturalist Critique of Qualitative Methodology", *Perspectives on Politics*, 6(3), 503-517.
Collier & Gerring, chapters 8-12.
Coppedge, Michael et al. (2010) "Conceptualizing and Measuring Democracy: A New Approach", *Perspectives on Politics*, 9(2), 247-267.
Goertz, Gary (2006) *Social Science Concepts: A User's Guide*. Princeton, NJ: Princeton University Press.
Haugaard, Mark (2010) "Power: A 'Family Resemblance' Concept", *European Journal of Cultural Studies*, 13(4), 419-438.

09/15   Classification, Typification & Categorization

Creating taxonomies (classifications and typologies) is an essential part of many sciences (such as biology). In political science, taxonomy is often a crucial step situated in between conceptualization and theory formation. Many famous scholars are best known for their two-by-two tables (e.g. Gabriel Almond). This class analyzes how we should construct classifications and how we should categorize cases.

Task 3: Create a classification or typology of your key concept, which can help you better answer your research question.

Compulsory Reading:

Collier, David, Jody LaPorta and Jason Seawright (2008) "Typologies: Forming Concepts and Creating Categorical Variables", in Janet M. Box-Steffensmeier, Henri E. Bradi and David Collier (eds.). *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 152-173.

Elman, Colin (2005) "Explanatory Typologies in Qualitative Studies of International Relations", *International Organization*, 59(2), 293-326.

Weeks, Jessica (2012) "Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict", *American Political Science Review*, 106(2), 326-347.

Mudde, Cas (2007) *Populist Radical Right Parties in Europe*. Cambridge: Cambridge University Press, chapter 2.

Kook, Mona Lena (2014) "Electoral Gender Quotas: A Conceptual Analysis", *Comparative Political Studies*, 47(9), 1268-1293.

Optional Readings:

Bailey, Kenneth D. (1994) *Typologies and Taxonomies: An Introduction to Classification Strategies*. Thousand Oaks: Sage.

Bebler, Anton and Jim Seroka (eds) (1990) *Contemporary Political Systems: Classifications and Typologies*. Boulder, CO: Lynne Riener.

Boylan, Brandon M. (2015) "Sponsoring Violence: A Typology of Constituent Support for Terrorist Organizations", *Studies in Conflict & Terrorism* 38(8): 652-670.

Collier, David, Jody LaPorte and Jason Seawright (2012) "Putting Typologies to Work: Concept Formation, Measurement, and Analytical Rigor", *Political Research Quarterly*, 65(1): 217-232.

Gunther, Richard and Larry Diamond (2003) "Species of Political Parties: A New Typology", *Party Politics* 9(2): 167-199.

Kluge, Susann (2000) "Empirically Grounded Construction of Types and Typologies in Qualitative Social Research", *Forum: Qualitative Social Research*, 1(1), art. 14.

Lazarsfeld, Paul F. And Allen H. Barton (1951) "Qualitative Measurement in the Social Sciences: Classification, Typologies, and Indices", in Daniel Lerner and Harold D. Lasswell (eds.), *The Policy Sciences*. Stanford: Stanford University Press, 155-192.

McKinney, John C. (1969) "Typification, Typologies, and Social Theory", *Social Forces*, 48(1), 1-12.

Stapley, Emily, Sally O'Keeffe and Nick Midgley (2022) "Developing Typologies in Qualitative Research: The Use of Ideal-Type Analysis", *International Journal of Qualitative Methods*, 21, 1-9.

09/22   Case Study and Case Selection

What is a case? And what is "it" a case of? These are central questions for most qualitative and mixed-methods projects. Unfortunately, case selection is an afterthought to most research projects, driven purely by practical rather than theoretical considerations. This class discusses the different types of case studies and the rules and consequences of case selection.

Task 4: Describe your case selection strategy. What are the benefits and challenges?

Compulsory Reading:
Gerring, John (2008) "Case Selection for Case-Study Analysis: Qualitative and Quantitative Techniques", in Janet M. Box-Steffensmeier, Henri E. Bradi and David Collier (eds.). *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 645-684.
Collier, David and James Mahoney (1996) "Insights and Pitfalls: Selection Bias in Qualitative Research", *World Politics*, 49(1), 56-91.
Geddes, Barbara (1990) "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics", *Political Analysis*, 2(1), 131-150.
Simmons, Erica S. and Nicholas Rush Smith (2025) "How Cases Speak to One Another: Using Translation to Rethink Generalization in Political Science Research", *American Political Science Research*, FirstView.
Cyr & Goodman, chapter 1 (Goodman).
Reilly, Benjamin (2000-2001) "Democracy, Ethnic Fragmentation, and Internal Conflict: Confused Theories, Faulty Data, and the 'Crucial Case' of Papua New Guinea", *International Security* 25(3): 162-185.

Optional Readings:
Achen, Christopher H. and Duncan Snidel (1989) "Rational Deterrence Theory and Comparative Case Studies", *World Politics*, 41(2), 143-169.
Bennett, Andrew and Colin Elman (2006) "Qualitative Research: Recent Developments in Case Study Methods", *Annual Review of Political Science*, 9, 455-476.
George, Alexander L. and Andrew Bennett (2005) *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: MIT Press (BCSIA Studies in International Security).
Gerring, John (2007) *Case Study Research: Principles and Practices*. Cambridge: Cambridge University Press.
Mahoney, James, and Gary Goertz (2004) "The Possibility Principle: Choosing Negative Cases in Comparative Research", *American Political Science Review*, 98(4), 653-669.

McKeown, Timothy J. (2004) "Case Studies and the Limits of the Quantitative Worldview", in Henry E. Brady and David Collier (eds.), *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham, MD: Rowman & Littlefield, 139-167.

Pepinsky, Thomas B. (2017) "The Return of the Single-Country Study", *Annual Review of Political Science*, 22, 187-203.

Small, Mario Luis (2009) "'How Many Cases Do I Need?' On Science and the Logic of Case Selection in Field-Based Research", *Ethnography*, 10(1), 5-38.

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.

PART II – APPROACHES

09/29   The Comparative Approach

Some scientists argue that (real) science is by definition comparative. But while the logic of comparison is an essential part of most research designs, it is often not well understood. This class discusses the logic of comparison on the basis of the seminal ideas of John Stuart Mill and Przeworski and Teune.

Task 5: Develop an MSSD and MDSD approach for your research question.

Compulsory Reading:
Collier & Gerring, chapter 5 (re-read).

Przeworski, Adam and Henry Teune (1970) *The Logic of Comparative Social Inquiry*. New York: Wiley-Interscience, chapter 2.

Lieberson, Stanley (1991) "Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases", *Social Forces*, 70(2), 307-320.

De Meur, Gisèle and Dirk Berg-Schlosser (1996) "Conditions of Authoritarianism, Fascism, and Democracy in Interwar Europe: Systematic Matching and Contrasting of Cases for 'Small N' Analysis", *Comparative Political Studies*, 29(4), 423-468.

Posner, Daniel N. (2004) "The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi", *American Political Science Review*, 98(4), 529-545.

Optional Readings:
Golden, Miriam A. (2001) "Why Do Trade Unions Call Strikes That Seem Sure to Fail?", in Bernard Grofman (ed.), *Political Science as Puzzle Solving*. Ann Arbor: The University of Michigan Press, 43-63.

Landman, Todd (2002) "Comparative Politics and Human Rights", *Human Rights Quarterly*, 24(4), 890-923.

Lijphart, Arend (1975) "The Comparable-Cases Strategy in Comparative Research", *Comparative Political Studies*, 8(2), 158-177.

Meckstroth, Theodore M. (1975) "'Most Different Systems' and 'Most Similar Systems': A Study in the Logic of Comparative Inquiry", *Comparative Political Studies*, 8(2), 132-157.

Rose, Richard (1991) "Comparaing Forms of Comparative Analysis", *Political Studies,* 39(3), 446-462.

Teune, Henry (1975) "Comparative Research, Experimental Design, and the Comparative Method", *Comparative Political Studies*, 8(2), 195-199.

10/06 The Mixed Methods Approach

In recent decades, more methods have become integrated into the mainstream of political science (most recently, for example, formal modeling and experiments). We generally divide these individual methods into two broad categories: qualitative and quantitative methods. After decades of strict separation, there is a push for the integration of the two in a so-called mixed-methods approach. But what does a mixed-method strategy mean and what are the advantages and disadvantages of this approach?

Compulsory Reading:

Lieberman, Evan S. (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: Pitfalls and Principles of Nested Analysis in Comparative Research", *Comparative Political Studies*, 41(11), 1492-1514.

Cyr & Goodman, chapter 7.

Kauffman, Craig M. (2012) "More Than the Sum of the Parts: Nested Analysis In Action", *Newsletter of the American Political Science Association Organized Section for Qualitative and Multi-Method Research*, 10(2), 26-31.

Jones, Calvert W. (2012) "A Horse of a Different Color: New Ways to Study the Making of Citizens", *Newsletter of the American Political Science Association Organized Section for Qualitative and Multi-Method Research*, 10(2), 31-36.

Bäck, Hanna and Patrick Dumont (2007) "Combining Large-*N* and Small-*N* Strategies: The Way Forward in Coalition Research", *West European Politics*, 30(3), 467-501.

Patana, Pauliina (2022) "Residential Constraints and the Political Geography of the Populist Radical Right: Evidence from France", *Perspectives on Politics*, 20(3), 842-859.

Optional Readings:

Goertz, Gary and James Mahoney (2012) *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton, NJ: Princeton University Press. (+ debate on book in *Comparative Political Studies*)

Harrits, Gitte Sommer (2011) "More Than Method?: A Discussion of Paradigm Differences Within Mixed Methods Research", *Journal of Mixed Methods Research*, 5(2), 150-166.

Johnson, R. Burke, Anthony J. Onwuegbuzie and Lisa A. Turner (2007) "Toward a Definition of Mixed Method Research", *Journal of Mixed Methods Research*, 1(2), 112-133.

Luetgert, Brooke and Tanja Dannwolf (2009) "Mixing Methods: A Nested Analysis of EU Member States Transposition Patterns", *European Union Politics*, 10(3), 307-334.

Mahoney, James and Gary Goertz (2006) "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research", *Political Analysis*, 14(3), 227-249.

10/13   The Interpretive Approach

Interpretive methods are based on the understanding that our knowledge of reality is a social construction by human actors and that this applies equally to researchers. They thus reject the existence of 'objective reality,' which can be discovered by researchers and replicated by others, in contrast to the assumptions of positivist science. Interpretive researchers attempt to understand phenomena through accessing the meanings participants assign to them.

Compulsory Reading:
Cyr & Goodman, chapter 9.

Geertz, Clifford (1973) *The Interpretation of Cultures*. New York: Basic Books, chapter 1.

Hawkesworth, Mary (2006) "Contending Conceptions of Science and Politics: Methodology and the Constitution of the Political", in Dvora Yanow and Peregrine Schwartz-Shea (eds.), *Interpretation and Method: Empirical Research Methods and the Interpretive Turn.* Armonk, NY: M. E. Sharpe, 27-49.

Pachirat, Timothy (2006) "We Call it Grain of Sand", in Dvora Yanow and Peregrine Schwartz-Shea (eds.), *Interpretation and Method: Empirical Research Methods and the Interpretive Turn.* Armonk, NY: M. E. Sharpe, 373-379.

Ben Shitrit, Lihi (2020) *Women for the Holy City: The Struggle over Jerusalem's Sacred Space*. New York: Cambridge University Press, chapter 2 ("Women for the Temple and the (in)Divisibility of Temple Mount").

Optional Readings:
Carver, Terrell (2020) "Interpretative Methods", *The SAGE Handbook of Political Science*. London, etc.: SAGE, Volume 1, 406-422.

Finlayson, Alan et al. (2004) "The Interpretive Turn in Political Science – A Symposium", *British Journal of Politics and International Relations* 6(2): 129-164.

Kurowska, Xymena and Berit Bliesemann de Guevara (2020) "Interpretive Approaches in Political Science and International Relations", in Luigi Curini and Robert

Franzese (eds.), *The SAGE Handbook of Research Methods in Political Science and International Relations*. London, etc.: SAGE, 1211-1240.

PART III – DATA-GATHERING METHODS

10/20   Interviewing and Focus Groups

The term "field work" is used very broadly in political science. To some, it merely means leaving your office and talking to people, while others reserve it for 'going native.' Interviewing is one of the most often used methods to extract data from actors, both at the mass and the elite level. But interviewing raises all kind of specific issues, from access to positionality. Another method is focus groups, bring small groups of people together to discuss specific issues, which generates a more horizontal and natural setting for political conversations.

Task 6: Develop an interview strategy for your research project. Who would you interview? What are the pros and cons of these interviews? Reflect on your positionality.

Compulsory Reading:
Cyr & Goodman, chapters 16, 17, 19.
Rathbun, Brian C. (2008) "Interviewing and Qualitative Field Methods: Pragmatism and Practicalities", in Janet M. Box-Steffensmeier, Henri E. Bradi and David Collier (eds.). *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 685-701.
Richards, David (1996) "Elite Interviewing: Approaches and Pitfalls", *Politics*, 16(3), 199-204.
Hooghe, Liesbet (1999) "Images of Europe: Orientations toward European Integration among Senior Officials of the Commission", *British Journal of Political Science*, 29(2), 345-367.
Stanley, Liam (2016) "Using Focus Groups in Political Science and International Relations", *Politics*, 36(3), 236-249.

Optional Readings:
Biernacki, Patrick and Dan Waldord (1981) "Snowball Sampling: Problems and Techniques of Chain Referral Sampling", *Sociological Methods and Research*, 10(2), 141-164.
Bleamer, Glenn (2002) "Elite Interviews and State Politics Research", *State Politics & Policy Quarterly*, 2(1), 86-96.
Cramer, Katherine J. (2016) *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago: University of Chicago Press, 26-44. ("A Method of Listening")
Kezar, Adriana (2003) "Transformational Elite Interviews: Principles and Problems", *Qualitative Inquiry*, 9(3), 395-415.

Leech, Beth L. (ed.) (2002) "Symposium: Interview Methods in Political Science." *PS: Political Science and Politics*, 35(4), 663-688. (7 short articles)

Lilleker, Darren G. (2003) "Interviewing the Political Elite: Navigating a Potential Minefield", *Politics*, 23(3), 207-214.

Mikecz, Robert (2012) "Interviewing Elites: Addressing Methodological Issues", *Qualitative Inquiry*, 18(6), 482-493.

Mullings, Beverley (1999) "Insider or Outsider, Both or Neither: Some Dilemmas of Interviewing in a Cross-Cultural Setting", *Geoforum*, 30(4), 337-350.

Winslow, Wendy Wilkins, Gladys Honein, and Margaret Ann Elzubeir (2002) "Seeking Emirati Women's Voices: The Use of Focus Groups with an Arab Population", *Qualitative Health Research*, 12(4), 566-575.

10/27 NO CLASS

11/03 Participant Observation and (Digital) Ethnography

Two more intense forms of doing field work are participant observation and (digital) ethnography. Participant observation means that the researcher participates in the activity/organization that she studies, while ethnography goes one step further, meaning that the researcher 'lives' in the field ('goes native'). Although these methods come with high costs, and sometimes risks, they provide unique data-gathering methods that are particularly suited for highly innovative research in unchartered territories.

Task 7: How would you integrate participation or (digital) ethnography into your research design? Reflect on the benefits and challenges.

Compulsory Reading:

Fenno, Jr., Richard F. (1986) "Observation, Context and Sequence in the Study of Politics", *American Political Science Review*, 80(1), 3-15.

Cyr & Goodman, chapter 20.

Wedeen, Lisa (2010) "Reflections on Ethnographic Work in Political Science", *Annual Review of Political Science*, 13, 252-272.

Duneier, Mitchell (2011) "How Not to Lie with Ethnography", *Sociological Methodology*, 41(1), 1-11.

Neumaier, Anna (2021) "Digital Ethnography", in Steven Engler and Michael Strausberg (eds.), *The Routledge Handbook of Research Methods in the Study of Religion*. London: Routledge, 2nd edition, 217-228.

Uldam, Julie and Patrick McCurdy (2013) "Studying Social Movements: Challenges and Opportunities for Participant Observation", *Sociology Compass*, 7(11), 941-951.

Schwedler, Jillian (2006) "The Third Gender: Western Female Researchers in the Middle East", *PS: Political Science & Politics*, 39(3), 425-428.

Abu-Lughod, Lila (1990) "The Romance of Resistance: Tracing Transformations of Power Through Bedouin Women", *American Ethnologist*, 17(1), 41-55.

Optional Readings:
Blee, Kathleen M. (1998) "White-Knuckle Research: Emotional Dynamics in Fieldwork with Racist Activists", *Qualitative Sociology*, 21(4), 381-399.
De Seta, Gabriele (2020) "Three Lies of Digital Ethnography", *Journal of Digital Social Research*, 2(1), 77-97.
Garcia, Angela Cora, Alecea I. Standlee, Jennifer Bechkoff and Yan Cui (2009) "Ethnographic Approaches to the Internet and Computer-Mediated Communication," *Journal of Contemporary Ethnography*, 38(1), 52-84.
Hammersley, Martyn and Paul Atkinson (ed.) (1983) *Ethnography: Principles in Practice*. London and New York: Tavistock.
Huggins, Martha Knisely and Marie-Louise Glebbeek (2009) *Women Fielding Danger: Negotiating Ethnographic Identities in Field Research*. New York: Rowman & Littlefield.
Kaur-Gil, Satveer and Mohan J. Dutta (2017) "Digital Ethnography", *The International Encyclopedia of Communication Research Methods*, 10(1), 1-10.
Ortbals, Candice D. and Meg E. Rincker (eds.) (2009) "Symposium: Fieldwork, Identities, and Intersectionality: Negotiating Gender, Race, Class, Religion, Nationality, and Age in the Research Field Abroad", *PS: Political Science & Politics*, 42(2), 287-328.
Schatz, Edward (ed.) (2009) *Political Ethnography: What Immersion Adds to the Study of Power*. Chicago: University of Chicago Press.
Vrasti, Wanda (2008) "The Strange Case of Ethnography and International Relations", *Millenium-Journal of International Studies*, 37(2), 279-301.
Wood, Elisabeth (2006) "The Ethical Challenges of Field Research in Conflict Zones", *Qualitative Sociology*, 29(3), 373-386.

PART IV – DATA-PROCESSING METHODS

11/10   Qualitative Textual Analysis

Among the most common sources of data in political science research are written (and increasingly visual) sources, such as personal letters, newspapers, party manifestoes, social media posts, and tv programs. These primary sources can be analyzed with both quantitative and qualitative methods. In this class, we focus primarily on qualitative methods for textual analysis, such as discourse analysis and qualitative content analysis. How do we minimize the weak reliability, while maintaining the strong validity?

Task 8: Which texts would be useful to analyze for your research project? Reflect on the benefits and challenges.

Compulsory Reading:
Cyr & Goodman, chapters 29 & 30.
Kracauer, Siegfried (1952-3) "The Challenge of Qualitative Content Analysis", *Public Opinion Quarterly*, 16(4), 631-642.

Hermann, Margaret G. (2008) "Content Analysis", in Audi Klotz and Deepa Prakesh (eds.), *Qualitative Methods in International Relations: A Pluralist Guide*. Basingstoke: Palgrave Macmillan, 151-167.

Neumann, Ivar B. (2008) "Discourse Analysis", in Audi Klotz and Deepa Prakesh (eds.), *Qualitative Methods in International Relations: A Pluralist Guide*. Basingstoke: Palgrave Macmillan, 61-77.

Milliken, Jennifer (1995) "The Study of Discourse in International Relations: A Critique of Research and Methods", *European Journal of International Relations*, 5(2), 225-254.

Optional Readings:

Fairclough, Norman (2003) *Analysing Discourse: Textual Analysis for Social Research*. London: Routledge.

Hsieh, Hsiu-Fang and Sarah E. Shannon (2005) "Three Approaches to Qualitative Content Analysis", *Qualitative Health Research*, 15(9), 1277-1288.

Jupp, Victor (1998) "Documents and Critical Research", in Roger Sapsford and Victor Jupp (eds.), Data Collection and Analysis. London: Sage, 298-316.

Kohlbacher, Florian (2006) "The Use of Qualitative Content Analysis in Case Study Research", *Forum: Qualitative Social Research*, 7(1), Art.21. (Section 4: Content Analysis)

Mayring, Philipp (2000) "Qualitative Content Analysis", *Forum: Qualitative Social Research*, 1(2), Art.20.

Papacharissi, Zizi and Maria de Fatima Oliveira (2008) "News Frames Terrorism: A Comparative Analysis of Frames Employed in Terrorism Coverage in U.S. and U.K. Newspapers", *The International Journal of Press/Politics*, 13(1), 52-74.

Van Dijk, Teun (1993) "Principles of Critical Discourse Analysis", *Discourse & Society*, 4(2), 249-283.

11/17   Qualitative Comparative Analysis (QCA)

In 1987, Charles Ragin introduced a new research method: qualitative comparative analysis (QCA). It worked with binary oppositions and was developed particularly for medium-N case studies – too large for classic comparative case studies and too small for statistical analysis. He would later develop so-called Fuzzy Sets to enable QCA with non-binary variables. QCA and Fuzzy Sets are not just methods for a different group of numbers of cases, they also follow a different logic than classical linear methods.

Compulsory Reading:

Cyr & Goodman, chapter 36.

Rihoux, Benoit (2008) "Case-Oriented Configurational Research: Qualitative Comparative Analysis (QCA), Fuzzy Sets, and Related Techniques", in Janet M. Box-Steffensmeier, Henri E. Bradi and David Collier (eds.). *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 722-736.

Grofman, Bernard and Carsten Q. Schneider (2009) "An Introduction to Crisp Set QCA, with a Comparison to Binary Logistic Regression", *Political Research Quarterly*, 62(4), 662-672.

Schneider, Carsten Q. and Claudius Wagemann (2006) "Reducing Complexity in Qualitative Comparative Analysis (QCA): Remote and Proximate Factors and the Consolidation of Democracy", *European Journal of Political Research*, 45(5), 751-786.

Ide, Thomas and Patrick A. Mello (2022) "QCA in International Relations: A Review of Strengths, Pitfalls, and Empirical Applications", *International Studies Review*, 24(1), viac008.

Rubenzer, Trevor (2008) "Ethnic Minority Interest Group Attributes and U.S. Foreign Policy Influence: A Qualitative Comparative Analysis", *Foreign Policy Analysis*, 4(2), 169-185.

Optional Readings:

Emmenegger, Patrick, Jon Kvist and Svend-Erik Skaaning (2013) "Making the Most of Configurational Comparative Analysis: An Assessment of QCA Applications in Comparative Welfare-State Research", *Political Research Quarterly*, 66(1), 185–190.

Ragin, Charles C. (2000) *Fuzzy-Set Social Science*. Chicago: The University of Chicago Press.

Rihoux, Benoît and Charles C. Ragin (eds.) (2008) *Configurational Comparative Methods: Qualitative Comparative Analysis and Related Techniques*. Thousand Oaks, CA: Sage.

Thomann, Eva and Martino Maggetti (2017) "Designing Research With Qualitative Comparative Analysis (QCA): Approaches, Challenges, and Tools", *Sociological Methods & Research*, 49(2), 356-386.

11/24 Comparative-Historical Analysis, Process-Tracing & Counterfactuals

One of the biggest challenges in political science research is establishing causation. As the dictum goes: correlation is not the same as causation. A historical approach can be an excellent way to establish causal patterns. This class discusses three different historical approaches: comparative-historical analysis, process-tracing, and counterfactuals.

Task 9: What are the particular benefits and challenges of adding a process-tracing component to your research project?

Compulsory Reading:

Mahoney, James (2004) "Comparative-Historical Methodology", *Annual Review of Sociology*, 30, 81-101.

Cyr & Goodman, chapter 33.

Mahoney, James (2015) "Process Tracing and Historical Explanation", *Security Studies*, 24(2), 200–218.

Fearon, James D. (1991) "Counterfactuals and Hypothesis Testing in Political Science", *World Politics*, 43(2), 169-195.

Capoccia, Giovanni and R. Dan Kelemen (2007) "The Study of Critical Junctures: Theory, Narrative, and Counterfactuals in Historical Institutionalism", *World Politics*, 59(3), 341-369.

Brubaker, William Rogers (1990) "Immigration, Citizenship, and the Nation-State in France and Germany: A Comparative Historical Analysis", *International Sociology*, 5(4), 379-407.

Optional Readings:

Bennett, Andrew (2010) "Process Tracing and Causal Inference", in Andrew Bennett and David Collier (eds.), *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham, MD: Rowman & Littlefield, 207-219.

Checkel, Jeffrey T. (2006) "Tracing Causal Mechanisms", *International Studies Review*, 8(2), 362-370.

Collier, David (2011) "Understanding Process Tracing", *PS: Political Science & Politics*, 44(4), 823-830.

King, Gary and Langche Zeng (2007) "When Can History Be Our Guide? The Pitfalls of Counterfactual Inference", *International Studies Quarterly*, 51(1), 183-210.

Lebow, Richard Ned (2000) "What's So Different About a Counterfactual?" *World Politics*, 52(4), 550-585.

Levy, Jack S. (2008) "Counterfactuals and Case Studies", in Janet M. Box-Steffensmeier, Henri E. Bradi and David Collier (eds.). *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 627-644.

Pierson, Paul (2000) "Increasing Returns, Path Dependence, and the Study of Politics", *American Political Science Review*, 94(2), 251-267.

Snyder, Jack and Erica D. Borghard (2011) "The Cost of Empty Threats: A Penny, not a Pound", *American Political Science Review*, 105(3), 437-456.

12/01   POSSIBLE MAKE-UP CLASS

In case an earlier class has to be cancelled, because of illness or travel, we will push all classes a week forward and this will be our last class, so make sure you are available.