INR 7707.0001: Advanced Qualitative Methods

Instructor: Thomas M. Dolan, thomas.dolan@ucf.edu
Class Meetings: Monday, 2:00-4:50, HPH 305G
Office Hours: 10:00-12:00 Monday, 1:00-3:00 Tuesday and by appointment
Credit: 3 Hours

Advanced Qualitative Methods is designed to enable PhD level students to use qualitative/case study methods effectively in their research. To this end it addresses the inferential logic of case studies, concept and measurement design, case selection, methods of data collection, and the presentation of qualitative data. Through this course, students will become better at critiquing others' qualitative research and more able to conduct high-quality qualitative research of their own.

Design of the Course

Course readings are focused on understanding the theoretical and practical issues involved in designing inferentially effective case studies. Accordingly, students should read and consider all assigned texts prior to coming to class, and be prepared to discuss them. Out-of-class assignments are designed to help students to gain experience with the process of doing qualitative research and the resources available to them.

Assignments

Assignment 1: Book Critique: 4 pages: 20%: Due 6 October
Students should locate a book on security studies published by Cornell, Cambridge, Princeton, Oxford, or another top academic publisher within the past five years which uses case studies to test a theory. [Books must be approved by the instructor.] Then, students should identify and evaluate the qualitative methods used in the book, including concept measurement, case selection, qualitative design, sources of information, and the successfulness of their case studies' execution.

Do EITHER Assignment 2 or 3. Due 27 October.

Assignment 2: Archival Case Study: ≤8 Pages: 20%
Students should identify a hypothesis offered in a published book or article and test it with a process-tracing case study of their own design and execution. Students should rely on digital records available online or paper/microfilmed/microformed records available through the library (including inter-library loan). While papers should reference relevant secondary sources, the principal evidence in the case studies should come from primary sources.

Particularly good on-line sources include the National Security Archive (see UFC library subscriptions), US Presidential Libraries, and Congressional/Parliamentary Debates (the latter are often called Hansards for Commonwealth countries) for several countries. A number of foreign relations-related document series also exist, including the *Foreign Relations of the United States*, the *Documents Diplomatiques Francais*, *the Foreign Office Confidential Print*, and similar publications for other countries.

Assignment 3: Fieldwork Research Plan: ≤8 Pages: 20%
Students will craft a fieldwork research plan focused on a hypothesis of interest to them. The plan should explain why fieldwork is appropriate for your research question, detail the kinds of fieldwork to

be conducted (elite/non-elite interviewing, etc.), the time and locations for the fieldwork, possible funding sources, how you will connect with research subjects, and any problems you expect to encounter while doing fieldwork. Please include any questionnaires/instruments, sampling designs, or other relevant documents as additional appendices.

Assignment 4: Course Paper: ≤25 Pages: 40%: Due 3 December
Students will craft a hypothesis and test it using an appropriate case study method.
*Students will review two other students' rough drafts (due to readers by 24 November) and provide substantial, constructive feedback by 11:59 on 26 November.

Course Paper Presentation: 8 December: 5%
Students will present their paper in five minutes, and have up to 4 minutes to respond to questions from the group.

Course Participation: 15%
Includes informed and thoughtful participation in course seminars and completion of ungraded tasks.

Ungraded Tasks:

- First Week Academic Activity

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 27. Failure to do so will result in a delay in the disbursement of your financial aid. To complete the assignment (it's simple, based on the first reading), go to the webcourses webpage, select quizzes, and complete the 1-question quiz.

- Example Articles

Twice over the course of the semester, each student will find a published qualitative study (either an article or a book) to talk about in connection with the ideas or arguments being made that week. The presenter should focus on the extent to which the article is consistent with the standards or arguments discussed in the course readings for that week, and its effect on the power of the study. Presenters should send out the bibliographic information for the work to the instructor and fellow students no later than 11:59 PM the night before, in case they want to look at it. Sign-up will be the first day of class.

- Archive Tasks (see end of syllabus)

Miscellaneous Policies

Grading
Grades are assigned to both individual pieces of work and cumulatively. The grade scale I use for both is below (note that "g" refers to the numerical grade you receive). I do not usually curve grades, but reserve the right to do so if I deem it necessary. All material is graded on its own terms, rather than through comparison with other students' work. For the cumulative grades, I do not round: what you get is what you get.

100>g≥93: A	90>g≥88: B+	80>g≥78: C+	70>g≥68: D+	60>g: E
	88>g≥83: B	78>g≥73: C	68>g≥63: D	

93>g≥90: A-	83>g≥80: B	73>g≥70: C-	63>g≥60: D	

Late Papers
Assignments are to be turned in by class time on the day they are due. They should be in hardcopy unless unforeseen circumstances prevent printing them in or handing them in a timely manner. For every 24 hours that pass thereafter, 5% of credit is lost, to a maximum of 40% lost.

Academic Integrity
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Changes to the Syllabus
In the event that there is a need for there to be any changes to the syllabus, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar), and will be mentioned in class meetings. Changes become effective immediately after their mention in class, or the sending of the e-mail, whichever comes last.

Cancellation of Class
In the event that the instructor needs to cancel class, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar) prior to class time.

Readings

Buy:
Gary King, Robert O. Keohane, Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University

Henry Brady, David Collier, 2010, *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers; Second Edition

John Gerring, 2006, *Case Study Research: Principles and Practices.* Publisher: Cambridge University Press

Gary Goertz,2005, *Social Science Concepts: A User's Guide.* Princeton University Press

All other Readings Are Available Online through the university Library or the course's Canvas (aka webcourses) site.

Course Schedule

18 August: Introduction
James Mahoney et at., 2009. "The Logic of Historical Explanation in the Social Sciences," *Comparative Political Studies*.
Recommended:
Henry Brady, "Causation and Explanation in Social Science," *Oxford Handbook of Political Methodology*

Section 1: The Logic of Qualitative Methods

25 August: "KKV"
King, Keohane, and Verba, *Designing Social Inquiry.* Ch. 1-3

8 September: More KKV
King, Keohane, and Verba, *Designing Social Inquiry.* Ch. 4-6

15 September: Responses to KKV
Re-thinking Social Inquiry, chapters 1, 2, 4, 11, 12, 13
Bennett and George, Chapter 1
Recommended:
Gerring, *Case Study* Research, Chapters 1-3
James Mahoney, 2010. "After KKV: The New Methodology of Qualitative Research," *World Politics*

Section 2: Doing Qualitative Methods

22 September: Concepts and Measurement
Adcock, Robert and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95, no. 3: 529-546.
Gary Goetz, *Social Science Concepts*, Ch. 2-4
Paul Pierson, "Big, Slow Moving, and…Invisible," from *Comparative Historical Analysis in the Social Sciences*.
Colin Elman, 2005, "Explanatory Typologies in Qualitative Studies of International Politics," *International Organization*.
Recommended:
Giovanni Sartori, "Comparing and Miscomparing," 1991, *Journal of Theoretical Politics*.
Gerring, Social Science Concepts, Ch. 5-6
Collier, Laporte, and Seawright, (2012), "Putting Typologies to Work," *Political Research Quarterly.*
Andrew Bennett, (2013) "The Mother of all Isms*," European Journal of International Relations.*
Collier, Laporte, and Seawright, "Typoogies: Forming Concepts and Creating Categories," (2008) *Oxford Handbook of Political Methodology*.

29 September : Case Design
John Gerring, *Case Study Research,* Ch. 4
James Mahoney, 2012, "The Logic of Process Tracing Tests in the Social Sciences," *Sociological Methods and Research*.
Ingo Rohlfing, 2013, "Comparative Hypothesis Testing via Process Tracing," *Sociological Methods and Research*.
Symposium: Case Selection, Case Studies, and Causal Inference, Fall 2008, *Qualitative and Multi-method Research.*
Recommended:
Seawright and Gerring, "Case Selection Techniques in Case Study Research," *Political Research Quarterly*, 2008.
Andrew Bennett, "Process Tracing:
David Collier, (2011) "Understanding Process Tracing," *PS*
Ingo Rohlfing, 2012, *Case Studies and Causal Inference*

6 October: Archival Work:
Marc Tractenberg, 2006. *The Craft of International History*, Chapters 4-5.
Archive Tasks Assignment (see end of syllabus)
Recommended:
Ben Fincham, Jonathan Scourfield and Susanne Langer, 2008. "The Impact of Working With Disturbing Secondary Data: Reading Suicide Files in a Corner's Office. *Qualitative Health Research*.
Ian Lustick. 1996. "History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias." *American Political Science Review* 90, no. 3:605-618.

13 October: Reading Historical Case Studies
Robert Pape, 1993. "Why Japan Surrendered," *International Security*.
Barton Bernstein, 2007. "Introducing the Interpretive Problems of Japan's 1945 Surrender," in Hasegewa, *The End of the Pacific War*
Richard Frank, 2007, "Ketsu Go: Japanese Political and Military Strategy in 1945," in Hasegewa, *The End of the Pacific War*
Barton Bernstein, "The Interpretive Dialogy 1989-2005, and Various Proposals for Understanding the End of the War and How Japan Surrendered," in Hasegewa, *The End of the Pacific War*.
Recommended:
The remainder of Hasegewa, *The End of the Pacific War.*

20 October: Field work
Brian Rathbun, 2008, "Interviewing and Qualitative Field Methods," *Oxford Handbook of Political Methodology*.
"Symposium: Fieldwork in Political Science" April 2014, *PS: Political Science and Politics*
Recommended:
Layna Mosley, 2013, *Interview Research in Political Science,* Cornell University Press.
Elisabeth Wood, 2009, "Field Research," *Oxford Handbook of Comparative Politics.*
"Symposium: Interview Methods in Political Science." 2002. *PS: Political Science and Politics* 35, no. 4: 663-688.

27 October: Reading Fieldwork
Selection from Jeremy Weinstein, 2007, *Inside Rebellion*.
Selection from Paul Stanliand, 2014, *Networks of Rebellion*.

3 November: Professional research ethics
Complete UCF CITI training
Woliver, L. R. (2002) "Ethical Dilemmas in Personal Interviewing," *PS: Political Science and Politics*, 35 (4): 677-678.
APSA. 2008. A Guide to Professional Ethics in Political Science, 2e. Washington, DC: APSA.

10 November: Writing Case Studies
Bennett and George, Chapter 5-6
Symposium: Research Openness in the Digital Age, Spring 2012, *Qualitative and Multi-method Research*.
Philip E. Tetlock and Geoffrey Parker, 2006,"Counterfactual Thought Experiments: Why We Can't Live without Them and How We Must Learn to Live with Them." in *Unmaking the West,* University of Michigan Press
Recommended:
Jack Levy, "Counterfactuals and Case Studies," *Oxford Handbook of Political Methodology*.
Oxford Handbook of Contextual Political Analysis, 2006.
Robert Franzese, 2008. "Multicausality, Context-Conditionality and Endogeneity," *Oxford Handbook of Comparative Politics.*

Section 4: Interpretivist Methods

17 November: Interpretivist methods: theory
Symposium: Interpretivism, 2003, *Qualitative Methods*
Lisa Weeden, 2010, "Reflections on Ethnographic Work in Political Science," *Annual Review of Political Science*
Jan Kubik,(Fall 2009) "Ethonographic Innovations in the Study of Post-Communism," *Qualitative and Multi-method Research*.
Teun van Dijk, 1993, "Principles of Critical Discourse Analysis," *Discourse and Society*.
Wendt, Alexander. 1998. "On Constitution and Causation in International Relations." *Review of International Studies* 24: 101-118.
Tom Lundborg and Nick Vaughan-Williams. 2014. "New Materialism, Discourse Analysis, and International Relations: A Radical Inter-textual Approach. *Review of International Studies.*
Recommended:
Rawi Abdelal, et al. 2009. *Measuring Identity*, Cambridge.
Michel Foucault, 1977. "Nietzsche, History, Genealogy*."*
Michel Foucault, 1990, *The History of Sexuality, Vol. 1,*

24 November: Reading Interpretivist Methods
Selection from Ted Hopf, 2002, *Social Construction of International Politics*
Selection from Lisa Weeden, 2008, *Peripheral Visions: Publics, Power, and Performance*.
Selection from Ken Booth, 2007, *Theory of World Security*
Ansorge and Barkawi. 2013. "Utile Forms: Power and Knowledge in Small Wars," *Review of International Studies*.
Recommeded:
Ido Oren and Ty Solomon, 2014. "WMD, WMD, WMD: Securitization through Ritual Incantation of Ambiguous Phrases. *Review of International Studies*.

Section 5: Experiments

<u>1 December: Experiments in Political Science</u>
Symposium: Field Experiments and Qualitative Methods ,Fall 2008, *Qualitative and Multi-Methods Research.*
Timothy D. Wilson, Elliot Aronson, and Kevin Carlsmith, 2010. "The Art of Laboratory Experimentation," *Handbook of Social Psychology*, Wiley.
Alex Mintz, S. Redd. And A. Erdlitz, 2006, "Can We Generalize From Student Experiments to the Real World in Military Affairs, Political Science and International Relations? J*ournal of Conflict Resolution*

Presentations: Monday, 8 December at 1:00

Archive Tasks Assignment—Bring to class on 6 October

Identify a subject that you are interested in for which archival records (may) exist. You will pursue this subject through a variety of sources.

Task 1: Explore the Guide to Federal Records. http://www.archives.gov/research/guide-fed-records/ With the greatest precision possible, identify where you would look for those records. Identify the relevant Record Group (including decimal points if they exist) and show evidence that the kind of record you would pursue exists. Identify the location of those records and any potential issues with their availability.

Task 2: Identify an archive besides the US National Archives that may have relevant information (note that Presidential Libraries, with one exception,[1] are part of the USNARA system, so they don't count). Try to determine the kind of record you would use and where it is located in the archive. Again, identify any potential issues with availability.

Task 3: Microfilm. Identify a document relevant to your subject that has been microfilmed. Find it, print it out, and bring it with you to class. If necessary, use inter-library loan to procure it.

Task 4: Print Records. Locate a document relevant to your topic in a printed collection of documents. These could be corporate in nature (*Foreign Relations of the United States, Documents on British Foreign Policy, British Documents on Foreign Affairs-- Reports and Papers from the Foreign Office Confidential Print; Documents Diplomatiques Francais, Documents on German Foreign Policy 1918-1945; Akten zur Auswärtigen Politik der Bundesrepublik Deutschland; Documents on Canadian External Relations;* etc.) or they could be collections of individuals' papers (*Papers of George Catlett Marshall*; . Photocopy it, and bring it in. Be ready to talk about the strengths and limitations of the document collection you used.

Task 5: Digital Records. Locate a document from a digitized, online record collection (subscription—e.g., National Security Archive—or otherwise). Be ready to discuss the characteristics of the record collection.

Task 6: Newspapers. Locate a contemporaneous newspaper article about your subject, and bring it in.

Task 7: Prepare a Freedom of Information Act (FOIA) Request. See http://www.foia.gov/. [Only make the FOIA request if you have will actually use the information in a research project.] Establish that the information you are seeking is not already available.

[1] You'll never guess, so I'll just tell you: Rutherford B. Hayes.