Advanced Qualitative Methods (POS7707)

University of Central Florida
School of Politics, Security, and International Affairs
Fall 2020

Güneş Murat Tezcür (Dr. T)

Jalal Talabani Chair & Professor

www.tezcur.org

W 2-4:50 PM
HPH 305G

Office Hours @HPH 302F
MW 10:35 AM - 12:05 PM

Description and Goals

Advanced Qualitative Methods, a 3-credit core course of the Security Studies doctoral program at UCF, aims to help students build theoretical foundations and gain methodological skills that are essential for designing and carrying out original research projects involving primarily non-mathematical models. The first few weeks of the course are devoted to epistemology of social science research as well as the ongoing scholarly debate about the relationship between quantitative and qualitative methods in the discipline of political science. The course then covers conceptualization and measurement, institutionalist and interpretivist approaches to social inquiry, crafting and doing case studies, and process-tracing. Towards the end of the semester, preparing for and conducting fieldwork becomes a major focus of the course that is concluded with an overview of multi-method designs combining both quantitative and qualitative approaches. In addition to covering the relevant literature on various aspects of qualitative methods, the course also has an applied side and requires students to undertake exploratory fieldwork as a part of their research projects involving multiple techniques such as archival work, in-depth interviews, and participant observation.

The course aims to make students to

- be proficient in fundamental debates about different methodological approaches in political science and security studies.
- develop an original research design and data collection plan.
- practice multiple qualitative research methods techniques in their research projects.
- identify their own intellectual orientation and methodological preferences as researchers.

A Note about Dr. T: Güneş Murat Tezcür (PhD. University of Michigan, 2005) has joined UCF in 2015. He is the inaugural holder of the Jalal Talabani Kurdish Political Studies, the first and only such academic position dedicated to the study of Kurdish issues in the United States. He also directs the Kurdish Political Studies Program at UCF, the first and only academic unit dedicated to the study of Kurdish issues in the United States. His scholarship exploring political violence, democratization, and identity politics have appeared in many leading scholarly outlets. He has also traveled widely for research purposes in the region and gives talks about Middle East politics in many different avenues across the globe.

Requirements & Assignments

Readings: The following books are required and should be obtained. All other required readings are available online at Webcourses.

- Gary King, Robert O. Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton UP, 1994.
- Henry E. Brady and David Collier, eds. *Rethinking Social Inquiry: Diverse Tools and Shared Standards.* 2nd ed. Rowman and Littlefield, 2010.
- John Gerring, *Case Study Research: Principles and Practices*. 2nd ed. Cambridge UP, 2017.
- Diana Kapiszewski, Lauren M. Maclean, and Benjamin L. Read, *Field Research in Political Science: Practices and Principles*. Cambridge UP, 2015.
- Andrew Bennett and Jeffrey T. Checkel, eds. *Process Tracing: From Metaphor to Analytic Tool.*
- Cambridge UP, 2015.

The digital versions of the *Field Research* and *Process Tracing* books are available **free** through the UCF Libraries. You can view it on the Web or download a PDF version to read off-line. Accessing the text off-campus requires that you authenticate as a UCF student.

Assignment Calendar & Checkbox

Assignment	Due Date	Completed Check
First Short Paper (10%)	September 11	
CITI Training (5%)	September 18	
Article Critique (10%)	October 9	
Portfolio – First Four Sections (12.5%)	October 30	
Second Short Paper (10%)	By November 18	
Third Short Paper (10%)	By December 2	
In-Class Research Presentation (5%)	December 2	
Participation (15%)	Varies for each student	
Portfolio (22.5%)	December 5	

All written assignments need to be submitted **electronically** as a **WORD document** via **Webcourses@UCF.**

A. Three Short Papers

Students are expected to write three short review papers that are around 2,000 words.

The first of these papers should focus on the debate between KKV's *Designing Social Inquiry* and Brady/Collier. This paper needs to be submitted electronically via webcourses@UCF by 1**1:59 pm on September 11**. Late papers will not be graded.

In second and third papers, students are expected to engage with the required readings of the week topic as well as some of the additional works listed in each week (see the course schedule). These papers should put the reviewed works in a creative and critical dialogue with each other. I will distribute a questionnaire related to each topic (starting with Week IV) a week in advance that would guide the content of the papers and class discussions.

Students must submit their papers before the class session we will discuss that particular theme. For instance, if a paper reviews the literature on conceptualization (Week IV), it is due 2 pm, September 16. A student may **not** write a paper for a week s/he also acts as a discussion leader.

B. CITI Training & Certificate

The Collaborative Institutional Training Initiative (CITI) Program provides online research ethics education to all members of the research community. According to federal regulations, investigators whose research involves human subjects need to complete CITI training before submitting research projects to approval at the Institutional Review Board (IRB). All research involving human subjects requires IRB supervision. Additionally, UCF College of Graduate Studies requires all doctoral students to complete the CITI Responsible Conduct of Research (RCR) training.

All students need to complete the following CITI training modules and present their certificates as proofs of completion:

- Question 1: Human Subjects Protection – Group 2: Social/Behavioral Research Investigators and Key Personnel
- Question 2: Responsible Conduct of Research (RCR): Social and Behavioral Conduct of Research Course

Go to http://www.research.ucf.edu/Compliance/IRB/Submissions/index.html and follow the steps. Students who do not complete their training by **11:59 pm on September 18** will receive 0 points for this assignment.

C. Article Critique

Students should choose one of the articles listed at the end of this syllabus employing qualitative methods and provide a critique of its research design (i.e., conceptualization, measurement, case selection, etc.) and data collection. The critique should cite relevant methodological works and be around 1,750 words. Papers are due **11:59 pm on October 9**. Late papers will not be graded.

D. Class Participation

Class participation involves informed and active contribution to discussions on the themes/methods in each session. Obviously, the quality of one's participation matters significantly more than its frequency and intensity. Counterintuitive and creative comments offering unique insights will be especially rewarded. Such participation is possible only if students attend the sessions only after reading the required readings for the week. Additionally, every student will be assigned a leadership role once a semester. The assignments will be made at the beginning of the semester. In this capacity, students are expected to lead and stimulate discussion by staging questions, offering criticisms of the arguments and methodologies, and identifying promising areas of research. Class participation grade will be based on overall participation in discussions and performance as a discussion leader.

E. Portfolio

This course adopts an applied approach to qualitative methods. Each student needs to develop a portfolio involving a data collection plan throughout the semester. Portfolios will not reflect completed works but works-in-progress involving all basic steps of a major research undertaking. All data collection efforts should involve triangulation, the practice of collecting diverse and autonomous streams of facts using different methods. Students will present their portfolios in our virtual session (Week XIV) **on December 2**. Each portfolio should consist of the following components:

1. Research Question (2.5 percent)

Identify a research question (RQ) related to the field of security studies that piques your intellectual curiosity. It typically but not always involves causal inference (e.g., why something occurred or not occurred?). It may involve a puzzle or an anomaly defying conventional wisdom. Alternatively, it may be more interpretivist and explore how certain individuals make sense of a political phenomenon. In any case, it should be empirically feasible to investigate your RQ (i.e., your data collection should enable you to provide some basic insights into the answers to your RQ).

2. Literature Review (5 percent)

Provide an overview of the scholarly literature related to RQ. How do scholars approach this and similar questions? What insights and plausible explanations have they provided? What remains missing? Are theoretical propositions do you identify are falsifiable (i.e., amenable to

be wrong in the face of contradictory empirical evidence)? You may want to formulate explicit hypotheses based on your reading of the literature, but you are not required to do so.

3. Conceptualization and Measurement (2.5 percent)

What are the key concepts of your research project? How is it possible to measure these concepts in an empirical study? (See Week IV).

4. Explanation of selection of cases (2.5 percent)

Provide an explanation and justification of your case selection strategy (See Week VI).

5. Fieldwork involving multiple data collection methods (20 percent)

This is the core aspect of a portfolio and involves on-the-ground work (virtual or face-to-face depending on the circumstances). Students should utilize at least two techniques of data collection to collect empirical evidence to address their research question and engage with the theoretical perspectives. Triangulation is necessary. As long as you do not use the data you collect for purposes beyond this class, you do not need to apply for an IRB approval. More guidance about fieldwork will be provided throughout the semester (see Weeks X-XIII). Here are some useful tips:

- You can consult online archives such as the National Security Archive, US Presidential Libraries, or various oral history projects providing information relevant to your RQ.
- Ideally, interviews should be conducted in person. If that is not possible, interviews over the phone or electronic platforms such as Skype or Zoom are permitted. Recording of interviews are encouraged but not required. If recording is not chosen, meticulous note taking is an essential skill. Your portfolio may include either the transcripts of your interviews or comprehensive notes based on the interviews.
- Participant observation, a site-intensive method, involves data collection from human subjects by the physical presence of the research within their ordinary settings. Greater Orlando area provides plenty of opportunities for participant observation given its diverse socio-political life especially during an election year. If you choose to conduct participant observation, your portfolio should include an extensive discussion of your impressions and experience. Obviously, it may not be feasible to pursue participant observation because of COVID-19. If that is the case, students are encouraged to pursue alternative methods of data collection.
- For students interested in pursuing multi-method research projects combining qualitative and quantitative methods, online data sources such as public opinion surveys (e.g., American National Election Studies, Pew Global Attitudes Project, etc.) will be valuable. A preliminary statistical analysis should be incorporated into the portfolio.
- A discussion of practical issues such as access to human subjects and documents faced in the field should be part of your portfolio.

6. A discussion of tentative findings (2.5 percent)

The expectation is that your fieldwork efforts have provided you with some valuable albeit incomplete insights about your RQ. A discussion of these insights should also explicitly acknowledge the limitations of your data collection and identify avenues for further research.

7. Presentation in front of class (5 percent)

Students will present their portfolios in our virtual class **on December 2**. By this stage, each student should have achieved enough progress in their fieldwork to share some of their insights with their colleagues. Visuals such as PowerPoint slides can accompany the oral presentation.

The first four components (RQ, literature review, conceptualization/measurement, and case selection) are due 11:59 pm on **October 30**. These four components should be around 3,000 words. The entire portfolio is due 11:59 pm on **December 5**. Late submissions will not be graded. There are no word limits for the entire portfolios. The length will vary according to data collection methods employed.

Portfolios will be graded according to the following criteria:

1. The articulation of a feasible and interesting research question
2. The scope and depth of literature review - bibliography
3. The soundness of research design
4. The quality of fieldwork
5. The organizational cohesion
6. Language

Grade and Make-Up Policy

Due dates are non-negotiable. Students who fail to complete written assignments receive **0 point for the assignment**. Make-ups are given only if students are able to provide **proper documentation**. The following grade scale is applicable in this class: A: 100-94, A-: 93- 90, B+: 89-87, B: 86-84, B-: 83-80, C+: 79-77, C: 76-74, C-: 73-70, D+: 69-67, D: 66-60, F: 59-0. Grades are rounded to the nearest integer (e.g., 79.4=79, 79.6=80).

Statement Regarding COVID-19

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification – Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness – If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Title IX – No Discrimination Policy

Title IX is a federal law that prohibits discrimination based on the sex (gender) of employees and students of educational institutions that receive federal financial assistance. Title IX's prohibition of sex discrimination includes prohibition of sexual harassment and sexual violence. UCF does not tolerate sex discrimination, sexual harassment or sexual violence of any kind. This prohibition is further explained in the University's Prohibition of Discrimination, Harassment and Related Interpersonal Violence. Any student, faculty, or staff member with questions or concerns about the applicable University policies or who believes that he or she has been the victim of sex discrimination, sexual harassment, or sexual violence is encouraged to contact the University's Title IX Coordinator and visit the Let's Be Clear website.

Academic Honesty

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. UCF's Golden Rule defines plagiarism as follows: "**whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.**" All acts of academic dishonesty including plagiarism, cheating, submitting false documents, and copying another student's work will be penalized by **an F for the course**.

Accessibility

The UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before **requesting accommodations from me.**

Course Schedule & Readings

Week I (August 26): Epistemological Approaches and Causality

Required Readings

Imre Lakatos, "Falsification and the Methodology of Scientific Research Programmes," in Anthony O'Hear, ed., *Karl Popper: Critical Assessments of Leading Philosophers*. New York Routledge, 2003. pp. 170-96 [original version published in 1970].

Gabriel Almond and Stephen Genco. "Clouds, Clocks, and the Study of World Politics." World Politics 29 (July 1977): 496-522.

Steven Bernstein, Richard Ned Lebow, Janice Gross Stein, and Steven Weber, "God Gave Physics the Easy Problems: Adapting Social Science to an Unpredictable World," *European Journal of International Relations* 6 (March 2000): 143-76.

David Ploth, "Walter Reed at Camp Lazear: A Paradigm for Contemporary Clinical Research," *American Journal of the Medical Sciences* 357 (January 2019): 7-15.

Additional Resources

Albert O. Hirschman, "The Search for Paradigms as a Hindrance to Understanding," *World Politics* 22 (April 1970): 329-43.

Robert O. Keohane, "Political Science as a Vocation," *PS: Political Science & Politics* 42 (April 2009): 358-63.

Thomas C. Walker, "The Perils of Paradigm Mentalities: Revisiting Kuhn, Lakatos, and Popper," *Perspectives on Politics* 8 (June 2010): 433-451.

Federica Russo and Jon Williamson, "Generic versus Single-case Causality: The Case of Autopsy," *European Journal for Philosophy of Science* 1 (2011): 47-69.

David A. Lake, "Why 'isms' are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress." *International Studies Quarterly* 55 (June 2011): 465-80.

Week II (September 2): Regression Oriented Qualitative Research

Required Readings

Designing Social Inquiry, entire book.

Additional Resources

Charles Ragin, *The Comparative Method: Moving beyond Qualitative and Quantitative Strategies* (with a new introduction). Oakland, CA: University of California Press, 2014.

Week III (September 9): Critique of Regression Oriented Qualitative Research

Required Readings

Rethinking Social Inquiry, intro, chps. 1-6, 8-9, 11-13 (skim Glossary).

Additional Resources

James Mahoney and Gary Goertz, "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research," *Political Analysis* 14 (July 2006): 227-49.

James Mahoney, "After KKV: The New Methodology of Qualitative Research," *World Politics* 62 (January 2010): 120-47.

Dan Slater and Daniel Ziblatt, "The Enduring Indispensability of the Controlled Comparison," *Comparative Political Studies* 46 (October 2013): 1301-27.

Alberto Abadie, Alexis Diamond, and Jens Hainmuller, "Comparative Politics and the Synthetic Control Method," *American Journal of Political Science* 59 (April 2015): 495-510.

Week IV (September 16): Conceptualization and Measurement

Required Readings

Frederic C. Schaffer, *Democracy in Translation: Understanding Politics in an Unfamiliar Culture*. Ithaca, NY: Cornell UP, 1998, chp. 1.

Gerardo L. Munck and Jay Verkuilen, "Conceptualizing and Measuring Democracy," *Comparative Political Studies* 35 (February 2002): 5-34.

Gary Goertz, *Social Science Concepts: A User's Guide*. Princeton, NJ: Princeton University Press, 2006, chps. 2-3.

Michael Coppedge et al. "Conceptualizing and Measuring Democracy: A New Approach," *Perspectives on Politics* 9 (June 2011): 247-67.

Gutiérrez-Sanín, Francisco and Elisabeth Jean Wood, "What Should We Mean by "Pattern of Political Violence"? Repertoire, Targeting, Frequency, and Technique," *Perspectives on Politics* 15 (March 2017): 20-41.

Additional Resources

Giovanni Sartori, "Concept Misinformation in Comparative Politics," *American Political Science Review* 64 (December 1970): 1033-55.

Robert Adcock and David Collier, "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research," *American Political Science Review* 95 (September 2001): 529-46.

Steven Levitsky and Lucan Way, "The Rise of Competitive Authoritarianism," *Journal of Democracy* 13 (2002): 51–65.

Lisa Weeden, "Conceptualizing Culture: Possibilities for Political Science," *American Political Science Review* 96 (December 2002): 713-28.

Kanchan Chandra, "What is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9 (2006): 397-424.

Week V (September 23): Institutionalist Approaches

Required Readings

Peter A. Hall and Rosemary CR Taylor, "Political Science and the Three New Institutionalisms," *Political Studies* 44 (1996): 936-57.

Thomas Dietz, Elinor Ostrom, and Paul C. Stern, "The Struggle to Govern the Commons," *Science* 302 (December 2003): 1907-12.

Giovanni Capoccia and R. Daniel Kelemen, "The Study of Critical Junctures: Theory, Narrative, and Counterfactuals in Historical Institutionalism," *World Politics* 59 (April 2007): 341-69.

Vivien A. Schmidt, "Discursive Institutionalism: The Explanatory Power of Ideas and Discourse," *Annual Review of Political Science* 11 (June 2008): 303-26.

David Skarbek, "Covenants without the Sword? Comparing Prison Self-Governance Globally," *American Political Science Review* 110 (November 2016): 845-62.

Additional Resources

James G. March and Johan P. Olsen, "The New Institutionalism: Organizational Factors in

Political Life," *American Political Science Review* 78 (September 1984): 734-49.

Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action*. New York: Cambridge UP, 1990.

Kathleen Thelen, "Historical Institutionalism in Comparative Politics," *Annual Review of Political Science* 2 (1999): 369-404.

James Mahoney, "Path Dependence in Historical Sociology," *Theory and Society* 29 (August 2000): 507-48.

Paul Pierson, "Increasing Returns, Path Dependence, and the Study of Politics," *American Political Science Review* 94 (June 2000): 251-67.

Robert C. Lieberman, "Ideas, Institutions, and Political Order: Explaining Political Change," *American Political Science Review* 96 (December 2002): 697-712.

Paul Pierson, "Big, Slow Moving, and Invisible: Macro-Social Processes in the Study of Comparative Politics," in Mahoney and Rueschemeyer, *Comparative Historical Analysis in the Social Sciences.* New York: Cambridge UP, 2003.

Week VI (September 30): Interpretivist Approaches

Required Readings

Vincent Pouliot, "Practice Tracing," in *Process Tracing*, pp. 237-59.

Geertz, Clifford "Thick Description: Toward an Interpretive Theory of Culture," in *The Interpretation of Cultures.* New York: Basic Books, 1973, pp.3-30.

Martha Finnemore and Kathryn Sikkink, "Taking Stock: The Constructivist Research Program in International and Comparative Politics," *Annual Review of Political Science* 4 (2001): 391-416.

Edward Schatz, "Ethnographic Immersion and the Study of Politics," in Edward Schatz, ed. *Political Ethnography: What Immersion Contributes to the Study of Power*. Chicago: University of Chicago Press, 2009, pp. 1-22.

Lisa Wedeen, "Reflections on Ethnographic Work in Political Science," *Annual Review of Political Science* 13 (2010): 255-72.

Additional Resources

Charles Taylor, "Interpretation and the Science of Man," *The Review of Metaphysics* 25 (September 1971): 3-51.

Ann Chih Lin, "Bridging Positivist and Interpretivist Approaches to Qualitative Methods," *Policy Studies Journal* 26 (March 1998): 162-80.

Molly Patterson and Kristen Renwich Monroe, "Narrative in Political Science," *Annual Review of Political Science* 1 (1998): 315-31.

Edward Schatz, ed. *Political Ethnography: What Immersion Contributes to the Study of Power*. Chicago: University of Chicago Press, 2009.

Dvora Yanow and Peregrine Schwartz-Shea, eds. *Interpretation and Method: Empirical Research Methods and the Interpretative Turn*, 2nd ed. New York: Routledge, 2013.

Week VII (October 7): Conceptualizing and Crafting Case Studies

Required Readings

Gerring, *Case Study Research*, chps. 1-3.

Bent Flyvbjerg, "Five Misunderstandings about Case-Study Research," Qualitative Inquiry 12 (April 2006): 219-45.

Jack S. Levy, "Case Studies: Types, Designs, and Logics of Inference," *Conflict Management and*

Peace Science 25 (2008): 1-18.

Additional Resources

Douglas Dion, "Evidence and Inference in the Comparative Case Study," *Comparative Politics*. 30 (January 1998): 127-45.

Jason Seawright and John Gerring, "Case Selection Techniques in Case Study Research a Menu of Qualitative and Quantitative Options," *Political Research Quarterly* 61 (February 2008): 294-308.

Week VIII (October 14): Doing Case Studies

Required Readings

Rethinking Social Inquiry, chp. 10.

Gerring, *Case Study Research,* chp. 4-7.

Katherine Cramer Walsh, "Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective," *American Political Science Review* 106 (August 2012): 517-32.

Christopher Darnton, "Archives and Inference: Documentary Evidence in Case Study Research and the Debate over U.S. Entry into World War II," *International Security* 42 (Winter 2017/18): 84-126.

Additional Resources

Theda Skocpol, *States and Social Revolutions*. New York: Cambridge UP, 1979, chp. 1. Robert H. Bates, "From Case Studies to Social Science: A Strategy for Political Research," in

Sharon Erickson Nepstad, *Nonviolent Revolutions: Civil Resistance in the Late 20th Century*. New York: Oxford UP, 2011, chps. 1 & 8.

Daron Acemoglu and James A. Robinson, *Why Nations Fail?* New York: Crown Business, 2012, 7-44.

Noam Lupu, "Brand Dilution and the Breakdown of Political Parties in Latin America," *World Politics* 66 (October 2014): 561-602.

Week IX (October 21): Introducing Process-Tracing: Causal Mechanisms

Required Readings

Process Tracing, chps. 1, 3, 10.

Peter Hedström and Petri Ylioski, "Causal Mechanisms in the Social Sciences," *Annual Review of Sociology* 36 (2010): 49-67.

David Collier, "Understanding Process Tracing," *PS: Political Science and Politics* 44 (October 2011): 823-30.

Additional Resources

Charles Tilly, "Mechanisms in Political Processes," *Annual Review of Political Science* 4 (2001): 21-41.

Tim Büthe, "Taking Temporality Seriously: Modeling History and the Use of Narratives as Evidence," *American Political Science Review* 96 (May 2002): 481-93.

Tulia G. Falleti and Julia F. Lynch, "Context and Causal Mechanisms in Political Analysis," *Comparative Political Studies* 42 (September 2009): 1143-66.

James Mahoney, "The Logic of Process Tracing Tests in the Social Sciences," *Sociological Methods & Research* 41 (2012): 570-97.

Week X (October 28): Doing Process-Tracing

Required Readings

Process Tracing, chps. 5-7.

Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization 53* (1999): 433–68.

Killian Clarke, "When Do the Dispossessed Protest? Informal Leadership and Mobilization in Syrian Refugee Camps." *Perspectives on Politics* 16 (September 2018): 617-33.

Evgeny Finkel, "The Phoenix Effect of State Repression: Jewish Resistance during the Holocaust," *American Political Science Review* 109 (May 2015): 339-53.

Additional Resources

Daniel Lerner, "The Grocer and the Chief: A Parable," in *The Passing of Traditional Society*. London: Free Process, 1958, pp. 19-42.

Robert Vitalis, "Black Gold, White Crude: An Essay on American Exceptionalism, Hierarchy, and Hegemony in the Gulf," *Diplomatic History* 26 (2002): 185-213.

Stathis N. Kalyvas, *The Logic of Violence in Civil War*. New York: Cambridge UP, 2006, chps. 7, 9.

Week XI (November 4): Fieldwork I: Goals, Preparation, and Challenges

Required Readings

Field Research in Political Science, chps. 1-5.

Elisabeth Jean Wood, "The Ethical Challenges of Field Research in Conflict Zones," *Qualitative Sociology* 29 (2006): 373-86.

Anastasia Shesterinina, "Ethics, Empathy, and Fear in Research on Violent Conflict," *Journal of Peace Research* 56 (March 2019): 190-202.

Additional Resources

Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw, *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press, 1995.

Evan S. Lieberman, Marc Morje Howard, and Julia Lynch, "Symposium: Field Research," *Qualitative Methods* 2 (Spring 2004): 3-7.

Elisabeth Jean Wood, "Field Research." In Charles Boix and Susan Stokes, eds., *Handbook of Comparative Politics*. New York: Oxford UP, 2007.

Séverine Autesserre, "Appendix: An Ethnographic Approach," in *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*. New York: Cambridge UP, 2014.

Kate Cronin-Furman and Milli Lake. "Ethics abroad: Fieldwork in fragile and violent contexts." *PS: Political Science & Politics* 51 (2018): 607-614.

Week XII (November 11): Fieldwork II: Conducting Interviews & Participation Observation

Required Readings

Field Research in Political Science, chps. 6-7.

Lee Ann Fujii, "Shades of Truth and Lies: Interpreting Testimonies of War and Violence," *Journal of Peace Research* 47 (March 2010): 231-241.

Emily Kalah Gade, "Social Isolation and Repertoires of Resistance," *American Political Science Review* 114 (May 2020): 309-325.

Güneş Murat Tezcür, "A Path out of Patriarchy? Political Agency and Social Identity of Women Fighters," *Perspectives on Politics* (2019).

Additional Resources

James Scott, *Weapons of the We*ak: *Everyday Forms of Peasant Resistance*. New Haven, CT: Yale UP, 1985, pp. 1-27, 314-50.

Karl G. Heider, "The Rashomon Effect: When Ethnographers Disagree," *American Anthropologist* 90 (March 1988): 73-81.

Jocelyn S. Viterna, "Pulled, Pushed, and Persuaded: Explaining Women's Mobilization into the Salvadoran Guerrilla Army," *American Journal of Sociology* 112 (July 2006): 1-45.

Oisín Tansey, "Process Tracing and Elite Interviewing: A Case for Non-probability Sampling," *PS: Political Science & Politics* 40 (October 2007): 765-72.

Symposium: *PS: Political Science & Politics* 42 (April 2009): 287-328.

Layna Mosley, Introduction. "Just Talk to People"? Interviews in Contemporary Political Science," in Layla Mosley ed., *Interview Research in Political Science* Ithaca: Cornell UP, 2013, pp. 1-30.

Michèle Lamont and Ann Swidler, "Methodological Pluralism and the Possibilities and Limits of Interviewing," *Qualitative Sociology* 37 (June 2014): 153-71.

Milli Lake, "Building the Rule of War: Postconflict Institutions and the Micro-Dynamics of Conflict in Eastern DR Congo," *International Organization* 71 (Spring 2017): 281-315.

Week XIII (November 18): Fieldwork III: Surveys & Experiments

Required Readings

Field Research in Political Science, chps. 8-9.

Daniel N. Posner, "The Political Salience of Cultural Differences: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi," *American Political Science Review* 98 (November 2004): 529-45.

Bernd Beber, Michael J. Gilligan, Jenny Guardado, and Sabrina Karim, "Peacekeeping, Compliance with International Norms, and Transactional Sex in Monrovia, Liberia," *International Organization* 71 (Winter 2017): 1-30.

Steven Brooke, "From Medicine to Mobilization: Social Service Provision and the Islamist Reputational Advantage," *Perspectives on Politics* 15 (March 2017): 42-61.

Additional Resources

Brian J. Gaines, James H. Kuklinski, and Paul J. Quirk, "The Logic of the Survey Experiment Reexamined," *Political Analysis* 15 (Winter 2007): 1-20.

Thad Dunning, *Natural Experiments in the Social Sciences: A Design-Based Approach*. New York: Cambridge UP, 2012.

Mark R. Beissinger, Amaney A. Jamal, and Kevin Mazur, "Explaining Divergent Revolutionary Coalitions," *Comparative Politics* 48 (October 2015): 1-21.

Week XIV (December 2): Multi-method Research

Required Readings

Process Tracing, chp. 8.

Gary Goertz, "Multimethod Research," *Security Studies* 25 (January 2016): 3-24.

Güneş Murat Tezcür, "Ordinary People, Extraordinary Risks: Joining an Ethnic Rebellion,"

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