INR 7707.0001: Advanced Qualitative Methods

Fall 2023

Instructor: Thomas M. Dolan, thomas.dolan@ucf.edu
Class Meetings: Tuesday, 12:00 PM- 2:50 PM, HPH 305G
Office Hours: Howard Philips Hall 314, Tuesdays, Wednesdays 10:00-11:00 AM or 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

Academic Activity Quiz
All students will complete the academic activity quiz by 25 August.

5 Mini-research designs, 5% each, total 25%
Each student will submit 4 mini-research designs. Each design should be not more than 1 page (single spaced, if needed) and make use of a bullet format. Each design should follow the template on webcourses, with a statement of the question, the motivation for the paper, a theoretical intuition, a hypothesis, and a description of the methodology to be used. All designs must use a qualitative or case-based methodology relevant to the course.

Archives Assignment 10%
Complete the tasks outlined in the assignment on webcourses and the last page of this syllabus.

CITI training, 2%
All students will complete UCF's CITI training (Human Subjects Protection – Group 2: Social/Behavioral Research). Credit is given when instructor is provided with documentation.

Overall Participation—10%
Includes informed and thoughtful participation in course seminars and completion of ungraded tasks

Term Paper (Proposal, 3%; Presentation, 5%; Paper, 30%) total: 38%
Each student will complete a term paper of up to 25 pages (double-spaced, Times New Roman 12 point font) that tests a hypothesis using qualitative methods. The paper will identify a research question, review relevant literature, articulate a theory and hypothesis, and then present qualitative evidence. Evidence should be include at least one of the following: archival materials (with secondary historical sources; note that this can use interpretivist methods), interview-based "fieldwork" evidence, or a quantitative analysis using data for a single case gathered from exclusively archival sources (no general data sets).

Essay Exam—15%
Students will complete an essay exam, both to assess knowledge from the course and aid their preparations for the program exam in qualitative methods.

Policies:

COVID Policies

All students will strictly adhere to all university COVID policies. Consistent with university policy, all students are expected to wear masks at all times in the classroom. Likewise and consistent with university guidance, students who are feeling ill or have reason to believe that they may have COVID should not come to class. As appropriate remote options will be made available.

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.

Grades in my PhD courses can be interpreted in the following way:

A 93 or better	High-quality professional work; ready to do work that could be published in the best journals
A- 90-92.99	Professional work; ready to do work that could be published in journals, but further development is necessary before the author is ready to publish in the best journals
B+ 88-89.99	Near professional quality work; further development needed before ready to produce journal publishable work
B 83-86.99	Quality is acceptable; considerable development is needed before the author will be ready to produce journal publishable work
B- 80-82.99	Quality is marginally acceptable
C 70-79.99	Quality is problematic
D 60-69.99	Quality is not acceptable for graduate work
F	Fail

59.99 or below	

Late Papers

Assignments are to be turned in by class time on the day they are due. They should be in hard copy 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. Exceptions related to university activities, religious holidays, and for other reasons should be requested before assignments are due.

Academic Integrity

Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://osc.sdes.ucf.edu/process/roc). 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. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

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.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Accommodations for Students with Military Obligations

Students who serve in the US military [defined as individuals on active duty in the US military OR individuals who have received training, activation, or deployment orders associated with service in either the US military reserves or the National Guard] may receive accommodations when unexpected military obligations interfere with the timely completion of assignments/participation in discussions, etc. Unless they are university approved excused absences, regularly scheduled ROTC activities do not qualify for accommodations.

Other Misconduct

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact: • Title IX – http://oie.ucf.edu/ • Student Accessibility--http://sas.sdes.ucf.edu/ • Diversity and Inclusion Training and Events http://www.diversity.ucf.edu/ UCF Compliance and Ethics Office http://compliance.ucf.edu/ • Ombudsman Office http://www.ombuds.ucf.edu/

Campus Safety

Emergencies on campus are rare. Still, everyone should be aware of their surroundings and familiar with basic safety and security concepts. Students may ensure that they are informed about situations on campus by signing up for UCF text alerts via my.ucf.edu. The locations of campus first aid equipment can be found at http://www.ehs.ucf.edu/workplacesafety.html. UCF's emergency guide is available at http://emergency.ucf.edu/emergency_guide.html. Students who feel that they have experienced abuse or harassment may wish to consult https://letsbeclear.ucf.edu/ or UCF victim services https://www.ucf.edu/services/s/victim-services/. Students who feel that they may be in danger should contact UCF Police (Emergencies 911, Non-Emergencies (407) 823-5555).

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 via webcourses), and if possible, will be mentioned in class meetings. Changes become effective immediately. If changes create hardships for students, they should immediately contact the professor.

Cancellation of Class

In the event that the instructor needs to cancel class, an e-mail will be sent to all by webcourses. In cases of late cancellation, notice may also be posted on the door.

Course Texts

Students should secure the books listed below. Other readings are available via the library website or the webcourses page.

Gary King et al., *Designing Social Inquiry*

Derek Beach and Rasmus Pedersen, *Causal Case Study Methods*.

John Gerring, *Case Study Research*.

Diana Kapiszewski, et al., *Field Research in Political Science: Practices and Principles*

Course Schedule

22 August: What are we doing here?

Cassandra Emmons and Andrew Moravcsik, Graduate Qualitative Methods Training in Political Science. *PS: Political Science and Politics*, 2019.

29 August: Exploring Recent Qualitative Work (Articles)

Andrew Payne, Bargaining with the Military. *International Security*, 2023
Pal Roren, The Belligerent Bear, *International Security*, 2023.
Niklas Karlen and Vladmir Rauta. Dealers and Brokers in Civil Wars. *International Security*, 2023
Rachel Metz. The Cult of the Persuasive. *International Security*, 2023.
Paul Williams, How Peacekeepers Fight. *Security Studies*, 2023.
Alexandra Evans and Bradley Potter, When Do Leaders Change Course? *Texas National Security Review*, 2019.

5 September: Exploring Recent Qualitative Work (Books*)

Chad Nelson, *Revolutionary Contagion and International Politics*, Oxford, 2022. Chapters 1, 2, and 6.
Eric Grynaviski, *America's Middlemen*. Cambridge, 2018. Introduction, Ch. 1, 4, 8.
Allison Carnegie and Austin Carson, *Secrets in Global Governance*, Cambridge, 2020. Ch. 1, 2, 6.
Robin Markwica, *Emotional Choices*. Oxford, 2018. Ch. 1, 2, 5.
Sebastian Schmidt, *Armed Guests*, Oxford, 2020, 1, 2, 3, 6
**all are available online via the library website*

12 September: Causation, Models, and Theories
MRD 1 Due
Kenneth Clark and David Primo, Modernizing Political Science: A Model-Based Approach. *Perspectives on Politics*, 2007
James Mahoney et at., 2009. "The Logic of Historical Explanation in the Social Sciences," *Comparative Political Studies*.
Gary King et al., *Designing Social Inquiry*, Chapter 3 (Causality and Causal Inference)
Derek Beach and Rasmus Pedersen, Selection (Ch 2-3) from *Causal Case Study Methods*.
Stefano Guzzini, A Reconstruction of Constructivism in International Relations, *European Journal of International Relations*, 2000

Ludvig Norman, Rethinking Causal Explanation in Interpretive Studies, *European Journal of International Relations,* 2021

Recommended
Symposium on Critical Junctures and Historical Legacies, *Qualitative and Multimethod Research*, 2017
Elizabeth Stanley and James Sawyer, The Equifinality of War Termination, *Journal of Conflict Resolution*, 2009.
Imre Lakotos, "Falsification and the Methodology of Scientific Research Programs," in *Criticism and the Growth of Knowledge*.
Eric Grynaviski, Contrasts, Counterfactuals, and Causes. *European Journal of International Relations,* 2012
Clifford Geertz, Thick Description: Toward an Interpretive Theory of Culture
John Searle, *The Construction of Social Reality*, Free Press 1997
Ingo Rohlfing and Christina Zuber, Check Your Truth Conditions! Clarifying the Relationship between Theories of Causation and Social Science Methods for Causal Inference, *Sociological Methods & Research*, 2019

19 September: Concepts and Measures
MRD 2 Due
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. 2-3
Colin Elman, 2005, "Explanatory Typologies in Qualitative Studies of International Politics," *International Organization*.
Giovanni Sartori, "Comparing and Mis-comparing," 1991, *Journal of Theoretical Politics*.
Paul Pierson, "Big, Slow Moving, and…Invisible," from *Comparative Historical Analysis in the Social Sciences*.
Beach and Pedersen, *Causal Case Study Methods,* Ch. 4-5

26 September: Case Studies, Case Selection, and the Comparative Method
MRD 3 Due
John Gerring, *Case Study Research*, 2007 Ch 1-6.
Aaron Rapport, "Hard Thinking about Hard and Easy Cases in Security Studies," *Security Studies*, 2015 (24:3)
Derek Beach and Rasmus Pedersen, *Causal Case Study Methods*, Ch 6 and 7

Recommended:
Symposium on Veil of Ignorance Process Tracing*, Qualitative and Multi-Method Research Fall,* 2020
Symposium on Rethinking Comparison, *Qualitative and Multi-Method Research,* 2018
Symposium: Case Selection, Case Studies, and Causal Inference, Fall 2008, *Qualitative and Multi-method Research.*
Evan Liberman, Nested Analysis as a Mixed-Method Strategy for Comparative Research*, American Political Science Review* 2005
Robin Wagner-Pacifici, *What is an Event?* Chicago: University of Chicago Press, 2017.

Dietrich Rueschemeyer, Can one of a Few Cases Yield Theoretical Gains? Ch. 9 in *Comparative Historical Analysis in the Social Sciences*.

3 October: Process Tracing

MRD 4 Due

Andrew Bennett and Jeffrey Checkel, *Process Tracing,* ch. 1, 2, 5, 6, 10

Derek Beach, It's All About Mechanisms: What Process-Tracing Case Studies Should be Tracing, *New Political Economy*, 2016.

Andrew Bennett, Andrew Charman, and Tasha Fairfield, Understanding Bayesianism: Fundamentals for Process Tracers, *Political Analysis*, 2022

Ezequiel Gonzalez-Ocantos and Jody LaPorte, Process Tracing and the Problem of Missing Data, *Sociological Methods and Research*, 2019

Recommended:

Process Tracing: A Symposium, *Security Studies*, 2015 (24:2)

Peter Lorentzen, et al. Qualtiative Investigation of Theoretical Models: The Value of Process Tracing, *Journal of Theoretical Politics*, 2017.

Derek Beach and Rasmus Pedersen, *Process Tracing Methods*, University of Michigan Press 2013.

Symposium on Counterfactual Analysis in Security Studies, *Security Studies*, 2015 (24:3)

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

Tasha Fairfield and Andrew Charman, A Dialogue with the Data; The Bayesian Foundation of Iterative Research in Qualitative Social Science, *Perspectives on Politics*, 2019

Derek Beach and Rasmus Pedersen, Selecting Appropriate Cases When Tracing Causal Mechanisms, *Sociological Methods & Research*, 2018

Ingo Rohlfing and Carsten Schneider, Improving Research on Necessary Conditions, *Political Research Quarterly,* 2013

Macartan Humphreys and Alan Jacobs, Mixing Methods: A Bayesian Approach, *American Political Science Review*, 2015.

Sherry Zaks, Updating Bayesian(s): A Critical Evaluation of Bayesian Process Tracing, *Political Analysis*, 2021.

Sherry Zaks, Relationships Among Rivals: A Framework for Analyzing Contending Hypotheses in Process Tracing, *Political Analysis*, 2017.

Jack Levy, "Counterfactuals, Causal Inference, and Historical Analysis," *Security Studies*, 2015 (24:3)

10 October: KKV and the Quantitative Template

MRD 5 Due

Gary King et al., *Designing Social inquiry*, Princeton University Press 1994.

Derek Beach and Rasmus Pedersen, *Causal Case Study Methods*, ch. 6

17 October: Money || Archival Pragmatics

Archival Assignment Due
Marc Tractenberg, 2006. *The Craft of International History*, Chapters 4-5.
*Prior to class, students will create a Pivot Profile
*Prior to class, students will identify at least two separate external funding sources appropriate to their research interests.

24 October: Archives and History
Term Paper Proposal Due
Christopher Darnton, "The Provenance Problem," *American Political Science Review* 2021
Christopher Darnton, "Archives and Inference," *International Security* 2017.
Ian Lutsick, History, Historiography, and Political Science, *American Political Science Review*, 1996.
Ciaran Trace, "What is Recorded is Never Simply What Happened," *Archival Science* 2002.
Verne Harris, The Archival Sliver, *Archival Science* 2002.
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*.
James Robins, Can Historians Be Traumatized by History? *New Republic*, 2021.
Emmanuel Chevet. 2011. "Gendarmerie et Maquis Sous L'Occupation en France (1943-44): Force est Faiblesse." *Guerres Mondiales et Conflits Contemporains.* 242: 121-39.
Ann Laura Stoler, Colonial Archives and the Arts of Governance*, Archival Science* 2002
Matthew Hull, Documents and Bureaucracy, *Annual Review of Anthropology*, 2012.
Tamy Guberek and Margaret Hedstrom, On or Off the Record? Detecting Patterns of Silence about Death in Guatemala's National Police Archive, *Archival Science* 2017.

31 October: Quantitative Analysis of Archival Data
Liaia Balcells, Cristopher Sullivan. New Findings from Conflict Archives, *Journal of Peace Research* 2018.
Alexander Lee, Who Becomes a Terrorist? *World Politics*, 2011
Hassner, Ron. The Cost of Torture: Evidence from the Spanish Inquisition. *Security Studies*, 1-36
McLaughlin, Theodore and Alvaro La Parra-Perez. 2019. Disloyalty and Logics of Fratricide in Civil War, *Comparative Political Studies*, 5:7, 1028-58.
Sullivan, Christopher. 2016. Political Repression and the Destruction of Dissident Organizations, *World Politics*, 68:4, 645-676.
Thomas M. Dolan, The Importance of Historiography in Quantitative Research using Archival Data [Working Paper]

7 November: Interpretivism
Vincent Pouliot, "Practice Tracing," in Bennett and Checkel, *Process Tracing*, ch 9.
Lisa Weeden, 2010, "Reflections on Ethnographic Work in Political Science," *Annual Review of Political Science*
Teun van Dijk, 1993, "Principles of Critical Discourse Analysis," *Discourse and Society*.
Selection from Ted Hopf, 2002, *Social Construction of International Politics*
Selection from Lisa Weeden, 2008, *Peripheral Visions: Publics, Power, and Performance*.

Recommended:
Erica Simmons and Nicholas Smith, The Case for Comparative Ethnography, *Comparative Politics*, 2019.

Symposium: Interpretivism, 2003, *Qualitative Methods*
Jan Kubik, 2009 "Ethonographic Innovations in the Study of Post-Communism," *Qualitative and Multi-method Research*.

14 November: Field work (including the Ethics thereof)
Diana Kapiszewski, et al., *Field Research in Political Science: Practices and Principles*, ch. 1-6
UCF Requirements for fieldwork abroad (travel, IRB)

Recommended:
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*
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.
Anastasia Shesterinina Ethics, Empathy, and Fear in Research on Violent Conflict *Journal of Peace Research,* 2018.
Ezgi Irgil et al., Field Research: A Guide, *International Studies Review*, 2021.

21 November: More on Fieldwork
Diana Kapiszewski, et al., *Field Research in Political Science: Practices and Principles*, ch. 7-11
Miroslav Shapovalov, *Between Fighting and Serving*, UCF Dissertation 2021, Chapter 4.
Recommended:
Symposium on "When Locals Say You're Wrong: Member Checking and Political Science*, Qualitative and Multi-Method Research,* 2020

28 November: Presentations /// Term Papers Due

5 December: Essay Exam Question Due

Archive Tasks Assignment

Identify a subject that you are interested in for which archival records (may) exist. You will pursue this subject through a variety of sources. Provide a written introduction to each task that provides a rationale for how you addressed the task and

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 (e.g., *Papers of George Catlett Marshall*). Photocopy it, and bring it in. Provide a rationale for this document's relevance and explain any issues attendant to using it in research. Address 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). Address the characteristics of the record collection.

Task 6: Newspapers. Locate a contemporaneous newspaper article about your subject, and bring it in. Address why you selected it an any issues that could be associated with using it in research.

Task 7: Prepare a Freedom of Information Act (FOIA) Request for a document or documents that could further your research. See http://www.foia.gov/. The FOIA application could be directed towards organizations beside the US Federal Government; if so, please use the appropriate process. [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 in the public domain.

Task 8: Document that you have set up a PIVOT profile.

Task 9: Identify two potential sources of external funding that could be used to support your research

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