

Government 716  
Spring 2007

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Office Hours Wed. 2:15-4:00

## **Qualitative Research Methods**

### Course Goals

The central goal of the seminar is to enable students to create and critique methodologically sophisticated case study research designs in the social sciences. To do so, the seminar will explore the techniques, uses, strengths, and limitations of case study methods, while emphasizing the relationships among these methods, alternative methods, and contemporary debates in the philosophy of science. The research examples used to illustrate methodological issues will be drawn from international relations, comparative politics, and American politics. However, the methodological content of the course is also applicable to the study of history, sociology, and economics.

The seminar will begin with a focus on the philosophy of science, theory construction, theory testing, causality, and causal inference. With this epistemological grounding, the seminar will then explore the core issues in case study research design, including methods of structured and focused comparisons of cases, typological theory, case selection, process tracing, congruence testing, and the use of counterfactual analysis. Next, the seminar will look at the epistemological assumptions, comparative strengths and weaknesses, and proper domain of case study methods and alternative methods, particularly statistical methods and formal modeling, and address ways of combining these methods in a single research project. The seminar then examines field research techniques, including archival research and interviews. It concludes with student presentations of case study research designs and constructive critiques of these designs by seminar participants. Presumably, many students will choose to present the research design for their thesis, though students could also present a research design for a separate project, article, or edited volume.

### Requirements

#### **Mastery of assigned readings and active participation in seminar discussions.**

**One short essay critiquing the assigned readings for one week.** Each student will be required to write one 1500-1800 word critique of the assigned readings for a given week. This critique can focus on one or several of the readings for the week, or on one or a few cross-cutting themes. It need not address all of the readings or discussion questions for a week.

**Research Design Paper and Presentation.** Students will be required to submit copies of a research design paper to all seminar participants one week in advance of presenting this design in the seminar. Each student will present their design in the seminar for a constructive critique of a

half-hour or so, with a short introduction from the student and/or advance reading questions suggesting issues or methodological dilemmas upon which participants should focus.

Research designs should address all of the following tasks (elaborated upon in George and Bennett chapter 4): 1) specification of the research problem and research objectives, in relation to the current stage of development and research needs of the relevant research program, related literatures, and alternative explanations; 2) specification of the independent and dependent variables; 3) selection of a historical case or cases that are appropriate in light of the first two tasks, and justification of why these cases were selected and others were not; 4) consideration of how variance in the variables can best be described for testing and/or refining existing theories; 5) specification of the data requirements, including both process tracing data and measurements of the independent and dependent variables for the main hypotheses of interest, including alternative explanations. There is no minimum length limit, though most designs will probably be around 7,000-9,000 words and should be shorter than 11,000 words.

**Follow-up memo on refinement of the research design.** While students are not expected to revise fully and resubmit their research designs by the end of the course, they will be required to submit a memo of about 1500 words on the modifications they think are necessary, and the dilemmas that are still unresolved, in light of the critique they received in the seminar.

#### Grading

30% mastery of the readings as evident through participation in class discussions

20% short essay

50% written research design, presentation of research design, and follow-up memo

#### Books for Purchase

Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (MIT Press 2005).

Gary King, Robert Keohane, and Sidney Verba, *Designing Social Inquiry* (Princeton University Press, 1994).

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

Charles Ragin, *Fuzzy Set Social Science* (University of Chicago, 2000).

James Mahoney and Dietrich Rueschemeyer, eds., *Comparative Historical Analysis in the Social Sciences*.

Henry Brady and David Collier, *Rethinking Social Inquiry* (2004)

## Course Outline

### I) Philosophy of Science and Epistemological Issues

- Jan. 18        Evaluating Theories: Positivist and Scientific Realist Approaches and Their Critics  
Jan. 25        Causality, Explanation, Causal Inference, and Causal Mechanisms

### II) Case Study Methods

- Feb. 1        Critiques and Justifications of Case Study Methods  
Feb. 8        Concept Formation and Measurement  
Feb. 15       Designs for Single and Comparative Case Studies and Alternative Research Goals  
Feb. 22       Typological Theory and Case Selection  
Mar. 1        Process Tracing, Congruence Testing, and Counterfactual Analysis  
Mar. 15       Multimethod Research: Combining Case Studies with Statistics and/or Formal Modeling  
Mar. 22       Macro-Historical Comparison, Critical Junctures, and Path Dependency  
Mar. 29       Field Research Techniques: Archives, Interviews, and Surveys  
Apr. 5        Examples of Case Study Research, **or, if necessary, an additional session of student research design presentations**  
  
**Apr. 12        No Class - - Students Work on Research Designs**

### III) Student Research Design Presentations

April 19, 26, and additional date(s) TBD: Students Present Research Designs for Constructive Critique (about 30 to 35 minutes per student, or three to four students per session)

## Readings

## I) Philosophy of Science and Epistemological Issues

### January 18: Introduction; Evaluating Theories: Positivist and Scientific Realist Approaches and Their Critics

Alexander L. George and Andrew Bennett, preface to *Case Studies and Theory Development*.

Andrew Bennett, Aharon Barth, and Ken Rutherford, "Do we Preach What we Practice? A survey of Methods in Journals and Graduate Curricula," *PS*, July 2003.

Miriam and Colin Elman, "Introduction," and "Lessons from Lakatos," in Colin and Miriam Elman, *Progress in International Relations Theory: Metrics and Methods of Scientific Change*, MIT Press 2001.

Andrew Bennett, "A Lakatosian Reading of Lakatos: What Can we Salvage from the Hard Core?," in Colin and Miriam Elman, *Progress in International Relations Theory: Metrics and Methods of Scientific Change*, MIT Press 2001.

Keohane, King, and Verba (hereafter KKV), *Designing Social Inquiry* pp. 3-33, 99-114.

Charles Taylor, "Interpretation and the Sciences of Man," in Paul Rabinow and William Sullivan, *Interpretive Social Science: A Second Look*, pp. 33-81.

Optional:

Stephen Van Evera, *Guide to Methodology for Students of Political Science*, pp. 89-121 (introductory material on writing a PhD thesis).

Charles Ragin and Howard Becker, "Introduction" to Ragin and Becker, *What is a Case?* (Cambridge, 1995), pp. 1-17.

Imre Lakatos, "Falsification and the Methodology of Scientific Research Programs," in Lakatos and Musgrave, eds., *Criticism and the Growth of Knowledge* (Cambridge University Press, 1970) pp. 91-138, 173-180.

Lichbach and Lebow book on philosophy of social science, forthcoming; see esp. chapters by Lebow, Hopf, Chernoff, and Lichbach.

### Jan. 25: Causality, Explanation, Causal Inference, and Causal Mechanisms

Milton Friedman, "The Methodology of Positive Economics," in Daniel Hausman, ed., *The Philosophy of Economics*, pp. 210-238.

KKV, *Designing Social Inquiry*, pp. 76-91.

Albert Yee, "The Effects of Ideas on Policies," *International Organization* vol. 50, no. 1 (Winter, 1996) brief excerpt pp. 82-85.

Daniel Little, *Microfoundations*, chapters 9, 10, and 12, pp. 173-214, 237-256.

Charles Ragin, *Fuzzy Set Social Science*, introduction and chapters 1 and 4, pp. 3-19, 21-42, 88-119.

George and Bennett, *Case Studies and Theory Development*, chapter 7 on case studies and relevant issues in the philosophy of science.

Optional:

David Waldner, "Anti-anti-Determinism," presented at APSA 2002 in Boston, available on *Proceedings*.

Robert Jervis, *Systems Effects* (Princeton, 1997) pp. 29-91, or read Jervis, "Complexity and the Analysis of Political and Social Life," *Political Science Quarterly* Winter 1997/98, pp. 569-594.

Peter Hedstrom and Richard Swedberg, "Social Mechanisms," *ACTA Sociologica* 1996 no. 3, pp. 281-308.

Margaret Marini and Burton Singer, "Causality in the Social Sciences," in Clifford Clogg, ed., *Sociological methodology 1988* (American Sociological Association) pp. 347-409.

Jim Mahoney, "Strategies of Causal Inference in Small-n Analysis," *Sociological Methods and Research*, 1999.

Alan Zuckerman, "Reformulating Explanatory Standards and Advancing Theory in Comparative Politics," in Mark Irving Lichbach and Alan S. Zuckerman, eds., *Comparative Politics: Rationality, Culture, and Structure* (Cambridge, 1997) pp. 277-305.

## **II) Case Study Methods**

### **Feb. 1 Critiques and Justifications of Case Study Methods**

KKV, *Designing Social Inquiry*, pp. 46-48, 118-121, 208-230.

Brady and Collier, chapters 1, 2, 12, and 13.

George and Bennett, *Case Studies and Theory Development*, Chapter 1.

Charles Ragin, *Fuzzy Set Social Science*, Chapter 11, "Fuzzy Sets and the Dialogue Between Ideas and Evidence."

Gary Goertz and James Mahoney, draft article on differences between qualitative and quantitative methods.

Optional:

Gerardo Munck, "Canons of Research Design in Qualitative Analysis," *Studies in Comparative International Development*, Fall 1998.

John Goldthorpe, "Current Issues in Comparative Macrosociology;" Dietrich Reuschmeyer and John Stephens, "Comparing Historical Sequences-A Powerful Tool for Causal Analysis;" Jack Goldstone, "Methodological Issues in Comparative Macrosociology;" and John Goldthorpe, "A Response to the Commentaries," all in *Comparative Social Research* Vol 16 (1997) pp. 1-26, 55-72, 107-120, and 121- 132, respectively.

Stanley Lieberman, "More on the Uneasy Case for Using Mill-Type Methods in Small-N Comparative Studies," *Social Forces* June 1994, pp. 1225-1237.

Olav Njolstad, "Learning From History? Case Studies and the Limits to Theory-Building," in Olav Njolstad, ed., *Arms Races: Technological and Political Dynamics* (Sage, 1990) pp. 220-246.

Timothy McKeown, "Case Studies and the Statistical World View," *International Organization* Vol. 53, No. 1 (Winter, 1999) pp. 161-190.

David Collier, "Translating Quantitative Methods for Qualitative Researchers: The Case of Selection Bias;" Ronald Rogowski, "The Role of Theory and Anomaly in Social-Scientific Inference;" and Sidney Tarrow, "Bridging the Quantitative-Qualitative Divide in Political Science," in *American Political Science Review* vol. 89 no. 2 (June, 1995) pp. 4461-474.

*APSA-CP: Newsletter* of the APSA Organized Section in Comparative Politics, Vo. 9, No. 1 (Winter 1998) articles by David Collier, Tim McKeown, Roger Petersen and John Bowen, Charles Ragin, and John Stephens.

## **Feb. 8: Concept Formation and Measurement**

John Gerring, "What Makes a Concept Good?," *Polity* Spring 1999: 357-93.

Robert Adcock and David Collier, "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research," *APSR* Vol. 95, No. 3 (September, 2001) pp. 529-546.

Gary Goertz, *Social Science Concepts*, chapters 1, 2, 3.

Gary Goertz, "A Checklist for Constructing, Evaluating, and Using Concepts or Quantitative Measures."

Think through Goertz's exercises for chapter 2 (numbers 2, 3, 5, 10, and 18) and chapter 3 (1, 4, 5, and 9). For exercise 18 on chapter 2, read the three-page excerpt from Hartzell and Hoddie, "Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management," *AJPS* 47 (2003) pp. 318-321.

Optional:

Robert Adcock and David Collier, "Democracy and Dichotomies," *Annual Review of Political Science*, Vol. 2, 1999, pp. 537-565.

David Collier and Steven Levitsky, "Democracy with Adjectives: Conceptual Innovation in Comparative Research," *World Politics*, Vol. 49, No. 3 (April 1997) pp. 430-451.

David Collier, "Data, Field Work, and Extracting New Ideas at Close Range," *APSA -CP Newsletter* Winter 1999 pp. 1-6.

Gerardo Munck and Jay Verkuilen, "Conceptualizing and Measuring Democracy: Evaluating Alternative Indices," *Comparative Political Studies* Feb. 2002, pp. 5-34.

Giovanni Sartori, "Concept Misformation in Comparative Politics," *American Political Science Review*, December 1970.

David Collier and James Mahon, "Conceptual Stretching Revisited: Adapting Categories in Comparative Analysis," *APSR* December 1993, pp. 845-855.

## **February 15: Designs for Single and Comparative Case Studies and Alternative Research Goals**

Andrew Bennett and Alexander George, *Case Studies and Theory Development*, chapter 4.

*Designing Social Inquiry* pp. 124-149.

David Collier and James Mahoney, "Insights and Pitfalls: Selection Bias in Qualitative Research," *World Politics* vol. 49, no. 1 (October, 1996) pp. 56-91.

Van Evera, *Guide to Methodology*, pp. 77-88.

John Gerring and Jason Seawright, "Techniques for Choosing Cases," draft.

James Lee Ray, *Democracies and International Conflict*, pp. 158-174.

Stephen Walt, *Revolution and War*, pp. 12-17

Jack Snyder, *Myths of Empire*, pp. 60-65

Optional:

Thomas Cook and Donald Campbell, *Quasi-Experimentation*, pp. 37-39, 50-91.

Theodore Meckstroth, "'Most Different Systems' and 'Most Similar Systems': A Study in the Logic of Comparative Inquiry," *Comparative Political Studies* July 1975, pp. 133-177.

Sidney Tarrow, "Expanding Paired Comparison: A Modest Proposal," *APSA-CP Newsletter* Summer 1999: 9-12.

David Collier, "The Comparative Method," in Ada Finifter, ed., *Political Science: the State of the Discipline II* (Washington, D.C.: American Political Science Association, 1993), pp. 105-119.

Van Evera, *Guide to Methodology*, pp. 49-76.

## **Feb. 22: Typological Theory and Case Selection**

Daniel Little, *Microfoundations*, chapter 11, pp. 215-236.

Andrew Bennett and Alexander George, *CSTD* chapter 11.

Ragin, *Fuzzy Set Social Science*, chapters 2, 3, 6, 7.

Colin Elman, "Explanatory Typologies and Property Space in Qualitative Studies of International Politics," *International Organization*, Spring 2005, pp. 293-326.

Gary Goertz and James Mahoney, "Negative Case Selection: The Possibility Principle," in Goertz, chapter 7. Think through Goertz's exercises for this chapter, numbers 1, 2, 6, 10, 13, 14, 15, 19, and 25.

Brief Examples:

Bennett, Leggold, and Unger, *Friends in Need*, pp. 24-28

Andrew Bennett, *Condemned to Repetition: The Rise, Fall, and Reprise of Soviet-Russian Military Interventionism 1973-1996* pp. 12-29, 104-112.

David Edelstein, "Occupational Hazards: Why Military Occupations Succeed or Fail," *International Security* Vol. 29 No. 1 (Summer 2004) pp. 49-56, 80-91.

Discussion Questions: How might Edelstein cast his theory as a more complete typological theory - - that is, what variables might he add or re-conceptualize? What are the costs and benefits of re-casting his theory in this way? What are some alternative ways he might do case selection from among the population he has identified? What cases are typologically most similar to the current U.S. occupation of Iraq, and what does this suggest for the prospects for US success in Iraq? What cases might be potential anomalies for Edelstein?

Optional:

Barbara Geddes, "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics," *Political Analysis* vol. 2 (1990).

David Collier, James Mahoney, and Jason Seawright, "Claiming Too Much: Warnings about Selection Bias," chapter 6 in Brady and Collier.

### **March 1: Process Tracing, Congruence Testing, and Counterfactual Analysis**

George and Bennett, *Case Studies and Theory Development*, chapter 10.

Bennett, "Stirring the Frequentist Pot with a Dasy of Bayes," *Political Analysis*, forthcoming.

Philip Tetlock and Aaron Belkin, eds., *Counterfactual Thought Experiments*, chapters 1, 12.

Andrew Bennett, *Condemned to Repetition*, pp. 2-37, 54-58. Questions: How might we judge Snyder's counterfactual on p. 57? William Wohlforth has argued that the material decline of the Soviet economy was an important factor in explaining why the Soviet Union did not use force in central Europe in 1989, while I argue that learning was an important factor. What is the relevant counterfactual for each argument? How might we judge these counterfactuals?

Additional Brief Examples of Process Tracing: Scott Sagan, *The Limits of Safety*, pp. 1-14, 45-52; Yuen Foong Khong, *Analogies at War*, pp. 1-28, 51-68.

Optional:

Richard Ned Lebow, "What's So Different About a Counterfactual?," *World Politics* July 1999: 550-85.

Adam Przeworski, contribution to "The Role of Theory in Comparative Politics: A Symposium," *World Politics* October 1995 pp. 16-21.

Jack Levy, "Necessary Conditions in Case Studies: Preferences, Constraints, and Choices in July 1914," in Gary Goertz and Harvey Starr, eds., *Necessary Conditions* (Rowman and Littlefield, 2002), pp. 113-145.

George and Bennett, *CSTD*, chapter 9.

Gary Goertz and Jack Levy, "Causal Explanation, Necessary Conditions, and Case Studies: The Causes of World War I," manuscript, Dec. 2002.

Richard Ned Lebow, "Contingency, Catalysts, and International System Change," *Political Science Quarterly* 115 (4) pp. 591-616.

Stephen Brooks and William Wohlforth, "Power, Globalization, and the End of the Cold War: Reevaluating a Landmark Case for Ideas," *International Security* (Winter, 2000-2001) pp. 5-53.

Andrew Bennett, "The Guns that Didn't Smoke: Ideas and the Soviet Non-Use of Force in 1989."

David Waldner, *State Building and Late Development* (Cornell, 1998) pp. 230-240.

### **March 15: Multimethod Research: Combining Case Studies with Statistics and/or Formal Modeling**

Andrew Bennett and Bear Braumoeller, "Where the Model Frequently Meets the Road: Combining Statistical, Formal, and Case Study Methods," draft paper.

Evan Lieberman, "Nested Analysis as a Mixed-Method Strategy for Comparative Research," *APSR* August 2005, pp. 435-52.

Robert Bates, Avner Greif, Margaret Levi, Jean-Laurent Rosenthal, and Barry Weingast, *Analytic Narratives*, pp. 3-18; reviews by David Dessler (*International Studies Review* 2000 2 (3) 176-179) and Andrew Bennett (*Journal of Politics* August 2001 63 (3) 978-980).

Kenneth Schultz, *Democracy and Coercive Diplomacy* (Cambridge, 2001) pp. 1-20, 120-122, 163-175.

Optional:

Rudra Sil, "The Division of Labor in Social Science Research: Unified Methodology or 'Organic Solidarity,'" *Polity* Vol. 32, no. 4 (Summer, 2000) pp. 499-531.

Charles Ragin, "Turning the Tables: How Case-Oriented Research Challenges Variable-Oriented Research," *Comparative Social Research* Vol. 16, 1997, pp. 27-42.

David Dessler, "Beyond Correlations: Toward a Causal Theory of War," *International Studies Quarterly* vol. 35 no. 3 (September, 1991), pp. 337-355.

Yee, "Effects of Ideas on Policies," pp. 68-82.

Vaughn McKim and Stephen Turner, eds., *Causality in Crisis? Statistical Methods and the Search for Causal Knowledge in the Social Sciences* (University of Notre Dame, 1997) pp. 1-19.

Robert Powell, *In the Shadow of Power*, pp. 23-39.

Charles Ragin and David Zaret, "Theory and Method in Comparative Research: Two Strategies," in *Social Forces*, Vol. 61, No. 3 (March 1983), pp. 731-754.

Alexander George and Andrew Bennett, *Case Studies and Theory Development*, Chapter 2.

KKV, *Designing Social Inquiry*, pp. 55-63, 91-95.

### **March 22: Macro-Historical Comparison, Critical Junctures, and Path Dependency**

Mahoney and Rueschemeyer, "Comparative-Historical Analysis: Achievements and Agendas," in their *Comparative Historical Analysis in the Social Sciences* (Cambridge, 2003).

James Mahoney, "Strategies of Causal Assessment in Comparative-Historical Analysis," in Mahoney and Rueschemeyer, *Comparative Historical Analysis in the Social Sciences* (Cambridge, 2003).

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* (Cambridge, 2003).

James Mahoney, "Path Dependence in Historical Sociology," *Theory and Society* 29 (2000) pp. 507-548.

Kathleen Thelen, "How Institutions Evolve: Insights from Comparative-Historical Analysis," in Mahoney and Rueschemeyer, *Comparative Historical Analysis in the Social Sciences* (Cambridge, 2003).

Ruth Berins Collier and David Collier, *Shaping the Political Arena: Critical Junctures, the Labor Movement, and Regime Dynamics in Latin America* (Princeton, 1991) pp. 27-39.

Gary Goertz and James Mahoney, "Concepts in Theories: Two Level Theories," in Goertz, chapter 9. Think through Goertz's exercises for this chapter numbers 3, 7, and, for the works with which you are familiar, number 9.

Optional:

Paul Pierson, "Increasing Returns, Path Dependence, and the Study of Politics," *American Political Science Review*, June 2000, pp.251-268.

Ira Katznelson, "Structure and Configuration in Comparative Politics," in Mark Lichbach, and Alan Zuckerman, eds., *Comparative Politics: Rationality, Culture, and Structure* (Cambridge, 1997) pp. 81-111.

David Collier, "Comparative-Historical Analysis: Where Do We Stand?" *APSA-CP Newsletter*, Vol. 9, No. 2 (Summer, 1998) pp. 1-5.

James Mahoney, "Nominal, Ordinal, and Narrative Appraisal in Macro-Causal Analysis," *American Journal of Sociology*, Vol. 104, No.3 (January 1999).

Thomas Ertman, *Birth of the Leviathan: Building States and Regimes in Medieval and Early Modern Europe*, pp. 1-34, 317-334.

Gregory Luebbert, "Social Foundations of Political Order in Interwar Europe," *World Politics* July 1987.

Additional examples:

Brian Downing, *The Military Revolution and Political Change*, pp. 1-18, 239-55

Peter Evans, *Embedded Autonomy: States and Industrial Transformation*

Jack Goldstone, *Revolution and Rebellion in the Early Modern World*

Jeff Goodwin, *States and Revolutionary Movements*

Peter Hall, *Governing the Economy: The Politics of State Intervention in Britain and France*, pp. 3-22, 229-284.

Gregory Leubbert, *Liberalism, Fascism, or Social Democracy* (related to his article above)

Juan Linz and Alfred Stepan, *Problems of Democratic Transition and Consolidation*

Ian Lustick, *Unsettled States, Disrupted Lands: Britain and Ireland, France and Algeria, Israel and the West Bank-Gaza*, pp. 1-51, 439-53

Ann Shola Orloff, *The Politics of Pensions: A Comparative Analysis of Britain, Canada, and the United States*

Paul Pierson, *Dismantling the Welfare State? Reagan, Thatcher, and the Politics of Retrenchment*

Robert Putnam, *Making Democracy Work*

Dietrich Reuschmeyer and Evelyn and John Stephens, *Capitalist Development and Democracy*

Theda Skocpol, *States and Social Revolutions*

Hendrik Spruyt, *The Sovereign State and Its Competitors: An Analysis of Systems Change*

Charles Tilly, *The Formation of National States in Western Europe*

David Waldner, *State Building and Late Development*

Timothy Wickham-Crowley, *Guerillas and Revolution in Latin America*

## **March 29: Field Research Techniques: Archives, Interviews, and Surveys**

Ian Lustick, "History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias," *APSR* September 1996, pp. 605-618.

Cameron Thies, "A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations," *International Studies Perspectives* 3 (4) (November 2002) pp. 351-72.

Hope Harrison, "Inside the SED Archives," *CWIHP Bulletin*

Symposium on interview methods in political science in *PS: Political Science and Politics* (December, 2002), articles by Beth Leech ("Asking Questions: Sampling and Completing Elite Interviews"), Kenneth Goldstein ("Getting in the Door: Sampling and Completing Elite Interviews"), Joel Aberbach and Bert Rockman ("Conducting and Coding Elite Interviews"), Laura Woliver ("Ethical Dilemmas in Personal Interviewing"), and Jeffrey Barry ("Validity and Reliability Issues in Elite Interviewing"), pp. 665-682.

Christopher Barrett and Jeffrey Cason, *Overseas Research: A Practical Guide*, (Johns Hopkins, 1997), pp. 90-105.

Frank Bonilla, "Survey Techniques," in Robert Ward et. Al., *Studying Politics Abroad* (Little, Brown, 1964), pp. 134-52.

Stephen Devereaux and John Hoddinott, "Issues in Data Collection," in Stephen Devereaux and John Hoddinott, eds., *Fieldwork in Developing Countries* (Lynne-Reiner, 1993) pp. 25-40.

Optional:

Selections from Jaber Gubrium and James Holstein, eds., *Handbook of Interview Research* (Sage, 2002): Carol Warren, "Qualitative Interviewing," pp. 83-101; John Johnson, "In-Depth Interviewing," pp. 103-119; Patricia Adler and Peter Adler, "The Reluctant Respondent," pp. 515-535; Teresa Odendahl and Aileen Shaw, "Interviewing Elites," pp. 299-316; and Anne Ryen, "Cross-Cultural Interviewing," pp. 335-54.

## **April 5: Extended Examples of Case Study Research**

**Readings TBD.**

**April 20, 27, and additional date(s) TBD:** Students are required to read and (in class) critique one another's research designs.

## **Additional Suggested Readings**

### **Case Studies and The Interdemocratic Peace Research Program**

James Lee Ray, *Democracies and International Conflict*, pp. 11-42, 86-87.

Christopher Layne, "Kant or Cant: The Myth of Democratic Peace," and John Owen, "How Liberalism Produces Democratic Peace," in *International Security* Fall 1994.

Miriam Elman, ed., *Paths to Peace: Is Democracy the Answer?* (MIT Press, 1997). pp. 1-57, 473-506.

### **Case Studies in American Politics**

Case studies on the Presidency, Judiciary, Congress, Media, or other topics to be determined with student input (some possibilities include Richard Neustadt, *Presidential Power*, Burke and Greenstein, *How Presidents Test Reality*, Larry Sabato, *Media Feeding Frenzies*, and Stephen Skowronek, *The Politics Presidents Make: Leadership from John Adams to George Bush*).

### **I) Philosophy of Science and Epistemological Issues:**

Paul Humphreys, *The Chances of Explanation: Causal Explanation in the Social, Medical, and Physical Sciences*

Gabrial Almond and Steve Genco, "Clouds, Clocks and the Study of Politics," *World Politics* July 1977, pp. 489-522.

James Fearon, "Counterfactuals and Hypothesis Testing in Political Science," *World Politics* Vol. 43, No. 2 (January, 1991) pp. 169-195.

David Dessler, "Talking Across Disciplines in the Study of Peace and Security: Epistemology and Pragmatics as Sources of Division in the Social Sciences," working paper, Center for International Security and Arms Control, Stanford University, June 1996.

Emmanuel Adler, "Seizing the Middle Ground: Constructivism in World Politics," *European Journal of International Relations*, September 1997.

Timothy McKeown, "The Limitations of 'Structural' Theories of Commercial Policy," *International Organization* Vol. 40, No. 1 (Winter, 1986) pp. 43-64. A critique of Milton Friedman on the "as if" assumption.

Richard Berk, "'Causal inference for sociological data," in *Handbook of Sociology* edited by Neil Smelser (Sage, 1988).

Richard Boyd, Philip Gasper, and J. D. Trout, eds., *The Philosophy of Science* (MIT, 1991)

Thomas Cook and Donald Campbell, *Quasi-Experimentation* (Rand McNally) pp. 14-36.

David Dessler, "Empirical Research as Puzzle Solving," working draft.

David Dessler, "What's at Stake in the Agent-Structure Debate," in Kratochwil.

Paul Diesing, *How Does Social Science Work?* (Univ. Of Pittsburgh Press, 1991)

Jon Elster, *Nuts and Bolts for the Social Sciences*

Clifford Geertz, "Thick Description" and "Notes on a Balinese Cockfight"

John Gunnell, "Realizing Theory: The Philosophy of Science Revisited," *Journal of Politics* Vol. 57 no. 4 (November, 1995) pp. 923-940.

Hawthorn, *Plausible Worlds*

Van Evera, *Guide to Methods*, pp. 7-48.

Carl Hempel, "The Function of General Laws in History," in his *Aspects of Scientific Explanation*

Mark Hoffmann, "Critical theory and the Inter-Paradigm Debate," *Millenium* Vol. 16, No. 2 (1987) pp. 231-250.

Philip Kitcher, *The Advancement of Science: Science Without Legend, Objectivity Without Illusions* (Oxford, 1993)

Lee McIntyre, "Complexity and Social Scientific Laws," *Synthese* 97 (1993) pp. 209-27.

Robert Klee, *Introduction to the Philosophy of Science* (Oxford, 1997)

Thomas Kuhn, *The Structure of Scientific Revolutions*

Larry Laudan, *Beyond Positivism and Relativism; Progress and its Problems*

Daniel Little, *Varieties of Social Explanation* (Westview, 1991) pp. 13-38, 222-238.

Richard Miller, *Fact and Method*, 1987

Karl Popper, *The Logic of Scientific Discovery*

Clayton Roberts, *The Logic of Historical Explanation*

Wesley Salmon, *Four Decades of Scientific Explanation*, 1989

Wesley Salmon, *Causality and Explanation*, 1998

Andrew Sayer, *Method in Social Science: A realist approach* (Routledge, 1992) pp. 1-11, 103-117, 121-136, 204-231.

Michael Sobel, "Causal Inference in the Social and Behavior Sciences," in Gerhard Arminger, Clifford Clogg, and Michael Sobel, eds., *Handbook of Statistical Modeling for the Social and Behavioral Sciences* (Plenum Press, 1995) pp.

Arthur Stinchcombe, *Constructing Social Theories*

Alexander Wendt, "Anarchy Is What States Make of It." *International Organization*

Peter Winch, *The Idea of a Social Science*, 1958/1990

William Wohlforth, "Reality Check: Revising Theories of International Politics in Response to the End of the Cold War," *World Politics* Vol. 50, No. 4 (July 1998) pp. 650-680.

Richard K. Ashley and R.B.J. Walker, "Speaking the Language of Exile: Dissident Thought in International Studies," *International Studies Quarterly*, September 1990, pp. 259-268.

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