Institute for Qualitative and Multi-Method Research – June 13-24, 2022
Schedule and Reading List

There are three types of institute sessions: (1) Unified (whole institute) sessions; (2) research design discussion groups; and (3) elective modules. The unified sessions are on the first Monday (6/13).

The research design discussion groups will be held for 1 and ¾ hours on most mornings of the institute. A separate schedule will be available.

There are 34 elective modules, of which participants will select nine. That is, for each of the nine days on which there is a choice, participants will select from the modules offered.

Choosing Which Modules to Take

While several of the 34 modules can be taken as stand-alone units, there are some limitations on selections.

Modules with higher numbered suffixes (e.g. Computer Assisted Text Analysis II) can usually *only* be taken with the first module in the sequence (e.g. Computer Assisted Text Analysis I). [That is, while it is often fine to take I and not II in a sequence, it is usually not possible to take II and not I.] The exceptions to this rule are module 13 The Logic of Qualitative Research II and module 24 Designing and Conducting Fieldwork III.

Modules 18, 22, 26 and 30 (Ethnographic Methods I, II, III and IV) should be considered as a single unit, and accordingly can only be selected together (i.e. participants cannot take only one or some of those modules).

Apart from these formal limitations, we should also note that there are several modules which follow in a natural sequence and/or lend themselves to being taken as a group. For the avoidance of doubt, we outline these informal sequences simply to help you navigate the table below. Beyond the limitations we mention above, you may take whichever modules you would find most helpful.

Modules 1 and 5 (Natural and Randomized Experiments I and II), Modules 9 and 12 (Multimethod Research I and II), and Modules 15, 19 and 23 (Causal Inference from Causal Models I, II, and III).

Modules 10 and 13 (The Logic of Qualitative Methods I and II) and Modules 27 and 31 (QCA/fs I and II).

Modules 4 and 8 (Interpretive Methods I and II), Modules 11 and 14 (Interpretation and History I and II), and Modules 18, 22, 26 and 30 (Ethnographic Methods I, II, III, and IV).

Prerequisites for Modules

Three of IQMR's module sequences involve participants using R software. To ensure that the modules focus on methods and techniques, and not basic instruction in how to use the software, we are requiring participants who sign up for those modules to commit that by IQMR they will have acquired a basic familiarity with R software.

By familiarity, we mean that you should understand packages and how to install them, functions, arguments, and objects; be able to interpret information contained in the various windows in RStudio; know different ways of getting your data 'into R' and then manipulating it (e.g. adding and dropping columns, changing values in specific cells). This year, the three module sequences involving R are:

- M3/7 Computer Assisted Text Analysis (Lowe and Chan)
- M15/19/27 Causal Inference from Causal Models (Jacobs and Medina)
- M27/31 QCA/fs (Oana)

For participants who are planning to take one or more of these sequences and do not yet have such a familiarity (or need a quick refresher), please read the first 2 chapters of Koskue Imai's *Quantitative Social Science*, a short, self-guided introduction to R, together with a set of online tutorials. In addition, IQMR is providing a short video with some technical information, and the opportunity to attend drop-in office hours. Details can be found in a separate email.

One module sequence, M29/33 Social Media as Social Science (Wilson), requires the use of a different software, Python. For participants taking that module sequence, we require the installation of the latest version of Python 3 prior to the workshop. In addition please have basic familiarity with running Python code on your computer and installing Python packages.

Books to Purchase or Otherwise Obtain

The reading for some unified sessions and modules includes a book or books that must be purchased, or borrowed from your university library [please note that they are unlikely to be available at the Syracuse University bookstore or library]. You will also see that there is some overlap: some books are used in more than one module.

Manuscripts in Press or in Progress

To the extent possible, IQMR uses the most up-to-date readings on the methods covered at the institute. One consequence is that we are often using manuscripts that are either in press or in progress. Please note that the authors are allowing us to use these materials as a courtesy. As with all IQMR materials, they are made available for current attendees' use only.

Revisions

5/13/2022: Updated Module 25 title to Qualitative Causal Inference & Explanation

5/16/2022: Corrected copyright year for Angrist, J. & Pischke, J. (2009) *Mostly Harmless Econometrics*. Princeton University Press, chapter 1.

 5/17/2022: Added Modules 3 and 7, Computer Assisted Text Analysis I and II.

5/20/2022: Corrected assigned section for Angrist, J. & Pischke, J. (2009) *Mostly Harmless Econometrics*. Princeton University Press, part 1 (comprising both chapters 1 and 2)

5/20/2022: Corrected assigned chapter for Morgan, S. & Winship, C. (2015) *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. 2ed. Cambridge University Press. Chapter 2.

5/23/2022: Added recommended reading, 2.3.3. Tasha Fairfield, and Andrew Charman. 2022. "Chapter 4: Explicit Bayesian Analysis." Social Inquiry and Bayesian Inference: Rethinking Qualitative Research. Cambridge University Press

6/9/2022: Corrected session times to reflect shorter research design discussion groups and no discussion groups on Fridays.

6/9/2022: Added readings for session 24.1

6/9/2022: Changed U2 Bennett to remote q&a, and added a video lecture on Blackboard.

6/9/2022: Added reference to linked Google documents to pose questions for Bennett (U2), Mahoney (U3), and Seawright (U4).

Outline for IQMR 2022

6/13	M0 Unified Sessions (Bennett, Wedeen, Mahoney, Seawright, Elman)							
6/14	M1 Natural and Randomized Experiments I (**Carter and Rizzo**)	or	M2 Process Tracing and Bayesian Reasoning I (**Bennett and Fairfield**)	or	M3 Computer Assisted Text Analysis I (**Lowe and Chan**)	or	M4 Interpretive Methods I (**Wedeen** and **Mazzarella**)	
6/15	M5 Natural and Randomized Experiments II (**Carter and Rizzo**)	or	M6 Process Tracing and Bayesian Reasoning II (**Bennett and Fairfield**)	or	M7 Computer Assisted Text Analysis II (**Lowe and Chan**)	or	M8 Interpretive Methods II (**Mazzarella** and **Majumdar**)	
6/16	M9 Multi-Method Research (**Seawright)**	or	M10 Logic of Qualitative Methods I (**Mahoney and Goertz**)	or	M11 Interpretation and History I (**Grant and Johnson**)			
6/17	M12 Multi-Method Research II (**Seawright**)	or	M13 Logic of Qualitative Methods II (**Mahoney and Goertz**)	or	M14 Interpretation and History II (**Grant and Johnson**)			
6/20	M15 Causal Inference from Causal Models I (**Jacobs** and **Medina**)	or	M16 Designing and Conducting Fieldwork I (**Kapiszewski, Kim, MacLean, and Cyr**)	or	M17 Geographic Information Systems I (**Robinson**)	or	M18 Ethnographic Methods I (**Pachirat and Schaffer**)	
6/21	M19 Causal Inference from Causal Models II (**Jacobs** and **Medina**)	or	M20 Designing and Conducting Fieldwork II (**Kapiszewski, Kim, MacLean, and Cyr**)	or	M21 Geographic Information Systems II (**Robinson**)	or	M22 Ethnographic Methods II (**Pachirat and Schaffer**)	
6/22	M23 Causal Inference from Causal Models III (**Jacobs** and **Medina**)	or	M24 Designing and Conducting Fieldwork III (**Kapiszewski, Kim, MacLean, and Cyr**)	or	M25 Qualitative Causal Inference & Explanation (**Waldner**)	or	M26 Ethnographic Methods IIII (**Pachirat and Schaffer**)	
6/23	M27 QCA/fs I (**Oana**)	or	M28 Comparative Historical Analysis I (**Kreuzer**)	or	M29 Social Media as Social Science Data I (**Wilson**)	or	M30 Ethnographic Methods IV (**Pachirat and Schaffer**)	
6/24	M31 QCA/fs II (**Oana**)	or	M32 Comparative Historical Analysis II (**Kreuzer**)	or	M33 Social Media as Social Science Data II (**Wilson**)	or	M34 Re-thinking Small-N Comparisons (**Simmons and Smith**)	

U1 9:15am - 10:00am – Introduction
Colin Elman, Syracuse University

U2 10:00am - 10:30am – Case Study Methods and Research Design
Andrew Bennett, Georgetown University
(Discussion section, please pre-watch the lecture on Blackboard. Add your questions to linked Google document.)

- U.2.1. Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences*, Chapter 1, pp. 3-36, Chapter 4 pp. 73-88

10:30am - 11:00am – Coffee Break

U3 11:00am - 11:30am – Case Study and Small-N Methods
James Mahoney, Northwestern University
(Discussion section, please pre-watch the lecture on Blackboard. Add your questions to linked Google document.)

- U.3.1. James Mahoney, James. 2010. AFTER KKV: The New Methodology of Qualitative Research, *World Politics* 62(1) January: 120-47.

  https://doi.org/10.1017/S0043887109990220

U4 11:30am – 12.00pm – Multi-Method Research
Jason Seawright, Northwestern University
(Discussion section, please pre-watch the lecture on Blackboard. Add your questions to linked Google document.)

- U.4.1. Seawright, Jason. (2016) Better Multimethod Design: The Promise of Integrative Multimethod Research *Security Studies* 25(1): 42-49
  https://doi.org/10.1080/09636412.2016.1134187

- U.4.2. Seawright, J., & Gerring, J. (2008). Case selection techniques in case study research: A menu of qualitative and quantitative options. Political Research Quarterly, 61(2), 294-308. DOI: 10.1177/1065912907313077

12:00pm - 2:15pm – Lunch

U5 2:15pm - 3:30pm – The Interpretive Approach to Qualitative Research
Lisa Wedeen, University of Chicago

- U.5.1. Geertz, C. (1973). Thick Description: Toward an Interpretive Theory of Culture. In *The Interpretation of Cultures: Selected Essays by Clifford Geertz*. Basic Books. Chapter 1, 3-30.

- U.5.2 Geertz, C. (1973). Deep Play: Notes on the Balinese Cockfight. In *The Interpretation of Cultures: Selected Essays by Clifford Geertz*. Basic Books. Chapter 15, 412-453.

- U.5.3. Foucault, M. (1995). The Body of the Condemned. In *Discipline and Punish: The Birth of the Prison*. 2nd edition, Vintage Books. Chapter 1, 3-31.

- U.5.4. Foucault, M. (1991) Questions of Method. In Foucault, M., Burchell, G., Gordon, C., & Miller, P. (1991), *The Foucault effect: Studies in governmentality*. University of Chicago Press, Chapter 3, 73-86.

3:30pm - 4:00pm – Coffee Break

U5 4:00pm - 5:15pm – Roundtable
James Mahoney, Jason Seawright, Lisa Wedeen, Andrew Bennett

In this module sequence (modules 1 and 5), we introduce natural and randomized experiments and discuss their strengths and limitations through a survey of recent examples from political science and economics. We introduce a common framework for understanding and assessing natural and randomized experiments based on the credibility of causal and statistical assumptions. We discuss tools for developing and accessing experimental designs, such as instrumental variable analysis, sampling principles, power analysis, data collection do's and don'ts as well as a variety of robustness tests. We then discuss how to bolster the credibility of natural and randomized experiments in the design stage. We will focus on the role of "ex-ante" approaches to improve the quality and transparency of research designs, such as the use of pre-analysis plans. The module incorporates applied research and practical advice, especially on how to conduct fieldwork, collect data, and analyze the logistics and ethics surrounding experiments. We end the module by evaluating the promise and obstacles to the use of multi-method research in the analysis of natural and randomized experiments. We discuss how qualitative methods can help address some of the criticisms of experiments, as well as how experiments can bolster the inferences drawn from qualitative evidence.

Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. (book to purchase)

Gerber, A. and Green, D. (2012). *Field Experiments: Field Experiments: Design, Analysis, and Interpretation.* Norton.

Optional

For those with little to no knowledge of the Potential Outcomes Framework we highly recommend reading an introduction to this framework as we might assume some basic knowledge. Some suggestions:

Angrist, J. & Pischke, J. (2009) *Mostly Harmless Econometrics*. Princeton University Press, part 1.

Morgan, S. & Winship, C. (2015) *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. 2ed. Cambridge University Press. Chapter 2.

Scott Cunningham, *Causal Inference: The Mixtape*, Chapter 4 (for a quick review): https://mixtape.scunning.com/index.html

9:00am – 10:30am – Design-based Inference under the Potential Outcomes Framework

In this session, we first provide an overview of the potential outcomes framework and the fundamental problem of causal inference. We then discuss design-based research as a strategy for recovering unbiased estimates of causal effects. We conclude by introducing a common formal framework for understanding and assessing natural experiments.

- 1.1.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach.* Cambridge University Press. Chapter 1 and pp. 105-121. (book to purchase)

- 1.1.2. Holland, P. W. (1986). "Statistics and causal inference." *Journal of the American Statistical Association*, 81(396), 945-960.

Optional:

- 1.1.3. Gerber, A. S., & Green, D. P. (2008). "Field experiments and natural experiments." In *The Oxford Handbook of Political Science.*

- 1.1.4. Sekhon, J. S., & Titiunik, R. (2012). "When natural experiments are neither natural nor experiments." *American Political Science Review*, 106(1), 35-57.

- 1.1.5. Rosenbaum, P. (2010). *Design of Observational Studies.* Springer. Chapter 3

10:30am – 11:15am – Coffee Break

11:15am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Natural Experiments: Quantitative Methods

In this session, we discuss the role of causal and statistical assumptions in the analysis of natural experiments. We focus on instrumental-variables (IV) analysis to illustrate the plausibility of these assumptions in a variety of applications.

- 1.2.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapter 4 and pp. 135-153. (book to purchase)

Optional:
- 1.2.2. Clingingsmith, D., Khwaja, A. I., & Kremer, M. (2009). Estimating the impact of the Hajj: religion and tolerance in Islam's global gathering. *The Quarterly Journal of Economics*, 124(3), 1133-1170.

- 1.2.3. Di Tella, R., Galiant, S., & Schargrodsky, E. (2007). "The formation of beliefs: evidence from the allocation of land titles to squatters." *The Quarterly Journal of Economics*, 122(1), 209-241.

- 1.2.4. Hinnerich, B. T., & Pettersson-Lidbom, P. (2014). "Democracy, redistribution, and political participation: Evidence from Sweden 1919–1938." *Econometrica*, 82(3), 961-993.

- 1.2.5. Posner, D. N. (2004). The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi. *American Political Science Review*, 98(4), 529-545.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Natural Experiments: Strengthening Natural Experiments Through Qualitative Evidence

We highlight the essential role of qualitative methods in the analysis of natural experiments. We present examples that illustrate how qualitative evidence can bolster the credibility of causal assumptions and aid in the interpretation of quantitative results. We discuss how qualitative methods can help address some of the criticisms of natural experiments, as well as how natural experiments can bolster the inferences drawn from qualitative evidence.

- 1.3.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach.* Cambridge University Press. Chapter 7. (book to purchase)

- 1.3.2. Kocher, M.A. and Monteiro, N.P. (2016). "Lines of Demarcation: Causation, Design Based Inference, and Historical Research." *Perspectives on Politics.* 14 (4): 952-975.

Optional:
- 1.3.3. Eggers, A., Tuñón G., & Dafoe A. "Placebo Tests for Causal Inference." Working paper.

- 1.3.4. Ferwerda, J. & Miller, N. (2014). "Political Devolution and Resistance to Foreign Rule: A Natural Experiment." *American Political Science Review.* 108(3), 642-660.

- 1.3.5. Jeremy Ferwerda and Nicholas Miller. (2015). "Rail Lines and Demarcation Lines: A Response"

This module examines process tracing and its relationship to Bayesian reasoning. Process tracing is a within-case form of analysis for making inference to the best explanation of the outcome of a case. The way we intuitively approach qualitative case-study research is similar to how we read detective novels. We consider different hypotheses to explain what happened— whether democratization in South Africa, or the death of Samuel Ratchett on the Orient Express—drawing on the literature we have read (e.g. theories of regime change, or other Agatha Christie mysteries) and any other salient previous knowledge we have. As we gather evidence and discover new clues, we update our beliefs about which hypothesis provides the best explanation—or we may introduce a new alternative that we think up along the way. Bayesianism provides a natural framework that is both logically rigorous and grounded in common sense, that governs how we should revise our degree of belief in the truth of a hypothesis—e.g., "mobilization from below drove democratization in South Africa by altering economic elites' regime preferences," (Wood 2001), or "a lone gangster sneaked onboard the train and killed Ratchett as revenge for being swindled"—given our relevant prior knowledge and evidence that we find during our investigation. Bayesianism is enjoying a revival across many fields, and it offers a powerful tool for improving inference and analytic transparency in qualitative research.

Participants will be asked to complete a few key readings and view some pre-recorded lecture materials in advance of the sessions described below, which will involve interactive practical exercises. Readings and videos will be made available several weeks in advance to facilitate time management.

9:00am – 10:30am Process-Tracing Exercises

We will briefly summarize the philosophy of science behind explanation via reference to hypothesized causal mechanisms and then outline the logic of process tracing, which entails asking whether the evidence we find in a case would be more or less plausible if a given explanation of that case is true as compared to a rival explanation. Throughout the session we will emphasize best practices and applications to exemplars of process tracing research. The examples we use will be primarily in international relations and comparative politics, but the methods we discuss are applicable to all the subfields of political science, to sociology, public policy, and many other fields. Students will practice applying process tracing reasoning in small group exercises.

- 2.1.1. Andrew Bennett and Jeffrey Checkel, "Process Tracing: From Philosophical Roots to Best Practices," in Andrew Bennett and Jeffrey Checkel eds., *Process Tracing: From Metaphor to Analytic Tool* (Cambridge, 2014).

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Process-Tracing Exercises

This session will involve additional process tracing exercises to help participants think about evidence in relation to rival explanations, to think concretely and specifically about hypothesized processes and their observable implications, and to address biases in sources of evidence.

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Comparing Rival Hypotheses & Assessing Evidentiary Import

This session will delve more deeply into the basic principles of Bayesian reasoning: comparing rival explanations, and assessing the inferential import (or probative value) of evidence. Bayesian reasoning—and essentially all causal inference—involves working with mutually exclusive (i.e., rival) hypotheses. Contrary to common perceptions, this requirement does not restrict the level of complexity or the number of causal factors that we can include in our explanations. Working in groups, participants will practice constructing a set of well-specified mutually exclusive hypotheses from two or three causal factors that might contribute to the outcome of interest. If time permits, we will then practice evaluating likelihood ratios, which determine the inferential import of the evidence—namely, how strongly does the evidence favor one hypothesis over a rival? Here we must "mentally inhabit the world" of each hypothesis and ask which one makes the evidence seem more expected. This is the key analytical step that tells us how to update our prior views about the plausibility of our hypotheses—we gain more confidence in whichever hypothesis makes the evidence more expected.

Lecture videos: Please watch the following three installments in advance: Overview, Part 1—Foundations, and Part 2—Heuristic Bayesian Reasoning. (Total time: ~1 hour)

- 2.3.1 Tasha Fairfield, and Andrew Charman. 2022. "Introduction: Bayesian Reasoning for Qualitative Research." Social Inquiry and Bayesian Inference: Rethinking Qualitative Research. Cambridge University Press. https://tashafairfield.wixsite.com/home/bayes-book

Recommended:

- 2.3.2. Tasha Fairfield, and Andrew Charman. 2022. "Chapter 3: Heuristic Bayesian Reasoning." Social Inquiry and Bayesian Inference: Rethinking Qualitative Research. Cambridge University Press

- 2.3.3. Tasha Fairfield, and Andrew Charman. 2022. "Chapter 4: Explicit Bayesian Analysis." Social Inquiry and Bayesian Inference: Rethinking Qualitative Research. Cambridge University Press

Evening. (Optional) Drop-In Office Hours

Come ask questions or just join in to chat about Bayesian reasoning and ways to get more involved with the growing community of scholars who are using this approach!

Over two days we will establish the foundations for treating text as data in social science research. After an introduction explaining the scope and limitations of the approach, in particular how it differs from other forms of research that use text such as discourse analysis, computational linguistics, and psychology, we will address a set of model types that social scientists have found useful. In keeping with the course title, although we will be dealing with quantitative tools, we will emphasize intuition and substantive application over statistical or algorithmic concerns. As far as possible, we will not assist the computer's text analysis; it will assist ours.

Throughout the course you are encouraged to ask yourself and us, how these tools could relate to your own research, so we welcome a wide project ideas, at all degrees of bakedness.

Each session will start with a lecture and move to practical exercises. Slides for the lectures will be made available as pdf. Note that the reference list hyperlinks, where possible, to the literature cited. While there are no formal office hours the instructor will be available outside class time to discuss topics relevant to the course that we do not find time for in the day.

The course has a textbook in addition to article readings: Grimmer, Roberts, and Stewart (2022) *Text as Data: A New Framework for Machine Learning and the Social Sciences*, Princeton University Press. This is referred to below as TAD.

9:00am – 10:30am The very idea of text as data

In this session we discuss *the very idea* of treating text as data, distinguish it from treating text as discourse (as in discourse analysis) or as syntax and semantics (linguistics and natural language processing would). This session introduces the measurement theoretical foundations that all our models will assume and discusses what we must be willing to assume (or make true) when we take the approach we do, and the kinds of texts that are well suited to its application.

- 3.1.1. TAD ch 2,15

- 3.1.2. J. Grimmer, J., & Stewart, B. M. (2013). Text as data: The promise and pitfalls of automatic content analysis methods for political texts. *Political analysis*, 267-297. DOI: 10.1093/pan/mps028

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Exploring text with your machine

In the lecture part of the session we introduce the fundamental concepts for dealing with text as data, including corpus, types, tokens, collocations, keywords, and document term matrices, rates proportions and comparisons

In the practical part of the session we will put these tools to work exploring, summarizing, and visualizing different texts. Bring a laptop and choose a colleague; these things are more fun in groups.

- 3.2.1. The quanteda quick start guide: https://quanteda.io/articles/quickstart.html

- 3.2.2. TAD ch. 5,9,11

Recommended
- 3.2.3. Denny, Matthew J., and Arthur Spirling. 2018. "Text Preprocessing For Unsupervised Learning: Why It Matters, When It Misleads, And What To Do About It." Political Analysis 26 (2): 168–89. https://doi.org/10.1017/pan.2017.44.

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Finding topics and themes

In the lecture part of the session we think about word categories or 'topics', either to identify substantively important topics using dictionary-based content analysis, or explore and discover useful topics using topic models. We also consider how to evaluate the results and where they might fit in a larger research project.

In the practical part of the session we consider the practicalities by working with structural topic models to connect topics to non-textual facts about our documents or their authors.

- 3.3.1. TAD ch. 6, 16, 13

- 3.3.2. Laver, Michael, and John Garry. 2000. "Estimating Policy Positions from Political Texts." American Journal of Political Science 44 (3): 619–34. DOI: 10.2307/2669268

Recommended:
- 3.3.3. TAD ch. 12

- 3.3.4. Bara, Judith, Albert Weale, and Aude Biquelet. 2007. "Analysing Parliamentary Debate with Computer Assistance." Swiss Political Science Review 13 (4): 577–605. https://doi.org/10.1002/j.1662-6370.2007.tb00090.x.

This two-module sequence (Module 4 and 8) provides students with an introduction to various modes of discourse analysis. Students will learn to "read" texts while becoming familiar with contemporary thinking about interpretation, narrative, genre, and critique. In the first four sessions we shall explore the following methods: Wittgenstein's understanding of language as activity and its practical relevance to ordinary language-use analysis (including theories of "performativity"); Foucault's "interpretive analytics" with hands-on exercises applying his genealogical method; theories of ideology and the methods of ideology critique; anthropological lessons for participant observation in political science. The last two sessions will be devoted to analysis of moving images and media forms. The goal is to provide tools for interpretive skills necessary when dealing with film and other moving image media.

9:00am – 10:30am Session One: Ordinary Language Use Analysis (Wedeen)

This session introduces participants to Ludwig Wittgenstein's thought and its relationship to ordinary language-use methods. We shall focus on several key ways in which Wittgensteinian-inspired methods can be used in ethnographic and analytical research. Among the questions we shall ask are: What is the "value added" of concentrating on language? Why is understanding language as an activity important? How can social scientists grapple with vexed issues of intention? What does "performative" mean, and how do political theories about language as performative differ from discussions of performance? How can social scientists uninterested in taking on new jargon use this kind of political theory to further their theoretical and empirical work?

- 4.1.1 Hanna Fenichel Pitkin, *Wittgenstein and Justice: On the Significance of Ludwig Wittgenstein for Social and Political Thought,* (University of California Press, 1972), chapter 8 "Justice, Socrates and Thrasymachus," pp. 169-192.

- 4.1.2 Lisa Wedeen, *Peripheral Visions: Publics, Power, and Performance in Yemen* (Chicago: University of Chicago Press, 2008), Chapter 2, Chapter 3, and Conclusion (book to purchase).

- 4.1.3 Wittgenstein, *The Philosophical Investigations* (Translated by G.E.M. Anscombe), (Blackwell Publishers, 2001), Paragraphs 1-33; paragraph 154; pages 194-195

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Foucauldian Discourse Analysis (Wedeen)

This session introduces participants to the techniques of Foucauldian discourse analysis or "interpretive analytics." Participants will learn how to conduct a discourse analysis, what the underlying assumptions of such an analysis are, and how these techniques can be used to advance political inquiry. The session will consider both the power and limitations of the method, the ways in which it differs from other modes of interpretation, and its advantages over content analysis.

- 4.2.1 Michel Foucault, Language, Counter-Memory, Practice: Selected Essays and Interviews, edited, with an introduction by Donald F. Bouchard ; translated from the French by Donald F. Bouchard and Sherry Simon (Cornell University Press, 1977),"Nietzsche, Genealogy, History," pp. 139-164.

- 4.2.2 Michel Foucault, The History of Sexuality, translated from the French by Robert Hurley, Vol. 1, pp. 1-35 and pp. 92-114.

- 4.2.3 For this class: please revisit King, Keohane and Verba's Designing Social Inquiry and have this text ready for a class exercise. If you are unfamiliar with this book, we shall discuss that too—from a Foucauldian discourse analysis perspective.

Recommended:

- 4.2.4 Hubert L. Dreyfus and Paul Rabinow, Michel Foucault: Beyond Structuralism and Hermeneutics (Chicago: University of Chicago Press, 1983), Part Two.

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Ideology: Introduction to Ideology (Mazzarella)

What is ideology and how does it structure public culture and everyday life? What is the relation between ideology and media, and between ideology and political economy? How does ideology enable or interrupt desire, imagination, and attachment? Is there anything 'beyond' or 'behind' ideology and, if there isn't, then what grounds critical analysis (since it might simply be yet another example of ideology)?

- 4.3.1 William Mazzarella: 'Brand(ish)ing the Name, or, Why is Trump So Enjoyable?' in William Mazzarella, Eric Santner, and Aaron Schuster, *Sovereignty, Inc: Three Inquiries in Politics and Enjoyment* (University of Chicago Press, 2020)

9:00am – 10:30am Building Blocks for the Design of Randomized Experiments

This session introduces the core building blocks for experimental designs, including selection bias, different randomization procedures, assumptions necessary for causal identification and sampling techniques. We will also discuss different causal estimands, their estimation processes and potential threats to inference. We briefly discuss other technical aspects such as test for covariate imbalance and methods for covariate adjustment. Finally, we will review the concepts and practicalities of assessing a study's statistical power for detecting treatment effects.

- 5.1.1. Kosuke, I. (2018). *Quantitative Social Science: An introduction.* Princeton University Press. Section 2.1, 2.2, 2.3, 2.4: Causal Effects and the Counterfactual. pp. 34-54

- 5.1.2. Gerber, A.S. and Green, D.P, (2012). *Field Experiments: Field Experiments: Design, Analysis, and Interpretation.* Norton. Chapter 2 and Section 3.6: Sampling Distributions for Experiments that Use Block or Cluster Randomization. pp . 71-86.

- 5.1.3. Glennerster, R. and Takavarasha, K. (2013). *Running randomized evaluations: A practical guide*. Princeton University Press, Chapter 6: Statistical Power.

Optional:

- 5.1.4. Gerber, A.S. and Green, D.P, (2012). *Field Experiments: Field Experiments: Design, Analysis, and Interpretation.* Norton. Chapter 3: Sampling Distributions, Statistical Inference, and Hypothesis Testing

- 5.1.5. Gelman, A. and Loken, E. (2013). [The garden of forking paths](): Why multiple comparisons can be a problem, even when there is no "fishing expedition" or "p-hacking" and the research hypothesis was posited ahead of time. *Department of Statistics, Columbia University*.

- 5.1.6. EGAP: [10 Things to Know About Statistical Power]()

- 5.1.7. EGAP: [10 Things to Know About Pre Analysis Plans]()

10:30am – 11:15am Coffee Break.

11:15am- 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Nuts and Bolts of Implementing Randomized Experiments

In this session, we discuss the nuts and bolts of implementing field experiments, from potential threats to inference to designing a data collection strategy to survey design, electronic data collection, hiring enumerators, methods for ensuring data quality and treatment compliance, to working with implementing partners. We will also continue our discussion on integrating quantitative and qualitative methods.

- 5.2.1. IPA's Research Protocols

- 5.2.2. EGAP Methods Guide: Ten Things to Know About Survey Design

- 5.2.3. EGAP Methods Guide: Ten Things to Know About Survey Implementation

- 5.2.4. Levy Paluck, E. (2010). "The promising integration of qualitative methods and field experiments." The ANNALS of the American Academy of Political and Social Science, 628(1), pp.59-71.

Optional:

- 5.2.5. Thachil, T. (2018). "Improving Surveys Through Ethnography: Insights from India's Urban Periphery." *Studies in Comparative International Development*, *53*(3), pp.281-299.

- 5.2.6. Fearon, J.D. and Laitin, D.D. (2009). "Integrating qualitative and quantitative methods." In: *The Oxford Handbook of Political Science.*

- 5.2.7. Glennerster, R. (2017). "The practicalities of running randomized evaluations: partnerships, measurement, ethics, and transparency." In *Handbook of Economic Field Experiments* (Vol. 1, pp. 175-243). North-Holland.

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Ethics, External Validity, Research Transparency, and the Role of Randomized Experiments in Social Science

In this session we will discuss a wide variety of viewpoints on the ethics of conducting field experiments in political science, including the ethics of randomizing (and withholding) treatments, interference, power dynamics in the field, and keeping respondents and field staff safe. Then we will zoom out to discuss the role and comparative advantage of field experiments compared to other methods, with a particular emphasis on external validity. We will review some approaches in the applied literature that attempt to address restrictions to external validity. We will also discuss how qualitative methods can be incorporated to provide insights on a field experiment's external validity. Finally, we will review the best practices in research transparency.

- 5.3.1. Cronin-Furman, K. and Lake, M. (2018). "Ethics abroad: Fieldwork in Fragile and Violent Contexts." *PS: Political Science & Politics*, pp.1-8

- 5.3.2. Desposato, S. (2018). "Subjects and Scholars' Views on the Ethics of Political Science Field Experiments." *Perspectives on Politics*, 16(3), pp.739-750.

- 5.3.3. Humphreys, M. (2015). "Reflections on the ethics of social experimentation." *Journal of Globalization and Development*, *6*(1), pp.87-112.

- 5.3.4. Humphreys, M., De la Sierra, R.S. and Van der Windt, P. (2013). "Fishing, commitment, and communication: A proposal for comprehensive nonbinding research registration." *Political Analysis*, *21*(1), pp.1-20.

- 5.3.5. Dehejia, R., Pop-Eleches, C. and Samii, C. (2019). "From local to global: External validity in a fertility natural experiment." *Journal of Business & Economic Statistics*, pp.1-27.

Optional:

- 5.3.6. Carlson, Liz (2020). "Field Experiments and Behavioral Theories: Science and Ethics." PS: Political Science and Politics.

- 5.3.7. Deaton, Angus (2010). "Instruments, Randomization, and Learning about Development." Journal of Economic Literature

- 5.3.8. Silent Voices Blog, The Bukavu Series, Governance in Conflict Network

9:00am – 10:30am Assessing the Inferential Weight of Evidence

One of the most important things that Bayesian reasoning can do for process tracing and qualitative research more generally is to help us make better judgments about how strongly our evidence favors one hypothesis relative to rivals. In this session, we will practice assessing the *weight of evidence*—an intuitive concept promoted by Jack Good and Alan Turing that is directly related to the likelihood ratio. Our group exercise will draw on recent research about state-building and the origins of institutional strength (or weakness).

In advance of this session, please watch video lecture Part 3—Explicit Bayesian Analysis (Total time: roughly 30 min)

As background for the example used in the video lecture Part 3, please read:

* 6.1.1. Tasha Fairfield. 2013. "Going Where the Money is: Strategies for Taxing Economic Elites in Unequal Democracies. *World Development*, 47. **Please read pp. 47–49 only.**

Recommended:

* 6.1.2. Tasha Fairfield and Andrew Charman. 2017. "Explicit Bayesian Analysis for Process Tracing," *Political Analysis* 25 (3):363-380

Lecture video: Part 4—Multiple Hypotheses and Multiple Cases. (roughly 30 min)

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12: 30pm - 2:00pm Lunch.

2:00pm - 3:30pm Scrutinizing Case Study Research

In this session, we will practice using the Bayesian framework to critique published case-study research. To what extent do authors implicitly follow Bayesian reasoning when analyzing their

evidence? How strongly does the evidence actually support their argument over rivals? Bayesianism is both a tool for making better inferences, and a framework for pinpointing disagreements among scholars and building consensus. Working in groups with an example from research on market reform, participants will assess how closely the author's conclusions do, or do not agree with a Bayesian analysis.

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Bayesian Reasoning in Perspective

We will conclude this portion of the module by highlighting the relative advantages of Bayesianism and how it differs from frequentist statistical inference, as well as other methodologies for process tracing and qualitative research.

In advance of this session, please watch video lecture Part 5—Wrapping Up. (roughly 15 min)

Recommended:

- 6.3.1. Tasha Fairfield and Andrew Charman. 2019, "A Dialogue with the Data: The Bayesian Foundations of Iterative Research in Qualitative Social Science." *Perspectives on Politics* 17(1):154-167.

Evening (Optional) Drop-In Office Hours

9:00am – 10:30am Building a research assistant, tireless but not so bright

In this session we consider the task of assigning single topics or 'classes' to documents on the basis of pre-categorized training data. There are in practice many ways to do this; we focus on the core of concepts needed for evaluating performance and making effective use of the results.

In the practical part of the session we put these concepts to work on a sentiment analysis task.

- 7.1.1. TAD 17, 19, 20

- 7.1.2. Evans, Michael, Wayne McIntosh, Jimmy Lin, and Cynthia Cates. 2007. "Recounting the Courts? Applying Automated Content Analysis to Enhance Empirical Legal Research." Journal of Empirical Legal Studies 4 (4): 1007–39. DOI: 10.1111/j.1740-1461.2007.00113.x

Recommended:

- 7.1.3. TAD 18, 20

- 7.1.4. Mikhaylov, Slava, Michael Laver, and Kenneth R. Benoit. 2011. "Coder Reliability and Misclassification in the Human Coding of Party Manifestos." Political Analysis 20 (1): 78–91. https://doi.org/10.1093/pan/mpr047

10:30am – 11:15 am Coffee Break.

11:15am - 12:45pm Putting documents and word in space

In this session we consider exploratory and confirmatory models for putting documents and/or the words they contain in substantively meaningful spaces, whether because we believe that they do live in such spaces, or because we want to visualize them. As always, we also discuss the challenges to evaluating the results of spatial text models

In the practical part of the session we make those spaces and consider the how to interpret them.

- 7.2.1. TAD 7, 8, 14

- 7.2.2 Slapin, Jonathan B., and Sven-Oliver Proksch. 2008. "A Scaling Model for Estimating Time-Series Party Positions from Texts." American Journal of Political Science 52 (3): 705–22. https://doi.org/10.1111/j.1540-5907.2008.00338.x.

Recommended:

- 7.2.3. Lowe, Will, Kenneth R. Benoit, Slava Mikhaylov, and Michael Laver. 2011. "Scaling Policy Preferences from Coded Political Texts." Legislative Studies Quarterly 36 (1): 123–55. https://doi.org/10.1111/j.1939-9162.2010.00006.x.

- 7.2.4. Lowe, Will, and Kenneth R. Benoit. 2013. "Validating Estimates of Latent Traits from Textual Data Using Human Judgment as a Benchmark." Political Analysis 21 (3): 298–313. https://doi.org/10.1093/pan/mpt002.

12:45pm - 2:00pm Lunch.

2:00pm - 3:30pm Launch!

In this session, we will answer any remaining questions about the course content or the practicalities, and then try to make sure that each of you are in a position to apply these tools to your own projects when you leave the class.

The practical part of the session may involve some laptop preparations, so don't forget to bring it along.

3:30pm - 4:00pm Coffee Break.

9:00am – 10:30am Participant Observation

The term 'participant observation' seems paradoxical: how can one both be participating and observing, immersed and analytical, at the same time? Does participation give greater authority to analysis, or does it imply sacrificing objectivity? What is the relation between *being in* a situation and *interpreting* a situation? How can we ever claim to have access to other worlds, even as participants, across lines of difference? Is the researcher's job to uncover some kind of underlying order – of 'society,' 'culture,' 'history,' or 'ideology,' – or is the point of participation to call such abstractions into question?

- 8.1.1. Tim Ingold, 'Anthropology Contra Ethnography' in *HAU: Journal of Ethnographic Theory* 7(1): 21-26 (2017).

- 8.1.2. Sasha Newell, 'Ethnography in a Shell Game: Turtles All the Way Down in Abidjan' in *Cultural Anthropology* 34(3): 299-327 (2019).

- 8.1.3. Alpa Shah, 'Ethnography? Participant Observation, a Potentially Revolutionary Praxis' in *HAU: Journal of Ethnographic Theory* 7(1): 45-59 (2017)

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Session Five: Documentary Film: Analysis and Methods
Rochona Majumdar, University of Chicago

As the most important mass medium of the twentieth and twenty first centuries film and other media has often been used by researchers interested in questions of democracy and dictatorship, minority and majoritarian politics, gender and race based politics. Session five

centers around documentaries. Session six introduces students to some key debates in the emerging field referred to as "new" media studies.

- 8.2.1 Bill Nichols, "Documentary Modes of Representation," in *Representing Reality: Issues and Concepts in Documentary* (Indiana University Press, 1992), 32-75.

- 8.2.2 Shweta Kishore, "Interview with Paromita Vohra: Remaking the 'Political' in Social Documentary" *Camera Obscura* 32(1): 167-177.

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Session Six: "New" Media Studies
Rochona Majumdar, University of Chicago

- 8.3.1 Brian Larkin. "The Politics and Poetics of Infratsructure." *Annual Review of Anthropology*. 2013 43: 327-343 doi: 10.1146/annurev-anthro-092412-155522

- 8.3.2. Brett Story. "How Does it End? Story and the Property Form." *World Records* 2021 5:81-90.

- 8.3.3 Aria Dean, Poor Meme, Rich Meme. *Real Life* July 25, 2016 https://reallifemag.com/poor-meme-rich-meme/

This module works through multiple ideas about how to combine qualitative and quantitative research techniques within a single project, working through these concepts with an eye to applications that use regression and similar techniques (e.g., logit, probit, multilevel models) as the quantitative side of an overall design. The goal is to explore optimal research design choices, consider potential weaknesses of such designs, and encounter ideas at the cutting edge of methodological thought in the relevant research traditions.

9:00am – 10:30am Multi-Method Design: General Principles

This session introduces major paradigms of mixed- and multi-method research, including iteration, triangulation, integration, and more. We will discuss the foundational beliefs of each paradigm regarding qualitative and quantitative research and their interrelation, as well as the pragmatic implications of each approach for combining methods.

- 9.1.1. Seawright, Jason. 2016. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. Cambridge: Cambridge University Press. Chapters 1 and 2. (book to purchase)

- 9.1.2. Beach, Derek. "Multi-Method Research in the Social Sciences: A Review of Recent Frameworks and a Way Forward." *Government and Opposition* 55, no. 1 (2020): 163–82. doi:10.1017/gov.2018.53.

Recommended:

- 9.1.3. Crasnow, Sharon (2019). Political science methodology: A plea for pluralism. _Studies in History and Philosophy of Science Part A_ 78:40-47.

- 9.1.4. Harbers, Imke, and Matthew C. Ingram. "Mixed-methods designs." *The SAGE Handbook of Research Methods in Political Science and International Relations* 2 (2020): 1117-32. https://dx.doi.org/10.4135/9781526486387.n61

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Combining Case Studies and Regression

This session discusses what is known about the strengths and weaknesses of regression-type research and process-tracing qualitative case studies for causal inference. It then explores specific research design strategies for combining these methods in ways that minimize these weaknesses while enhancing the strengths of each method.

- 9.2.1. Seawright, Jason. 2016. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. Cambridge: Cambridge University Press. Chapter 3. (book to purchase)

- 9.2.2 Lieberman, Evan S., "Nested Analysis as a Mixed-Method Strategy for Comparative Research." *American Political Science Review* 99, no. 3 (2005): 435–52. doi:10.1017/S0003055405051762.

Recommended:

- 9.2.3. Keele, Luke, Randolph T. Stevenson, and Felix Elwert. "The Causal Interpretation of Estimated Associations in Regression Models." *Political Science Research and Methods* 8, no. 1 (2020): 1–13. doi:10.1017/psrm.2019.31.

- 9.2.4. Mahoney, James, and Gary Goertz. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research." *Political Analysis* 14, no. 3 (2006): 227–49. doi:10.1093/pan/mpj017.

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Case Selection

This session introduces a range of methods that have been suggested for selecting cases from an available population. We will discuss these methods, and then analyze them in terms of their suitability for a range of different goals, with the objective of deriving guidelines for which methods to use for each objective.

- 9.3.1. Seawright, Jason. 2016. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. Cambridge: Cambridge University Press. Chapter 4. (book to purchase)

- 9.3.2. Galvin, Daniel J., and Jason Seawright. "Surprising Causes: Propensity-Adjusted Treatment Scores for Multimethod Case Selection." *Sociological Methods & Research*, (May 2021). https://doi.org/10.1177/00491241211004632.

Recommended:

- 9.3.3. Koivu, Kendra L., and Annika Marlen Hinze. "Cases of Convenience? The Divergence of Theory from Practice in Case Selection in Qualitative and Mixed-Methods Research." *PS: Political Science & Politics* 50, no. 4 (2017): 1023–27. doi:10.1017/S1049096517001214.

- 9.3.4. Ingram, Matthew C, and Imke Harbers. "Spatial Tools for Case Selection: Using LISA Statistics to Design Mixed-Methods Research." *Political Science Research and Methods* 8, no. 4 (2020): 747–63. doi:10.1017/psrm.2019.3.

Modules 10 and 13 cover many classic and standard topics of qualitative methodology, with a special focus on how to write a qualitative dissertation or manuscript for publication as a book at an excellent university press. We survey the key research design, case selection, and theoretical issues that arise with such a project. The sessions use logic and set theory as a foundation for discussing and elucidating qualitative methods. The individual topics for this specific module are research design, concepts, a regularity theory of causality, and large-N qualitative analysis (LNQA).

9:00am – 10:30am Qualitative Research Design
Gary Goertz and James Mahoney

This opening session focuses on introducing classic qualitative research, including its type of questions, case-based orientation, and grounding in logic. The session explores the issues involved in writing two kinds of books: (1) a book about a real world puzzle focused on a rare event or surprising outcome in one or a small number of cases; and (2) a book that develops a general theory of an outcome, and then selects one or more case studies to evaluate the theory. We explore the research design issues that arise in these two kinds of studies, including framing the research question, developing a theory, considering rival explanations, selecting appropriate methodologies, and choosing cases and pursuing generalization.

- 10.1.1. Gary Goertz, *Multimethod Research, Causal Mechanisms, and Case Studies: An Integrated Approach* (Princeton: Princeton University Press, 2017), chapter 1.

- 10.1.2. Kathleen Thelen and James Mahoney, "Comparative-Historical Analysis in Contemporary Political Science," in *Advances in Comparative-Historical Analysis*, edited by James Mahoney and Kathleen Thelen (Cambridge: Cambridge University Press, 2015), pp. 3-12.

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Social Science Concepts
Gary Goertz, University of Notre Dame

This session provides basic guidelines for the construction and evaluation of concepts. It provides a framework dealing for dealing complex concepts, which are typical in much social science research, as well as the popular construction of global indices, such as HDI, poverty measures, and the like generated by IGOs, NGOs, the EU, World Bank, and so on. The session also covers common advice for building conceptual typologies.

- 10.2.1. Gary Goertz, *Social Science Concepts*, revised ed. (Princeton: Princeton University Press, 2020), chapter 2 pages 26-35, chapter 3.

Recommended:

- 10.2.2. Goertz 2020, *Social Science Concepts*, chapter 1, rest of chapter 2, and chapter 8 on typologies

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm A Regularity Theory of Causality and Large-N Qualitative Analysis (LNQA)
James Mahoney, Northwestern University
Gary Goertz, University of Notre Dame

This session introduces and discusses a regularity theory of causality and links it large-N Qualitative Analysis (LNQA). A regularity theory of causality understands causality as a relationship between X and Y in which: (1) X precedes Y in times; (2) X is directly or indirectly connected to Y in space and time; and (3) X is constantly conjoined with Y. The first half of the session discusses this definition of causality. In the second half, we consider a regularity theory in the context of large-N qualitative analysis. LNQA involves exploring strong regularities in well-defined and typically small populations. These are most often when the outcome is a relatively rare event, a common scenario in international relations and compared in politics. It involves establishing the regularity, but then examining all cases within the scope via process tracing and within-case causal inference. Causal inference thus relies not on the regularity but on the within-case causal inference across the whole population.

- 10.3.1. Gary Goertz and James Mahoney, "Mathematical Prelude: A Selective Introduction to Logic and Set Theory for Social Scientists," in *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012), pp. 16-38.

- 10.3.2. James Mahoney, "Set-Theoretic Methodology," in *The Logic of Social Science* (Princeton: Princeton University Press), chap. 3 (pp. 77-114). (book to purchase)

- 10.3.3. Goertz, G., and S. Haggard. 2021. Large-N Qualitative Analysis (LNQA): external validity and generalization in case study and multi-method research.

Recommended:

- 10.3.4. James Mahoney and Laura Acosta, "A Regularity Theory of Causality for the Social Sciences." *Quality and Quantity*, published online July 17, 2021.

This module introduces students to methods of discourse analysis employed by political theorists and historians of political thought and to critical approaches to intellectual history. Building on earlier modules on discourse analysis, the first session will introduce participants to different approaches to "reading" texts, and will examine debates over meaning, concepts, context, and the explanation of historical change, as well as engaging with ongoing debates about the politics of historiography. We will discuss the techniques of the Cambridge school and the German tradition of *Begriffsgeschichte* (concept history). Participants will engage in a practical exercise of concept analysis during the second session of the day, and we will discuss their findings, and the methodological challenges they encountered in the final session of the day.

In both modules on Interpretation and History, we expect students to come to the sessions having completed all of the required readings. These two sessions will be conducted in the style of an <u>academic seminar</u> rather than in lecture form, with a view to allowing your research interests to shape our discussion of the readings.

9:00am – 10:30am Interpretive debates in intellectual history

This session considers two important traditions in the history of political thought by introducing participants to the work of Quentin Skinner and the Cambridge school of intellectual history and Reinhardt Koselleck and the techniques of *Begriffsgeschichte* (or concept history). We will consider, among other things, how one goes about reconstructing the questions that a given author is asking? what are illocutionary acts and why do they matter? to what extent are texts and the ideas they formulate related to specific historical contexts? and how do texts relate to practices of power and domination? We will also investigate What is a concept? how does it come into being? and in what relation to the social world? In both cases, we will try to ascertain what are the advantages and limitations of this approach to discourse analysis, a conversation that will continue into the final session of the day.

- 11.1.1. Quentin Skinner, "Meaning and Understanding in the History of Ideas," *Vision of Politics. Volume 1: Regarding Method* (Cambridge: Cambridge University Press, 2002), 57-89.

- 11.1.2. Reinhardt Koselleck, "Introduction and Prefaces to the *Geschichtliche Grundbegriffe*," trans. Michaela Richter, *Contributions to the History of Concepts*, 6 (2011), 1-37.

- 11.1.3. Reinhardt Koselleck, "Historical Criteria of the Modern Concept of Revolution," in *Futures Past*, trans. Keith Tribe (New York: Columbia University Press, 2004), 43-57.

Recommended:

- 11.1.4. Pierre Bourdieu, *Language and Symbolic Power*, ed. by John Thompson, trans. by Gino Raymond and Matthew Adamson (Cambridge: Polity, 1991).

- 11.1.5. R. G. Collingwood, *An Autobiography* (Oxford: Oxford University Press, 1951).

- 11.1.6. Constantin Fasolt, *The Limits of History* (Chicago: University of Chicago Press, 2004).

- 11.1.7. Reinhardt Koselleck, *Futures Past: On the Semantics of Historical Time*, trans. by Keith Tribe (New York: Columbia University Press, 2004).

- 11.1.8. Reinhardt Koselleck, T*he Practice of Conceptual History: Timing History, Spacing Concepts*, trans. by Todd Samuel Presner and others (Stanford: Stanford University Press, 2002).

- 11.1.9. Dominick LaCapra, "Rethinking Intellectual History and Reading Texts," in *Rethinking Intellectual History: Texts, Contexts, Language* (Ithaca: Cornell University Press, 1983), 23-71.

- 11.1.10. Quentin Skinner, *Vision of Politics. Volume 1: Regarding Method* (Cambridge: Cambridge University Press, 2002).

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Practical exercise (Syracuse University Library)

During this session, you will be asked to work collaboratively (in groups of up to 5 participants) to develop a history of a particular concept. You will use the resources available to you at Syracuse University Library and online to investigate the meaning of the concept in question, how it has changed over time, and the kinds of conceptual challenges that these changes pose for scholars doing historical work. We would ask you to make note not only of this concept history, but also of the challenges you faced when attempting to investigate it. Naturally, the limited time you will have available to complete this task will pose a significant constraint, but

the goal is for you to come face to face with some of the challenges of this kind of work. Groups will be able to choose one of four concepts, which we will hand out in the first session of the day. We hope that by the third session the similarities and divergences in your respective experiences will allow for a fruitful debriefing and discussion of the methods of intellectual history.

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Debrief and further discussion

This session will focus on discussing the afternoon's exercise in the light of the morning's readings. Students will also be invited to think about the argumentative effect produced by how one narrates or emplots one's research findings.

- 11.3.1. David Scott, *Conscripts of Modernity: The Tragedy of Colonial Enlightenment* (Durham: Duke University Press, 2004), 23-57.

Recommended:

- 11.3.2. Hayden White, *Metahistory: The Historical Imagination in 19th-Century Europe* (Baltimore: Johns Hopkins University Press, 1973).

This module extends the ideas about mixed- and multi-method design to contexts beyond regression, including natural experiments and laboratory/survey/field experiments; description, concept formation, and measurement; and theory-building.

9:00am – 10:30am Multi-Method Design with Experiments

This session asks how multi-method design can work with research where the quantitative component involves some kind of experimental research. Such projects are an increasingly important part of social science, and the design implications are different in interesting ways from those raised by regression. This session explores designs that engage with those differences, including designs focused around ideas of experimental realism, network and equilibrium effects, and selecting/designing a treatment.

- 12.1.1. Seawright, Jason. 2016. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools.* Cambridge: Cambridge University Press. Chapters 6-7. (book to purchase)

- 12.1.2. Seawright, Jason. 2021. "What Can Multi-Method Research Add to Experiments?" *Advances in Experimental Political Science*. Druckman and Green, eds. Cambridge: Cambridge University Press. Chapter 20.

Recommended:

- 12.1.3. Pérez Bentancur, Verónica, and Lucía Tiscornia. "Iteration in Mixed-Methods Research Designs Combining Experiments and Fieldwork." *Sociological Methods & Research*, (March 2022). https://doi.org/10.1177/00491241221082595.

- 12.1.4. Levy Paluck, Elizabeth. 2010. "The Promising Integration of Qualitative Methods and Field Experiments." *The ANNALS of the American Academy of Political and Social Science* 628(1):59-71. https://doi.org/10.1177/0002716209351510.

10:30am – 11:15am Coffee Break.

11:15am - 12:45pm Multi-Method Designs for Measurement and Concept-Formation

This session explores the long-standing, parallel qualitative and quantitative literatures on description, measurement, and concept formation, and asks whether and how these traditions can be mixed in practice to produce better description, measurements and concepts. Can this earliest stage of research benefit from the same multi-method paradigms that we earlier applied to causal inference?

- 12.2.1. Seawright and Koivu, "Multi-Method Concept Formation, Measurement, and Theory-Building." Working paper.

- 12.2.2 Seawright, Jason, and David Collier. "Rival Strategies of Validation: Tools for Evaluating Measures of Democracy." *Comparative Political Studies* 47, no. 1 (January 2014): 111–38. https://doi.org/10.1177/0010414013489098.

Recommended:

- 12.2.3. https://www.youtube.com/watch?v=WV_jcaDBZ2I

- 12.2.4. https://www.youtube.com/watch?v=4Q0kUCvhmAk

12:45pm - 2:15pm Lunch.

2:15pm - 3:45pm Multi-Method Theory-Building

This session further develops the idea that multi-method design can help in various stages of research by showing how integrative multi-method research can strengthen machine-learning and grounded theory approaches to theory building.

- 12.3.1. Grimmer 2015: "We Are All Social Scientists Now: How Big Data, Machine Learning, and Causal Inference Work Together." PS (Jan.): 80-83.

- 12.3.2. Johnson, R. Burke, and Isabelle Walsh. "Mixed grounded theory: Merging grounded theory with mixed methods and multimethod research." The SAGE handbook of current developments in grounded theory (2019): 517-531.

Recommended:

- 12.3.3. Kong, Quyu, Emily Booth, Francesco Bailo, Amelia Johns, and Marian-Andrei Rizoiu. "Slipping to the Extreme: A Mixed Method to Explain How Extreme Opinions Infiltrate

Online Discussions." arXiv preprint arXiv:2109.00302 (2021).
https://doi.org/10.48550/arXiv.2109.00302

- 12.3.4. https://www.youtube.com/watch?v=0jawvkbAYPA&ab_channel=IvanCanay

3:45pm - 4:15pm Coffee Break.

Modules 10 and 13 cover many classic and standard topics of qualitative methodology, with a special focus on how to write a qualitative dissertation or manuscript for publication as a book at an excellent university press. We survey the key research design, case selection, and theoretical issues that arise with such a project. The sessions use logic and set theory as a foundation for discussing and elucidating qualitative methods. The individual topics for this specific module 13 are sequence and mechanism analysis, counterfactual analysis, and case selection.

9:00am – 10:30am Sequence and Mechanism Analysis
James Mahoney, Northwestern University

This session offers an introduction to sequence and narrative analysis as a qualitative methodology for analyzing individual cases. The session links two aspects of qualitative analysis: (1) constructing a chronological narrative that shows how a set of causal factors work together to produce an outcome; and (2) focusing on key pieces of evidence that allow the analyst to assess the validity of competing theories. The session considers how to use figures when constructing and summarizing narratives, and it explores the value of using logic and set theory when using individual pieces of evidence to adjudicate among rival theories.

- 13.1.1 James Mahoney, Erin Kimball Damman, and Kendra Koivu, "Set-Theoretic Tests," "Sequence Analysis," "Critical Event Analysis," and "Path Dependence Analysis" in *The Logic of Social Science* (Princeton: Princeton University Press), chaps. 4 (pp. 115-138), 6 (pp. 171-185), 10 (269-293), and 11 (pp. 294-314). (book to purchase)

Recommended:

- 13.1.2. Renate Mayntz, "Mechanisms in the Analysis of Social Macro-Phenomena." *Philosophy in the Social Sciences* 34 (2004): 237-254.

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

- 13.1.4. Fairfield, Tasha, and Andrew Charman. 2017. "Explicit Bayesian Analysis for Process Tracing: Guidelines, Opportunities, and Caveats." *Political Analysis* 25: 363-380.

- 13.1.5. Pierson, Paul, *Politics in Time* (Princeton: Princeton University Press, 2004).

- 13.1.6. Thelen, Kathleen, *How Institutions Evolve* (Cambridge: Cambridge University Press, 2004), chap. 1.

10:30am – 11:15am Coffee Break.

11:15am - 12:45pm Counterfactual Analysis
James Mahoney, Northwestern University

This session considers the use of counterfactual analysis as a tool for evaluating complex causal theories at the level of individual cases. The session focuses on the evaluation of necessary condition hypotheses and INUS condition hypotheses with counterfactual analysis. The session uses several concrete examples and set theory to illustrate how counterfactual analysis is a crucial part of process tracing and hypothesis evaluation in qualitative research.

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

- 13.2.2. Mahoney, James, "Counterfactual Analysis" in *The Logic of Social Science* (Princeton: Princeton University Press), chap. 5 (pp. 139-170). (book to purchase)

Recommended:

- 13.2.3. Harvey, Frank P., "President Al Gore and the 2003 Iraq War: A Counterfactual Test of Conventional 'W'isdom," Canadian Journal of Political Science 45:1 (2012), pp. 1-32.

- 13.2.4. Schenoni, Luis, Sean Braniff, and Jorge Battaglino, "Was the Malvinas/Falklands a Diversionary War? A Prospect-Theory Representation of Argentina's Decline," *Security Studies*

12:45pm - 2:15pm Lunch.

2:15pm - 3:45pm Case Selection for Multimethod and Comparative-Historical Research
Gary Goertz, University of Notre Dame
James Mahoney, Northwestern University

This session considers issues of case selection, focusing on how one's research goals shape considerations about the best cases to choose for analysis. We compare and contrast the case selection issues that arise in multimethod research with those that arise in comparative-historical research. With multimethod research, the goal is typically to investigate causal mechanisms, and this goal structures case selection. With comparative-historical research, the goal is to identify critical events and causal paths to well-defined outcomes. Here the particular outcome under study suggests the main cases to be analyzed, and the possible explanations for this outcome suggest which negative cases are especially useful for investigation.

- 13.3.1. Goertz, Gary. 2017. *Multimethod Research, Causal Mechanisms, and Case Studies: An Integrated Approach* (Princeton: Princeton University Press), chap. 3.

- 13.3.2. Elman, Colin, John Gerring, and James Mahoney, "Case Study Research: Putting the Quant into the Qual," *Sociological Methods and Research* 45 (2016), pp. 375-391

Recommended:

- 13.3.3. Goertz, G. 2017. *Multimethod Research, Causal Mechanisms, and Case Studies: An Integrated Approach* chapter 2. Princeton: Princeton University Press.

- 13.3.4. Gary Goertz and James Mahoney, "Case Selection and Hypothesis Testing," in *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012), pp. 177-191.

3:45pm - 4:15pm Coffee Break.

This module introduces students to the challenges of working with materials drawn from different social, cultural, and historical settings, and explores creative interpretive strategies for addressing these challenges. Students will be introduced to the basics of the historical method and will be encouraged to think about how a careful attention to questions of temporality can shape and reveal new avenues in their empirical research. All three sessions will be attentive to the problem of analyzing historical materials from the standpoint of the present. Shifting meanings over time, and transformations in the criteria for judgment, present particular problems for historical researchers. In light of these challenges, students will be invited to think through the strategies available for working in a partial archive, with attention to the virtues and pitfalls of creatively thinking about historical source materials.

9:00am – 10:30am The Practice of History

This session introduces students to the historical method and the practice of historians. In addition to thinking about the practice of history, students will be invited to consider the merits of integrating the historical method within an approach to the social sciences. Of especial importance here are the challenges of studying historical events. Students will be encouraged to consider the problem of temporality as it pertains to their own work and to consider how the events they study refashion the very structures of the societies on which their research is centered.

- 14.1.1. Natalie Zemon Davis, "History's Two Bodies," *American Historical Review* 93.1 (1988): 1-30.

- 14.1.2. William H. Sewell Jr., "Three Temporalities: Toward an Eventful Sociology," in *Logics of History: Social Theory and Social Transformation* (Chicago: University of Chicago Press, 2005), 81-123.

Recommended:

- 14.1.3. E.H. Carr, *What is History?* (New York: Random House, 1961).

- 14.1.4. Marshall Sahlins, *Islands of History* (Chicago: University of Chicago Press, 1985).

- 14.1.5. William H. Sewell Jr., *Logics of History: Social Theory and Social Transformation* (Chicago: University of Chicago Press, 2005).

10:30am – 11:15am Coffee Break.

11:15am - 12:45pm The Politics of Historical Interpretation

At the core of historical research are questions of evidence, of both the power of the archive and the archive of power. This section explores key debates and controversies that have shaped the considerable theoretically informed literature on the shifting coordinates of historical evidence.

- 14.2.1. Michel-Rolph Trouillot, "The Power in the Story," in *Silencing the Past: Power and the Production of History* (Boston: Beacon Press 1995), 1-31.

- 14.2.2. Saidiya Hartman, "Venus in Two Acts," *Small Axe* 12 (2008): 1-14.

- 14.2.3. Terrell Carver, "*The German Ideology* Never Took Place," *History of Political Thought* 31.1 (2010): 107-27.

Recommended:

- 14.2.4. Jan E. Goldstein, "Toward an Empirical History of Moral Thinking: The Case of Racial Theory in Mid-Nineteenth-Century France," *American Historical Review* 120 (2015): 1-27.

- 14.2.5. Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995).

12:45pm - 2:15pm Lunch.

2:15pm - 3:45pm Practical challenges of archival research

This session will introduce students to the more mundane practical challenges that scholars face, as well as some of the hidden possibilities that await them in the course of archival research. The readings for this session are designed to give participants a sense of the importance of understanding the production of the archive itself. We will examine questions of interpretation raised by these readings as well as exploring how fleeting or fragmentary records might nevertheless yield a wealth of historical insights.

To conclude this session, we will invite participants to examine a brief archival fragment. The goal of this exercise will be to attempt to bring some of the discussion of the previous two days to bear on the examination of a historical document.

- 14.3.1. Carolyn Steedman. "Something She Called a Fever: Michelet, Derrida, and Dust." *American Historical Review* 106 (2001): 1159-80.

- 14.3.2. Carlo Ginzburg, "Clues: Roots of a Scientific Paradigm," *Theory and Society* 7 (1979): 273-88.

Recommended:

- 14.3.3. Arlette Farge, *The Allure of the Archives*, trans. Thomas Scott-Railton (New Haven: Yale University Press, 2013).

- 14.3.4. Carlo Ginzburg, "Checking the Evidence: The Judge and the Historian," *Critical Inquiry* 18 (1991): 79-92.

- 14.3.5. Randolph Head, "Knowing the State: The Transformation of Political Knowledge in Swiss Archives, 1450-1770," *Journal of Modern History* 75 (2003): 745-82.

- 14.3.6. Joan W. Scott, "Evidence of Experience," in *Questions of Evidence: Proof, Practice, and Persuasion across the Disciplines*, eds. James Chandler, Harry Harootunian and Arnold Davidson (Chicago: University of Chicago Press, 1994) 363-387.

- 14.3.7. Ann Laura Stoler, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* (Princeton: Princeton University Press, 2009).

3:45pm - 4:15pm Coffee Break.

This module sequence (modules 15, 19, and 23) will teach how we can use structural causal models to design and implement qualitative and mixed-method empirical strategies of causal inference. A great deal of recent methodological progress in the social sciences has focused on how features of a research design – such as randomization by the researcher or by nature – can allow for causal identification with minimal assumptions. Yet, for many of the questions of greatest interest to social scientists and policymakers, randomization or its close equivalents are unavailable. We are, in short, often forced to rely on beliefs about how the world works – that is, on models. Based on a book-in-progress by Macartan Humphreys and Alan Jacobs, and using a software package (CausalQueries) coauthored by Lily Medina, this module will examine how we can engage in systematic causal-model-based causal inference. Specifically, we will explore how researchers can encode their prior knowledge in a probabilistic causal model and use the model to draw inferences about causation -- at the level of both individual cases and populations, using both qualitative and quantitative data. Participants will learn about the approach on a conceptual level and gain a basic understanding of how to implement the approach in the CausalQueries R package.

The module sequence consists of several substantive sections taught over three days. The module combines synchronous lecture and discussion sessions with the instructors, pre-recorded lectures, exercises in R, and readings. Lectures will introduce the major course topics and teach elements of the package, and exercises will allow participants to apply what they are learning by using key components of the CausalQueries package.

There is some preparatory reading and software installation (with a video tutorial), as well as a pre-recorded lecture, for participants to complete before the start of the first day of the first module (module 15). As indicated below, there is also a moderate amount of homework for participants to complete between Day 1 (module 15) and Day 2 (module 19), and between Day 2 (module 19) and Day 3 (module 23), involving watching pre-recorded lectures and completing exercises.

Pre-requisite: Participants must have a basic working knowledge of R before beginning the module. **Those participants who have no prior background in R must take the pre-Institute R primer offered by IQMR.** Because so much of this module is taught using R, participants without knowledge of R will struggle to keep up.

REQUIRED READINGS

Prior to the first session, participants should read the following chapters from the Humphreys and Jacobs book manuscript:

Humphreys, Macartan and Alan M. Jacobs, *Integrated Inferences*, manuscript in progress, Chapters 1-3. https://macartan.github.io/integrated_inferences/

In addition, we indicate for several topics below the chapters of the guide to the software package to which participants may refer:

Humphreys, Macartan and Alan M. Jacobs, *Causal Models: A Guide to CausalQueries,* at https://macartan.github.io/causalmodels/.

BEFORE MODULE

Office hours to assist with the installation of the *CausalQueries* package (2 hours, dates and times TBA)

Lecture to pre-watch: Directed Acyclic Graphs (DAGs)

This lecture will introduce students to Directed Acyclic Graphs (DAGs), also known as causal graphs. DAGs will be central to the approach presented in this module. The lecture will outline at a conceptual level how a DAG serves to encode certain kinds of causal knowledge about a domain*.*

9:00am – 10:30am What is a Causal Model?

9:00am-9:25am Introductions

9:25am-9:55am Module introduction

This session will motivate the module. Why do we need causal models? What are the inferential challenges that they can help us solve? We will preview how causal models allow us to make use of prior knowledge in drawing causal inferences, how they can help us be explicit about the assumptions embedded in those inferences, how they can allow us to answer causal questions not easily addressed with other approaches, and how they can aid the cumulation of knowledge.

9:55-10:30am Q&A on Directed Acyclic Graphs

A chance to ask questions about and discuss the material presented in the pre-recorded DAGs lecture.

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Making Models

2:00-2:30pm Lecture: How to make a model in CausalQueries

In this session, we will explain how to define and create causal models in the CausalQueries Package using dagitty syntax. We will provide a brief overview of the (optional) arguments and components that make a causal model in CQ. The session will familiarize students with CausalQueries, which they will use throughout the module to implement what they learn in the substantive sessions.

- Humphreys, M & Jacobs, A. (2020) Causal Models: Guide to CausalQueries. Chapter 3.1 and 3.2
  - https://macartan.github.io/causalmodels/defining-models.html#getting-going
  - https://macartan.github.io/causalmodels/defining-models.html#structure

2:30-3:30pm Exercise: Make your own model, on your own topic

 In this session, participants will pick a substantive theory of their choice and depict it as a causal model in CausalQueries. At the end of the session, we will discuss the models that participants created, reflecting on the decisions they made when writing their models.

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Causality in a Model

4:00pm-4:15pm: Show your model

4:15-4:50pm Lecture: The potential outcomes framework

This lecture and discussion will introduce the theory of causation that we will be using in the causal-models setting: the potential outcomes framework.

4:50pm-5:30pm Lecture: Potential outcomes (nodal types) on a DAG
This lecture and discussion will show how we can embed causal relationships, as potential outcomes, into a DAG by allowing for the operation of a set of "nodal types" at each node in the graph.

<div align="center">

HOMEWORK
(for completion before Day 2)

</div>

Pre-recorded lecture: Causal questions

This pre-recorded lecture will unpack the different kinds of causal questions that we can ask using the causal models framework. These include questions about causal effects and about causal pathways, framed for an individual case, for a population of cases, or for a subgroup of cases (those that meet some condition).

Pre-recorded lecture: How to define queries in CausalQueries

This pre-recorded lecture explains how to define a causal query in the CausalQueries package. We will introduce the functions with which participants can query their own models and describe how to write causal questions using CQ syntax. The questions might be of the sort, "What is the probability that X caused Y?" or, "If we manipulate the value of X, would the value of Y change?" Querying models will allow participants to make case- and population-level inferences using the CausalQueries package.

- Humphreys, M & Jacobs, A. (2020) Causal Models: Guide to CausalQueries. Chapter 5 https://macartan.github.io/causalmodels/querying-models.html

This module considers the design, planning, and execution of field research. We offer strategies for addressing the intellectual, logistical, and social challenges that carrying out field research involves. A basic premise underlying the module is that fieldwork entails shifting among research design, data collection, and data analysis. Each session is conducted with the understanding that participants have carefully read the assigned materials. The instructors will present key points drawing on the readings, other published work on field research, and the experiences they and others have had with managing fieldwork's diverse challenges. Interaction and discussion in small and large groups is encouraged.

9:00am – 10:30am – Borders and Varieties of Fieldwork
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

In this session we discuss our conception of field research as entailing repeated shifts among research design, data collection, and data analysis, consider some of the implications of these shifts, and evaluate the benefits of iterated research design. We consider fieldwork's heterogeneity – how it varies across contexts, researchers, projects, and points of time in the same project – and also address how ethical challenges in the field go well beyond obtaining approval from your IRB.

- 16.1.1. Kapiszewski, D., MacLean, L. M., & Read, B. L. (2015). Field Research in Political Science: Practices and Principles. *Field research in political science: practices and principles*. Cambridge University Press. Chapter 1. (book to purchase)

- 16.1.2. Wood, E. J. (2006). The ethical challenges of field research in conflict zones. *Qualitative Sociology*, *29*(3), 373-386. DOI: 10.1007/s11133-006-9027-8

- 16.1.3. Hauck, R. J. et al. (2008). Symposium on Protecting Human Research Participants, IRBs, and Political Science Redux. *PS: Political Science & Politics*, *41*(3), 475-511. See in particular contributions by Mitchell Seligson, Dvora Yanow, and Peri Schwartz-Shea.

Additional Reference Material

- 16.1.4. Collier, D. (1999) Data, Field Work and Extracting New Ideas at Close Range. *APSA-CP Newsletter,* 10(1), 1-2, 4-6.

- 16.1.5. Wood, E. (2007). Field Methods. *The Oxford Handbook of Comparative Politics* Oxford: Oxford University Press. Chapter 5.

- 16.1.6. Collier, D., Freedman D.A., Fearon, J.D., Laitin, D.D., Gerring, J., & Goertz, G. (2008). Symposium: Case Selection, Case Studies, and Causal Inference. *Qualitative & Multi-Method Research,* 6(2), 2-16.

- 16.1.7. Loaeza, S., Stevenson, R., & Moehler, D. C. (2005). Symposium: should everyone do fieldwork?. *APSA-CP*, *16*(2), 8-18.

- 16.1.8. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). A Historical and Empirical Overview of Field Research in the Discipline. *Field Research in Political Science: Practices and Principles*. Cambridge University Press*.* Chapter 2. (book to purchase)

10:30am – 11:15am – Coffee Break

11:15am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12:30pm - 2:00pm – Lunch

2:00pm – 3:30pm – Preparing for Fieldwork
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

This session addresses pre-dissertation and other exploratory research, logistical preparations for fieldwork, securing funding, networking to obtain contacts and interviews, negotiating institutional affiliation, and developing a data-collection plan.

- 16.2.1. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Preparing for Fieldwork. *Field Research in Political Science: Practices and Principles*. Cambridge University Press*.* Chapter 3. (book to purchase)

- 16.2.2. Przeworski, A., & Salomon, F. (1995). The art of writing proposals: Some candid suggestions for applicants to Social Science Research Council competitions. *Social Science Research Foundation*.

- 16.2.3. Altman, M. (2009). Funding, funding. *PS: Political Science & Politics*, *42*(03), 521-526. DOI: 10.1017/S1049096509090830

Additional Reference Material

- 16.2.4. Barrett, C. B., & Cason, J. (2010). Identifying a Site and Funding Source. *Overseas research II: A practical guide*. Routledge.

- 16.2.5. Barrett, C. B., & Cason, J. (2010). Predeparture Preparations. *Overseas research II: A practical guide*. Routledge.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Operating in the Field
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

This session offers practical advice on collecting data and managing inter-personal relations in the field. We introduce a range of more-interactive and less-interactive data-collection techniques, with a particular emphasis on the latter, consider their strengths and weaknesses, and think about how they can be combined. We discuss the different types of human interaction fieldwork entails, including hiring and working with research assistants and collaborating with other researchers.

- 16.3.1. Kapiszewski, D., MacLean, L. M., & Read, B. L. (2015). Managing in the Field: Logistical, Social, Operational, and Ethical Challenges. *Field research in political science: practices and principles*. Cambridge University Press. Chapter 1. (book to purchase)

- 16.3.2. Ahram, A. I., & Goode, J. P. (2016). Researching authoritarianism in the discipline of democracy. *Social Science Quarterly*, *97*(4), 834-849. DOI: 10.1111/ssqu.12340

Additional Reference Material

- 16.3.3. Fuji, L.A. (2013). Working with Interpreters. *Interview research in political science*. Cornell University Press.

- 16.3.4. Cammett, M. (2013) Positionality and Sensitive Topics: Matched Proxy Interviewing as a Research Strategy. *Interview Research in Political Science.* Cornell University Press.

- 16.3.5. Carapico S., Clark, J.A., Jamal, A., Romano, D., Schwedler, J. & Tessler, M. (2006). "Symposium: The methodologies of field research in the Middle East," *PS: Political Science and Politics* 39(3).

- 16.3.6. Karlan, D., & Appel, J. (2016). *Failing in the field: what we can learn when field research goes wrong*. Princeton University Press. 17-70.

9:00am – 10:30am Enhancing Qualitative Social Science Research with GIS

This first session of six introduces participants to some of the ways that Geographic Information Systems (GIS) mapping can enhance qualitative research approaches and methodologies. During the hands-on portion of the session, participants will be introduced to the interface of ESRI's ArcPro, a leading GIS mapping software.

- 17.1.1 ESRI. (n.d.). *What is GIS?* Geographic Information System Mapping Technology. Retrieved April 29, 2022, from https://www.esri.com/en-us/what-is-gis/overview.

- 17.1.2. Hamlin, M. (2022). Participatory sketch mapping for policy: A case study of reentry housing from Chicago. *The Professional Geographer, 74*(1), 52-66. https://doi.org/10.1080/00330124.2021.1952883

- 17.1.3. McElroy, E. (2018). Countermapping displacement and resistance in Alameda County with the Anti-Eviction Mapping Project. *American Quarterly, 70*(3), 601-604. doi:10.1353/aq.2018.0039

- 17.1.4. Shelton, T. (2018). Mapping dispossession: Eviction, foreclosure and the multiple geographies of housing instability in Lexington, Kentucky. *Geoforum, 97*, 281-291. doi:https://doi-org.libezproxy2.syr.edu/10.1016/j.geoforum.2018.09.028

Further Reading:

- 17.1.5. Cope, M., & Elwood, S. (2009). *Qualitative GIS: A mixed methods approach*. Sage.

- 17.1.6. Monmonier, M. (2007). *Mapping it out: Expository cartography for the Humanities and Social Sciences*. Univ. of Chicago Press.

- 17.1.7. Steinberg, S. J., & Steinberg, S. L. (2006). *GIS: Geographic Information Systems for the Social Sciences: Investigating Space and Place*. Sage Publications.

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Basic GIS Functions

This module will explore basic map visualization and spatial analysis functions such as building attribute tables, basic SQL queries, buffering map features, and symbolizing data.

- 17.2.1. ESRI. (n.d.). *About ArcGIS Pro*. About ArcGIS Pro-ArcGIS Pro | Documentation. Retrieved April 29, 2022, from https://pro.arcgis.com/en/pro-app/2.8/get-started/get-started.htm

- 17.2.2. Branch, J. (2016). Geographic Information Systems (GIS) in International Relations. *International Organization*, 70(4), 845-869. https://doi.org/10.1017/S0020818316000199

- 17.2.3. Nofal, J. (2012, August 6). *Basic uses of GIS*. GIS Lounge. Retrieved April 29, 2022, from https://www.gislounge.com/basic-uses-of-gis/

- 17.2.4. Starr, H. (2002). Opportunity, willingness and geographic information systems (GIS): reconceptualizing borders in international relations. *Political Geography*, 21(2), 243-261. https://doi.org/10.1016/S0962-6298(01)00058-0

Further Reading:

- 17.2.5. Maantay, J. and Ziegler, J. *GIS for the urban environment*. Esri Press. 2006.

- 17.2.6. Bolstad, P. (2019). *GIS Fundamentals: A first text on Geographic Information Systems* (6th edition). XanEdu.

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm GIS Data Sources, Spatial Data Repositories, and Data Integration

This session will review the types and sources of data that are available for GIS users working in both data rich and data poor settings, the ethics of using mapping in research, and how metadata can be used to communicate qualitative information. Downloading spatial data from web-based repositories for integration into GIS will be demonstrated.

17.3.1. Allen, C., Tsou, M.-H., Aslam, A., Nagel, A., & Gawron, J.-M. (2016). Applying GIS and Machine Learning Methods to Twitter Data for Multiscale Surveillance of Influenza. *PLoS ONE*, 11(7), e0157734.
https://link.gale.com/apps/doc/A459206807/HRCA?u=nysl_ce_syr&sid=summon&xid=af4423e e

17.3.2. Crampton, J.W., Huntley, E.M. and Kaufman, E.C. (2017). Societal impacts and ethics of GIS, Elseveier. Comprehensive Geographic Information Systems, 398-414.
https://doi.org/10.1016/B978-0-12-409548-9.09628-7

17.3.3. Jung J.K. & Elwood, S. (2010). Extending the qualitative capabilities of GIS: computer-aided qualitative GIS. *Transactions in GIS*, 14(1), 63-87. https://doi.org/10.1111/j.1467-9671.2009.01182.x

Further Reading:

17.3.4. Gregory, I. N., & Geddes, A. (2014). *Toward spatial humanities: Historical GIS and spatial history*. Indiana University Press.

How does sustained attention to meaning making in the research world contribute to the study of politics? What are the promises, and perils, of social research that invites the unruly minutiae of lived experience and conceptual lifeworlds to converse with, and contest, abstract disciplinary theories and categories? In this practice-intensive four-day short course, we explore two ethnographic methods - participant observation and interviewing - with specific attention to their potential to subvert, generate, and extend understandings of politics and power.

9:00am - 10:30am – Introduction to Ethnography
Timothy Pachirat, University of Massachusetts, Amherst

This session explores the promises and pitfalls of ethnographic approaches to the political.

- 18.1.1. Geertz, C. (1973). Thick description: toward an interpretive theory of culture" in *The Interpretation of Cultures.* Basic Books.

- 18.1.2. Schatz, E. (2009). Ethnographic immersion and the study of politics, and What kind(s) of ethnography does political science need? In Schatz, E. ed., *Political Ethnography: What Immersion Contributes to the Study of Power.* University of Chicago Press, 1-22, 303-318.

10:30am - 11:15am – Coffee Break

11:15am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – What is Ethnographic Interviewing?
Fred Schaffer, University of Massachusetts, Amherst

In this session, we examine the family of practices that characterize ethnographic interviewing and explore in more depth one type of ethnographic interviewing: ordinary language interviewing. Ordinary language interviewing is a tool for uncovering the meaning of words in everyday talk. By studying the meaning of words, the promise is to gain insight into the various social realities these words name, evoke, or realize.

- 18.2.1. Heyl, B.S. (2001). Ethnographic Interviewing. In Paul Atkinson, Amanda Coffey, Sara Delamont, John Lofland and Lyn Lofland, eds., *Handbook of Ethnography*. Sage, 369-383.

- 18.2.2. Schaffer, F.C. (2016). *Elucidating Social Science Concepts: An Interpretivist Guide*. Routledge. Read the entire book, but pay special attention to pp. 1-64 and 89-98. [Book to purchase]

- 18.2.3. Schaffer, F.C. (2014) Thin Descriptions: The Limits of Survey Research on the Meaning of Democracy. *Polity* (2014) 46(3), 303-330. DOI: 10.1057/pol.2014.14

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Ordinary Language Interviewing I
Fred Schaffer, University of Massachusetts, Amherst

Participants learn how to conduct a basic ordinary language interview and practice doing one focusing on words of their own choosing.

9:00am – 10:30am Causal questions

9:00-9:45am Guided exercise: Querying a model in CausalQueries

In this session, we will guide you through posing causal questions to your model in CausalQueries and outputting and interpreting the answers.

9:45-10:30am Lecture: Data structures: "qualitative," "quantitative," and mixed data

In this lecture and discussion, we will outline the wide range of forms that data can take when updating a causal model. These data structures include what we might think of as "qualitative," within-case data, such as data on mediating variables within a single case; what we might consider large-N "quantitative" data, such as data on X and Y for many cases; and mixtures of the two, such as data on X and Y for many cases and on mediators for a small subset of cases.

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Bringing data to our models

2:00-2:45pm Lecture: Working with data in CausalQueries

Building on the previous session, this session will teach students how to 1) create data with CQ and 2) shape their datasets to be compatible with CQ.

2:45pm-3:30pm Lecture: How data help us answer our questions

So far, we have learned how to build a structural causal model, how to define questions, and how to bring in data. This lecture and discussion will provide some key intuitions for how causal inference from data operates within a causal model framework. How do data allow us to answer our causal questions? For instance, how does learning about a mediator variable in a

causal model (say, between X and Y) provide leverage on X's effect on Y? How does learning from data on a single case differ from learning from data on many cases?

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Updating and querying a model

4:00-4:30pm Guided exercise: Updating a model in CausalQueries

In this session, we will guide you through updating a model in CausalQueries: the arguments required (i.e., a model and observed data) and the output produced (i.e, an updated model with a data frame of the posterior distribution as returned by stan). We will then query the updated model to answer both case-level and population-level questions.

- Humphreys, M & Jacobs, A. (2020) Causal Models: Guide to CausalQueries. Chapter 4 https://macartan.github.io/causalmodels/updating-models-with-stan.html#data-for-stan

4:30 - 5:30pm Exercise: **Defining and estimating queries**

In this exercise, to be completed before the start of Day 3, students will practice defining and estimating causal queries within the CausalQueries package, using data provided by the instructors, and interpreting the answer.

You will return to the model that your group generated on Day 1 and now update this model with data and pose causal queries to the updated model. If your model was quite complex, we may have sent you back a simpler version of the model that will allow you to do this next exercise more quickly.

5:30-6:00pm Optional office hours. Trouble-shooting help with exercise offered by instructors.

This module discusses a range of more-interactive data-collection techniques, in particular interviewing and conducting focus groups. Each session of this module is conducted with the understanding that participants have carefully read the assigned materials. The instructors will present key points drawing on the readings, other published work on field research, and the experiences they and others have had with managing fieldwork's diverse challenges. Interaction and discussion in small and large groups is encouraged.

9:00am – 10:30am – More-Interactive Forms of Data Collection
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

This session considers the differences among, unique features of, benefits of, and challenges inherent in employing several more-interactive forms of data collection including participant observation, ethnography, surveys, and experiments.

- 20.1.1. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Site-Intensive Methods: Ethnography and Participant Observation. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 7. (book to purchase)

- 20.1.2. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Surveys in the Context of Field Research. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 8. (book to purchase)

- 20.1.3. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Experiments in the Field. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 9. (book to purchase)

Additional Reference Material

- 20.1.4. Ellen Pader, E. (2006) Seeing with an Ethnographic Sensibility: Explorations Beneath the Surface of Public Policies. *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Routledge.

- 20.1.5. Wedeen, L. (2010). Reflections on ethnographic work in political science. *Annual Review of Political Science*, *13*, 255-272. DOI: 10.1146/annurev.polisci.11.052706.123951

- 20.1.6 Kubik, J. (2009). Ethnography of politics: foundations, applications, prospects. *Political ethnography: What immersion contributes to the study of power*, 25-52.

- 20.1.7. Brady, H. E. (2000). Contributions of survey research to political science. *PS: Political Science & Politics*, *33*(01), 47-58. DOI: 10.2307/420775

- 20.1.8. Schaeffer, N. C., & Presser, S. (2003). The science of asking questions. *Annual review of sociology*, *29*(1), 65-88. DOI: 10.1146/annurev.soc.29.110702.110112

- 20.1.9. Levy Paluck, E. (2010). The promising integration of qualitative methods and field experiments. *The ANNALS of the American Academy of Political and Social Science*, *628*(1), 59-71. DOI: 10.1177/0002716209351510

10:30am – 11:15am – Coffee Break

11:15am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12:30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Interviewing
Jennifer Cyr, Universidad Torcuato Di Tella
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

This session explores various types of interviewing including one-on-one in-depth interviews and oral histories. We consider the many challenges and opportunities that conducting interviews in the field entails and offer a range of practical advice.

- 20.2.1. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Interviews, Oral Histories, and Focus Groups*. Field Research in Political Science: Practices and Principles*. Cambridge University Press*.* Chapter 6. (book to purchase)

- 20.2.2. Bleich, E. & Pekkanen, R. (2013) How to Report Interview Data. *Interview Research in Political Science.* Cornell University Press.

- 20.2.3. Soss, J. (2006). Talking our way to meaningful explanations. *Interpretation and method: Empirical research methods and the interpretive turn*, 127-149.

Additional Reference Material

- 20.2.4. Leech, B. & Goldstein, K. (2002) Symposium: Interview Methods in Political Science. *PS: Political Science and Politics* 35(4), 663-672.

- 20.2.5. Short, S.E., Perecman, E., & Curran S.R. (2006) Focus Groups. *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods.* Sage.

- 20.2.6. Rubin, H. & Rubin, I. (2005). *Qualitative Interviewing. The Art of Hearing Data*, 2nd ed. Sage. Chapters 6-9.

- 20.2.7. Tansey, O. (2007). Process tracing and elite interviewing: a case for non-probability sampling. *PS: Political Science & Politics*, *40*(04), 765-772. DOI: 10.1017/S1049096507071211

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Conducting Focus Groups
Jennifer Cyr, Universidad Torcuato Di Tella (Buenos Aires, Argentina)

This session has two objectives. First, it explains the unique characteristics of focus groups, as a way to understand when it makes sense to use them in a particular project. Second, it provides practical tips for how to undertake them, placing focus on the question protocol and moderation.

- 20.3.1. Jennifer Cyr. 2016. "The Pitfalls and Promise of Focus Groups as a Data Collection Method." *Sociological Methods and Research*. 45(2): 231-59.

- 20.3.2. Monique Hennink. 2010. "Emergent Issues in International Focus Groups Discussions." In *Handbook of Emergent Methods.* Sharlene Nagy Hesse-Biber and Patricia Leavy, eds., New York: Guilford Press.

- 20.3.3. Jennifer Cyr. 2017. "The unique utility of focus groups for mixed-methods research." *PS: Political Science & Politics* 50(4): 1038-1042.

Additional Reference Material

- 20.3.4. Elizabeth Levy Paluck and Donald Green. 2009. "Deference, Dissent, and Dispute Resolution: An Experimental Intervention Using Mass Media to Change Norms and Behaviors in Rwanda." *American Political Science Review* 103(4): 622-44.

- 20.3.5. Hunter, W., & Sugiyama, N. B. (2014). Transforming subjects into citizens: Insights from Brazil's Bolsa Família. *Perspectives on Politics*, *12*(4), 829-845.

- 20.3.6. Robert K. Merton & Patricia L. Kendall. 1946. "The Focused Interview." *American Journal of Sociology* 51(6): 541-557

- 20.3.7. Jennifer Cyr. 2019. *Focus Groups for the Social Science Researcher*. Cambridge: Cambridge University Press.

9:00am – 10:30am Open Source Mapping Tools

This session will introduce open source geovisualization and analysis tools. Participants will explore OpenStreetMap, Google My Maps, QGIS, and Tableau Public.

21.1.1. Haklay, M., & Weber, P. (2008). OpenStreetMap: User-generated street maps. *IEEE Pervasive Computing*, *7*(4), 12–18. https://doi.org/10.1109/mprv.2008.80

21.1.2. Holder, S. (2018, March 14). *Who maps the world?* Bloomberg CityLab. Retrieved April 29, 2022, from https://www.citylab.com/equity/2018/03/who-maps-the-world/555272

Further Reading:

21.1.3. Google. (n.d.). *Google My Maps*. Retrieved April 29, 2022, from https://www.google.com/maps/about/mymaps/

21.1.4. OpenStreetMap Contributors. (2022, April 13). *OpenStreetMap Wiki*. Retrieved April 29, 2022, from https://wiki.openstreetmap.org/w/index.php?title=About_OpenStreetMap&oldid=2310396.

21.1.5. QGIS. (2020, June 5). *Documentation for QGIS 3.4*. Retrieved April 29, 2022, from https://docs.qgis.org/3.4/en/docs/index.html

21.1.6. Tableau Public. (2020, April 24). *Resources*. Retrieved April 29, 2022, from https://public.tableau.com/en-us/s/resources

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm – GIS Data Collection: Digitizing Archival Maps, Collecting GPS Point Locations, and Participatory GIS

This session will demonstrate data collection techniques for archival research, field work, and community-based participatory mapping. "Heads-up" digitizing or turning print maps into a digital GIS map and integrating GPS data into GIS will be demonstrated.

21.2.1. Dunn, C. E. (2007). Participatory GIS -- a people's GIS? *Progress in Human Geography*, 31(5), 616-637. http://dx.doi.org/10.1177/0309132507081493

21.2.2. Heasley, L. (2003). Shifting boundaries on a Wisconsin landscape: Can GIS help historians tell a complicated story? *Human Ecology*, 31(2), 183-213. https://doi.org/10.1023/A:1023928728978

21.2.3. Peluso, N.L. (1995). Whose woods are these? Counter-mapping forest territories in Kalimantan, Indonesia. *Antipode*, 27(4), 383-406. https://doi.org/10.1111/j.1467-8330.1995.tb00286.x

Further Reading:

21.2.4. Craig, W.J., Harris, T.M., & Weiner, D. (Eds.). (2002). Community Participation and Geographical Information Systems (1st edition.). CRC Press. https://doi.org/10.1201/9780203469484

21.2.5. Gregory, I.N. (2005). A place in history: A guide to using GIS in historical research. (2nd edition). Centre for Data Digitisation and Analysis. Retrieved April 29, 2022, from http://www.researchgate.net/profile/Ian_Gregory2/publication/228725974_A_place_in_history_A_guide_to_using_GIS_in_historical_research/links/547726620cf29afed614470b.pdf.

21.2.6. Oxford Big Data Institute. (n.d.). *What is Epicollect5*. Epicollect5 Data Collection User Guide. Retrieved April 29, 2022, from https://docs.epicollect.net/

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm – Map Design

This session will provide an overview of basic map design, integrating narrative and photos with GIS, and a discussion about how and where to further hone GIS skills.

21.3.1. Berry, L. (2020, September 9). *6 easy ways to improve your maps*. ArcGIS Blog. Retrieved April 29, 2022, from https://www.esri.com/arcgis-blog/products/mapping/mapping/6-easy-ways-to-improve-your-maps/

21.3.2. Brewer, C., Harrower, M., and The Pennsylvania State University. *COLORBREWER 2.0: Color advice for cartography*. Retrieved April 29, 2022, from http://colorbrewer2.org/#type=sequential&scheme=BuGn&n=3

21.3.3. Buckley, A., & Field, K. (2011). *Making a Meaningful Map: A checklist for compiling more effective maps*. ArcUser. Retrieved April 29, 2022, from http://www.esri.com/news/arcuser/0911/making-a-map-meaningful.html

21.3.4. Ingraham, C. (2021, November 24). *The dirty little secret that data journalists aren't telling you*. The Washington Post. Retrieved April 29, 2022, from https://www.washingtonpost.com/news/wonk/wp/2016/04/11/the-dirty-little-secret-that-data-journalists-arent-telling-you/

Further Reading:

21.3.5. Brewer, C. A. (2015). *Designing better maps: A guide for GIS users* (2nd edition). Esri Press.

21.3.6. Leff, B., Davis-Holland, A., and Ducey, E. (2016). *Best practices for map design*. Presented at the 2016 Esri FedGIS Conference, Washington, D.C. Retrieved April 29, 2022, from http://proceedings.esri.com/library/userconf/fed16/papers/fed_86.pdf

21.3.7. MacDonald, H. I., & Peters, A. H. (2011). *Urban policy and the census*. Esri Press.

21.3.8. Mitchell, A. (2020). *The Esri guide to GIS analysis, Volume 1: Geographic patterns and relationships* (2nd edition). Esri Press.

21.3.9. Mitchell, A. & Griffin, L.S. (2021). *The Esri guide to GIS analysis, Volume 2: Spatial measurements and statistics* (2nd edition). Esri Press.

21.3.10. Mitchell, A. (2012). *The Esri guide to GIS analysis, Volume 3: Modeling suitability, movement, and interaction.* Esri Press.

21.3.11. Monmonier, M. (2017) How to lie with maps. (3rd edition). The University of Chicago Press.

9:00am - 10:30am – Ordinary Language Interviewing II
Fred Schaffer, University of Massachusetts, Amherst

Participants learn about and practice using additional types of ordinary-language questions as well as strategies for approaching people to interview. By this time, participants have selected the sites in which they will do their field exercises. Participants work with their fieldsite groups during this session's exercises and in the short course's subsequent exercises.

10:30am - 11:15am – Coffee Break

11.15am – 12.30pm Research Design Discussion Sessions (not part of Module).

12:30pm – 1:30pm – Lunch

1:30pm - 4:00pm – Interviewing Fieldwork Exercise and Write-Up

Participants go to fieldsites (around campus or at the Carousel Center Mall) to conduct ordinary language interviews. They then write up their main findings.

4:00pm - 4:30pm – Break

4:30pm - 6:00pm Interviewing Debriefing
Fred Schaffer, University of Massachusetts, Amherst

In this session, we discuss the challenges that participants encountered in approaching people to interview, conducting ordinary language interviews, and writing up results. We also discuss what participants discovered substantively in doing their fieldsite interviews.

9:00am – 10:30am Troubleshooting and Debrief on model-updating/querying exercise

In this session, we will troubleshoot issues that groups might be having in updating and querying their models and "compare notes" on the results of this updating homework exercise. This will be a chance to see how your answers compare to others' and ask questions about any issues you ran into in updating your models from the data.

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Setting restrictions, parameters, priors: conceptual and operational

In this set of lectures, we will dive further into the weeds of defining models in CausalQueries. We will learn about how to embed into our models richer background information about causal relations, such as beliefs about what kinds of causal effects are possible or what kinds of effects are more likely than others. We do this by setting restrictions or setting priors. To do single-case process-tracing, moreover, we must embed into a model our beliefs about causal effects in the population by setting parameters.

In this session, first, we will describe how to restrict a model. Participants will learn how to use the built-in functions to impose restrictions (e.g., monotonicity or non-interaction restrictions) and write their own customized restrictions using CQ syntax. We will then explain how to set a particular value for the parameters in a model for the purposes of process tracing. In the last part of this session, we will provide a brief introduction to the Dirichlet distribution and show how to specify Dirichlet priors within the package.

- Humphreys, M & Jacobs, A. (2020) Causal Models: Guide to CausalQueries. Chapter 3.3 and 3.5
  https://macartan.github.io/causalmodels/defining-models.html#restrictions
  https://macartan.github.io/causalmodels/defining-models.html#priors

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Exercise: making, updating, and querying models with priors and restrictions

In this session, we will continue working on the models developed on Day 1. Participants will practice including the several (optional) forms of additional information that can be specified in a model within CausalQueries: restrictions and priors.

You will then update these more "thickly" specified models using data (provided by instructors). We will compare findings when using an unrestricted model with flat priors to the findings when restrictions and priors are specified to see how richer background information changes the inferences we draw from the data. A key question we will examine is: when are we actually learning from the data vs. our conclusions being strongly shaped by the priors we start with?

This module discusses less-interactive data-collection techniques, focusing on archival research; considers the benefits of, and challenges posed by, conducting "digital fieldwork" using emerging and evolving technology; and describes multiple strategies for engaging in analysis and assessing progress in the field. Each session of this module is conducted with the understanding that participants have carefully read the assigned materials. The instructors will present key points drawing on the readings, other published work on field research, and the experiences they and others have had with managing fieldwork's diverse challenges. Interaction and discussion in small and large groups is encouraged.

9:00am – 10:30am – Archival Research
Diana Kim, Georgetown University (joining us virtually)

This session introduces participants to the process of planning and conducting fieldwork aimed at collecting and analyzing archival evidence, remote access archival research and digitized sources. Where, when and how does one start? What does one actually do at an archive? What are concrete strategies for time management, navigating physical and digitized archives, note taking, organizing and storing data, as well as ways to efficiently write-up and effectively present findings? The session will also consider research challenges relating to the politics and ethics of archival access and conservation.

- 24.1.1. Lustick, I. (1996). "History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias." American Political Science Review, 90(3), 605-618.

- 24.1.2. Putnam, L. (2016). "The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast." *American Historical Review*, 121(2), 377-402.

Additional Reference Material

- 24.1.3. APSA Comparative Politics Newsletter, Fall 2019. "Comparative Politics and History"

- 24.1.4. Auerbach, A. (2018). "Informal Archives: Historical Narratives and the Preservation of Paper in India's Urban Slums." Studies in Comparative International Development, 53: 343-364.

- 24.1.5. Balcells, L. and Sullivan, C. (2018). "New Findings from Conflict Archives: An Introduction and Methodological Framework." Journal of Peace Research, 55(2), 137-146.

- 24.1.6. Kim, D. (2020). Empires of Vice: The Rise of Opium Prohibition across Southeast Asia. Princeton University Press, Chapter 1 (pp. 3-27).

10:30am – 11:15am – Coffee Break

11:15am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12:30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Digital Fieldwork
Jennifer Cyr, Universidad Torcuato De Tella (Buenos Aires, Argentina)
Diana Kapiszewski, Georgetown University
Diana Kim, Georgetown University
Lauren M. MacLean, Indiana University

This session highlights some of the advantages, challenges, and trade-offs of "digital fieldwork" – i.e., collecting and generating data and evidence in digital or computerized form, often remotely (i.e., removed from the dynamics or community of focus), using electronic technologies and platforms. How can we protect both research subjects and researchers when working in digital spaces? Whose voices are silenced – and amplified – when fieldwork is conducted digitally? How does conducting human participant research digitally affect approval from Institutional Review Boards (IRBs)? How can our on-the-ground experience with data generation inform our use of digital tools and techniques and help us overcome barriers to employing them? How can researchers determine when it is safe, ethical, and effective to resume on-the-ground fieldwork? We will draw on our experiences in the (digital) field and the burgeoning research on this topic to discuss these important issues

- 24.2.1. Kapiszewski, Diana, Lauren MacLean, and Lahra Smith. EARLY DRAFT (forthcoming). "Digital Fieldwork: Old and New Opportunities and Challenges." In Jennifer Cyr and Sarah Wallace Goodman, eds. *Doing Good Qualitative Research*. New York: Oxford University Press.

- 24.2.2. Abrams, K. M., Wang, Z., Song, Y. J., & Galindo-Gonzalez, S. (2015). Data richness trade-offs between face-to-face, online audiovisual, and online text-only focus groups. *Social Science Computer Review*, *33*(1), 80-96.

- 24.2.3. Bampton, Roberta, Cowton, Christopher J. and Downs, Yvonne (2013). The e-interview in qualitative research. In: *Advancing social and business research methods with new media technology*. IGI Global, Hershey, PA, USA, pp. 329343. ISBN 9781466639188

Additional Reference Material

- 24.2.4. Digital Fieldwork website (www.digitalfieldwork.org)

- 24.2.5. Chen, Julienne, and Pearlyn Neo. "Texting the waters: An assessment of focus groups conducted via the WhatsApp smartphone messaging application." *Methodological Innovations* 12, no. 3 (2019): 2059799119884276.24.2.6.

- 24.2.6. COVID-19 and Fieldwork: Challenges and Solutions (https://fotini.mit.edu/sites/default/files/images/covid-19-and-fieldwork-challenges-and-solutions%20%281%29.pdf)

- 24.2.7. Disrupted Fieldwork: Navigating Innovation, Redesign, and Ethics during an Ongoing Pandemic (https://zenodo.org/record/4046546#.YIv8mhNKjOQ)

- 24.2.8. Social Research and Insecurity (https://items.ssrc.org/category/covid-19-and-the-social-sciences/social-research-and-insecurity/)

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Analyzing, Re-Tooling, and Assessing Progress
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

This session considers various strategies for engaging in data analysis, writing, and presenting initial findings to different audiences while conducting fieldwork. It also considers how to retool a project in the field, and assess progress toward completing field research.

- 24.3.1. Kapiszewski, Diana, Lauren M. MacLean, and Benjamin L. Read. (2015). Analyzing, Writing, and Retooling in the Field. *Field Research in Political Science: Practices and Principles*. Cambridge: Cambridge University Press. Chapter 10.

- 24.3.2 Kapiszewski, Diana, Lauren M. MacLean, and Benjamin L. Read. (2022). "Dynamic Research Design: Iteration in Field Based Inquiry. *Comparative Politics* 54(4).

- 24.3.3. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Fieldnotes in Ethnographic Research* University of Chicago Press. Chapters 3 and 6.

Additional Reference Material
- 24.3.4. Shapiro, G. & Markoff, J. (1997). A Matter of Definition. *Text Analysis for the Social Sciences: Methods for Drawing Statistical Inferences from Texts and Transcripts*. Lawrence Erlbaum.

- 24.3.5. McDermott, R. et al. (2010). Symposium: Data Collection and Collaboration. *PS: Political Science and Politics,* 43(1), 15-58.

- 24.3.6. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Fieldnotes in Ethnographic Research* University of Chicago Press. Chapters 1 and 2.

This module considers an approach to within-case analysis that is rooted in the causal-inference framework. We thus consider the distinction between qualitative methods that rely exclusively on judgments about evidence and qualitative methods that justify causal inferences with research designs. We also consider the significance of the distinction between causal inferences and causal explanations: while causal explanations presuppose valid causal inferences, inferences alone might not satisfy the criteria of an adequate explanation. Students will have abundant opportunity to discuss how to employ qualitative causal inference in their own work, both within the formal classroom setting and in informal "office hours." In addition to the readings listed below, I may distribute draft chapters of a book manuscript prior to the module, if they are ready in time.

9:00am – 10:30am Models of Inference, Causal and Non-Causal

This session covers models of inductive inference using case-study materials, including enumerative induction, naïve falsification, eliminative induction, abductive reasoning, Bayesian models of information updating, and an approach I call qualitative causal inference to distinguish it from existing approaches to process tracing. We will discuss the utility of the first five approaches, but also their potential limitations as strictly evidence-based methods. While qualitative causal inference draws on the first five models and hence has many similarities with them, it is a design-based approach, based on causal graphs and the satisfaction of formal criteria of causal inference. This session thus explores how to derive a theory of qualitative methods from the potential-outcomes framework of causal inference.

- 25.1.1. David Waldner, "Process Tracing and Causal Mechanisms." In H. Kincaid, ed., *The Oxford Handbook of Philosophy of Social Science.*

- 25.1.2. Judea Pearl and Dana Mackenzie, *The Book of Why: The New Science of Cause and Effect*. Chapter 4: Confounding and Deconfounding, pages 135-66 (for those with no prior exposure to the theory of causal graphs).

Recommended:

- 25.1.3. Optional video briefly introducing the theory of causal graphs.

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Qualitative Causal Inference in Practice

This session pivots from the theory of qualitative causal inference to its application. We cover the concept of the "completeness standard," a four-part standard of qualitative causal inference. We also consider how to evaluate work that does not fully satisfy each element of the completeness standard. We'll use this material to refine our understanding of the formal criteria of qualitative causal inference, to consider how to evaluate published research, and to learn how to employ qualitative causal inference in our own work.

- 25.2.1. David Waldner, "What Makes Process Tracing Good? Causal Mechanisms, Causal Inference, and the Completeness Standard in Comparative Politics." In Bennett and Checkel, eds., *Process Tracing*.

- 25.2.2 Gonzalez-Ocantos, Ezequiel, and Jody LaPorte. "Process Tracing and the Problem of Missing Data. *Sociological Methods & Research* 2021 50(3) https://doi.org/10.1177/0049124119826153

Recommended:

- 25.2.3. David Waldner, "Process Tracing and Qualitative Causal Inference," *Security Studies* 24/2 (2015): 239-50.

- 25.2.4. David Waldner, "Qualitative Causal Inference and Critical Junctures: The Problem of Backdoor Paths," in *Critical Junctures and Historical Legacies: Insights and Methods for Comparative Social Science*, edited by David Collier and Gerardo L. Munck, pages 159-182.

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm From Causal Inference to Causal Explanation

This session has two parts. First, we'll consider some distinctions between qualitative causal inferences and explanations. The failure to distinguish inference from explanation has been the source of a great deal of confusion that is perhaps easily dispelled. The second half of the session will discuss how students can develop causal graphs from their own hypotheses; we will discuss some examples in class. Students are encouraged to try their hand at developing causal graphs prior to this session (and after doing the readings and watching the optional video); we can then discuss and develop student examples in class.

- 25.3.1. David Waldner, "Transforming Inferences into Explanations: Lessons from the Study of Mass Extinctions." In *Theory and Evidence in Comparative Politics and International Relations*, edited by Richard Ned Lebow and Mark Irving Lichbach, pages 145-175.

9.00am - 10:30am – Ethics and Praxis in Participant Observation I
Timothy Pachirat, University of Massachusetts, Amherst

Part One of an exploration of the practice of participant observation, with special emphasis on jottings, fieldnote writing, and the ethics of fieldwork.

- 26.1.1. Emerson, R.M., Fretz, R.I., & Shaw, L.L. (1995). *Writing Ethnographic Fieldnotes.* University of Chicago Press. (book to purchase)

- 26.1.2. Pachirat, T. (2018*). Among Wolves: Ethnography and the Immersive Study of Power.* Routledge. (book to purchase)

10:30am - 11:15am – Coffee Break

11:15am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Ethics and Praxis in Participant Observation II
Timothy Pachirat, University of Massachusetts, Amherst

Part Two of an exploration of the practice of participant observation, with special emphasis on jottings, fieldnote writing, and the ethics of fieldwork. Instructions and discussion of fieldwork exercise.

- 26.2.1. Emerson, R.M., Fretz, R.I., & Shaw, L.L. (1995). *Writing Ethnographic Fieldnotes.* University of Chicago Press. (book to purchase)

- 26.2.2. Pachirat, T. (2018). *Among Wolves: Ethnography and the Immersive Study of Power.* Routledge. (book to purchase)

3:30pm - 3:40pm – Coffee Break

3:40pm - 6:00pm – Participant Observation Fieldwork Exercise

In their fieldsite groups, participants conduct participant-observation exercises in pre-selected sites.

6:00pm - 8:30pm – Fieldnote Writing *Participants use this time to write up a set of fieldnotes based on jottings taken in their fieldsites.*

This module provides an overview of Qualitative Comparative Analysis (QCA) and fuzzy sets, including instruction in its use within RStudio. QCA is inherently multi-method, combining within-case and cross-case analysis. Within the limitations facing empirical data, QCA is best seen as a tool for unraveling causal complexity, with different configurations of causally relevant conditions leading to the same outcome. The central aim of the module is to familiarize the participants with the formal logic of set-theoretic methods and to introduce QCA as an approach, its main assumptions, the technical environment (software) and the standard procedures and operations. Particular emphasis is put on a thorough understanding of the notions of necessity and sufficiency, as they are the nuts and bolts of QCA that set it apart from the majority of other available cross-case comparative techniques.

9:00am – 10:30am The basics of QCA

This session introduces participants to the module topic by touching upon the basics of set-theoretic methods, the epistemology of QCA, its different variants, and how it compares to other standard qualitative and quantitative social scientific research designs. The centerpiece of the first session will be a demonstration of QCA on the basis of a recently published study.

- 27.1.1. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). Qualitative Comparative Analysis (QCA) using R: A Beginner's Guide, Chapter 1 (book to purchase)

- 27.1.2. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). Qualitative Comparative Analysis (QCA) using R: A Beginner's Guide, Getting Started with R (Online Appendix available at: https://doi.org/10.7910/DVN/S9QPM5)

- 27.1.3. Schneider, Carsten Q. and Claudius Wagemann (2012). Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis. Cambridge: Cambridge University Press, pp. 1-20. (book to purchase)

Recommended:

- 27.1.4. Ragin, Charles C. (2008). Redesigning Social Inquiry: Fuzzy Sets and Beyond. Chicago: University of Chicago Press, chapter 1

- 27.1.5. Dusa, A. (2019). *QCA with R. A Comprehensive Resource*. Springer International Publishing, chapters 1 & 2 (whole book is downloadable as a pdf from SU library)

- 27.1.6. Goertz, Gary and James Mahoney (2012). A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. Princeton: Princeton University Press, chapter 2

- 27.1.7. Thomann, E. and M. Maggetti (2017). Designing research with Qualitative Comparative Analysis (QCA): Approaches, challenges, and tools, Sociological Methods and Research

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Calibration and Set Theory

In this session we address the question of how to prepare observational data to perform QCA, i.e., how to calibrate. Almost all cross-case evidence can be represented in terms of crisp or fuzzy sets. Unlike "variables", sets must be calibrated, and the calibration of fuzzy sets relies heavily on external knowledge, not on inductively derived statistics like means and standard deviations. This use of external knowledge provides the basis for a much tighter coupling of theoretical concepts and empirical analysis. In introducing calibration, we will cover various modes of calibrating raw data for crisp-set, multi-value and fuzzy-set QCA. Once we address the question of calibration, we turn to Boolean algebra, formal logic, and operations on complex expressions. At the end of the session, we will go through various calibration techniques using R and discuss the consequences of different calibration decisions.

- 27.2.1. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). Qualitative Comparative Analysis (QCA) using R: A Beginner's Guide, Chapter 2 (book to purchase)

- 27.2.2. Schneider, Carsten Q. and Claudius Wagemann (2012). Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis, Cambridge University Press, Chapter 1 - Sets, set membership, and calibration; Chapter 2 - Notions and operations in set theory. (book to purchase)

Recommended:

- 27.2.3. Ragin, Charles C. (2008). *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago: University of Chicago Press, chapters 4 & 5.

- 27.2.4. Dusa, A. (2019). *QCA with R. A Comprehensive Resource*. Springer International Publishing, chapters 4 (whole book is downloadable as a pdf from SU library)

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Set Relations, Causal Complexity, and Parameters of fit

In this session we will start by introducing the central notions of necessity and sufficiency and discussing the so-called parameters of fit that are central to any QCA study, i.e., the measures of consistency, coverage, relevance of necessity, PRI. We further explore notions of causal complexity with a focus on INUS and SUIN causes. We then turn to ways of visualizing patterns of necessity, SUIN conditions, and some methodological issues that are related to the parameters of fit.

- 27.3.1. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). Qualitative Comparative Analysis (QCA) using R: A Beginner's Guide, Chapter 3 – Necessity; Chapter 4 – Sufficiency (Sections 4.1 and 4.2) (book to purchase)

- 27.3.2. Schneider, Carsten Q. and Claudius Wagemann (2012). Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis, Cambridge University Press, Chapter 3 - Set relations; Chapter 5 - Parameters of fit. (book to purchase)

Recommended:

- 27.3.3. Goertz, Gary (2006). "Assessing the Trivialness, Relevance, and Relative Importance of Necessary or Sufficient Conditions in Social Science." *Studies in Comparative International Development* 41(2): 88-109.

- 27.3.4. Schneider, C.Q. (2018). Realists and Idealists in QCA. *Political Analysis, 26*(2), 246-254.

We live in challenging times that are ready made for comparative historical analysis. (CHA) A failed insurrection in the world's oldest democracy; a pandemic disrupting global supply chains; China's ascendancy altering geopolitical dynamics, and global warming potentially disrupting everything. This course provides guidance for scholars interesting in analyzing such macro-historical phenomena and are looking to CHA for methodological advice. Like historians, CHA scholars use the past to formulate research questions, describe complex social processes, and generate new inductive insights. And like social scientists, they compare those patterns to formulate generalizable and testable theories. CHA builds a bridge between the fascinating but disorderly world of history—that historians explore—and the slightly blander but more orderly world of methodology—that social scientists construct to test hypotheses. And CHA builds this bridge between exploration because it recognizes that it is easy to get results but difficult to get answers.

CHA is a broad umbrella term that draws on tools used in literatures as diverse as historical sociology, American political development, IR constructivism, global history, historical institutionalism, comparative political economy, democratization studies and basically any literature interested in temporal dynamics or historical processes. Together, these tools constitute a grammar of time for studying a disorderly and changing world in the most orderly fashion possible. Grammars analyze cultural phenomena—languages—that emerged independently of each other in different places. The same goes for CHA. It established itself in different disciplines independently of each other and therefore subsumes vernaculars that are distinct without being unique. The goal of this module is to introduce you to three key elements of this grammar of time:

- *Thinking Historically*. CHA investigates complex, oftentimes changing, most of the time only dimly understood macro-historical phenomena. It employs historical thinking to understand such phenomena sufficiently enough to formulate relevant questions. Historical thinking helps formulate such questions because it is inductive, unconstrained by theoretical or methodological strictures, and thus capable of exploring.
- *Thinking Temporally*: Macro-historical phenomena are constantly changing—they are objects in motion—that require a specific vocabulary to thinking temporally. CHA distinguishes between two notions of time. *Historical time* uses the vocabulary of events, dates, periods, directionality to analyze historical continuities and discontinuities—that is patterns of historical change. *Physical time*, in turn, uses a more clock-like mechanical vocabulary of tempo, duration, timing, sequencing, or stages to capture the more context independent elements of historical change and capture its more general dynamics.
- *Thinking Abductively:* CHA places questions before methods and thus employs a more heterodox methodological tool set to properly align causal inferences with the ontological characteristics of the questions. It pays close attention to none-linear,

historical causation that highlights the causal effects of physical time. It also intermingles inductive insights with deductively derived hypothesis in a range of abductive causal inference strategies (i.e. historical explanations, path dependency, process tracing).

These modules draw on my forthcoming book the *Grammar of Time: Leveraging the Methodological Riches of History through Comparative Historical Analysis* (CUP, Forthcoming) The book offers the first systematic synthesis of the different CHA vernaculars spoken across multiple disciplines and literatures. Thinking historically, temporally and abductively involves a distinct mode of thinking that rests on ontological assumptions that are very different from those informing frequentist, statistical thinking. The course therefore devotes attention not just to these three elements of CHA but also employs exercises to practice them.

9:00am – 10:30am Session 1: Thinking Historically: Unfreezing History and Geography

CHA presumes that interesting and new research questions—particularly in an ever-changing world—rarely pose themselves. Identifying research questions requires initial exploration, journalistic-like description, and ultimately establishing a baseline for our understanding what is going on in a macro-historical phenomenon. Historical thinking plays a central role in this exploratory research stage because it serves as a to the existing theories and methodologies that have been used to analyze a phenomenon. These theories and methodologies entail ontological simplifications that background and mask the very complexities that contain the inductive insights to update the existing foreknowledge. Historical thinking involves an ontological pivot from the frozen history and geography informing existing theories to less frozen representation of social reality that is more attentive to historical and geographic particularities. It borrows this pivot from historians. Historians prefer to travel light when they head for the archives. They are mindful about the constraints that too much theory and methodology impose on their sleuthing instincts. Historians engage in a delicate ontological calibration process by constructing and deconstructing, by freezing and unfreezing geography, and, above all, the past to generate new insights.

This session illustrates historical thinking by illustrating how its ontological calibration differs from the frozen ontological assumptions informing statistical thinking.

- 28.1.1 Marcus Kreuzer. Forthcoming. *The Grammar of Time: Leveraging the Methodological Riches of History through Comparative Historical Analysis* (Cambridge: Cambridge University Press): p. 8-42. [Required]

- 28.1.2 Jørgen Møller. State Formation, Regime Change and Economic Development (New York: Routledge, 2017): 12-28.

- 28.1.3 Skocpol, Theda, and Margaret Somers. 1980. "The Uses of Comparative History in Macrosocial Inquiry." Comparative Studies in Society and History 22(2): 174–197.

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Session 2: Thinking Temporally: Varieties of Time

Thinking historically involves thinking temporally. Historical thinking appears at first sight to involve a serendipitous and largely unsystematic sleuthing. On closer analysis, it is structured by deploying two notions of time—historical and physical time—as well as a specific temporal vocabulary. Temporal thinking does not come naturally and requires mastering this temporal vocabulary, just as statistics requires mastering probability theory. This session differentiates between four notions of historical time: cyclical, bounded, serial and eventful. Each notion freezes history to a different degree to serve distinct methodological purposes. The session therefore explicates the methodological constructions of history, the freezing history so that becomes properly align it the ontological requisites of a particular method. It then pivots to discussing five elements of physical time: tempo, duration, timing, sequencing, and stages. These mechanical, clock-like elements of physical time play a dual role in CHA. First, they serve to capture the more context independent elements of historical change and thereby better understand its differing rhythms. Second, they also serve to unfreeze, linear notions of causality (i.e. potential outcomes, average treatment effect) and elucidate more historical notions of causality.

- 28.2.1 Marcus Kreuzer. Forthcoming. *The Grammar of Time: Leveraging the Methodological Riches of History through Comparative Historical Analysis* (Cambridge: Cambridge University Press): p. 43-69. [Required]

- 28.2.2 Robert Levine. 1997. *The Geography of Time* (Oxford: One World): 80-100.

- 28.2.3 Hunt, Lynn. 2008. *Measuring Time, Making History*. Budapest: Central European University Press.

- 28.2.4 Sewell, William. 1996. "Three Temporalities: Toward an Eventful Sociology." In *The Historic Turn in the Human Sciences*, ed. Terrence J. McDonald. Ann Arbor: University of Michigan Press, p. 245–80.

- 28.2.5 Bartolini, Stefano. 1993. "On Time and Comparative Research." *Journal of Theoretical Politics* 5(2): 131–167.

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Session 3: Eventful Analysis: Identifying Patters of (Dis-)Continuity

Eventful analysis is the most interpretivist, descriptive, and exploratory strand of CHA. It tries to establish what is going on, elucidate existing concepts, and identify historical continuities and discontinuities. It employs the most unfrozen notion of historical time—eventful history—and draws on physical time to analyze the rhythms at which history unfolds. Eventful analysis is deeply embedded in global history, diplomatic history, global historical sociology, constructivist international relations theory, American Political Development, historical institutionalism, the history of the welfare state, postcolonialism, and race and gender studies.

- 28.3.1 Marcus Kreuzer. Forthcoming. *The Grammar of Time: Leveraging the Methodological Riches of History through Comparative Historical Analysis* (Cambridge: Cambridge University Press): pp. 78-97. [Required]

- 28.3.2 Capoccia, G., & Ziblatt, D. (2010). The Historical Turn in Democratization Studies. *Comparative Political Studies*, 43(8–9), 931–46.

- 28.3.3 Soss, Joe. 2018. "On Casing a Study versus Studying a Case." *Qualitative and Multi-Method Research* 16(1): 21–27

This module will combine lecture and hands-on learning to teach students how to use social media data in social science projects. Day one of the module will introduce key elements and nuances of social media data, and get students up and running collecting their own social media data.

9:00am – 10:30am Introduction to Social Media as Social Science Data

This session introduces the types of social media data available in addition to an overviewing the ways that social media data is used in the social sciences. It will cover core problems and limitations of social media data in addition to the unique opportunities it affords for data collection.

- 29.1.1. Wilson – Chapter 1 of *Social Media as Social Science Data*.

- 29.1.2. Wilson & Wiysonge. 2020. "Social Media and Vaccine Hesitancy" *BMJ Global Health* 5(10) http://dx.doi.org/10.1136/bmjgh-2020-004206

Recommended:

- 29.1.3. Guess, Nagler, Tucker – *Less Than You Think*

- 29.1.4. Steinert-Threlkeld – *Twitter as Data*

10:30am – 11:15am Coffee Break.

11:15am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Basics of Social Media Scraping

This session covers connection to the Twitter API, an introduction to the types of data available on social media, and the structure of the Twitter object models. In addition, we will learn how

to search the Twitter archive for tweets in various ways including the scraping full timelines of users.

- 29.2.1. Wilson – Chapter 2 of *Social Media as Social Science Data.* (see 29-1-1)

Recommended:

- 29.2.2. Gelman & Wilson – *Measuring Congressional Partisanship and Its Consequences*

- 29.2.3. Gelman, Wilson, & Petrarca – *Mixing Messages: How Candidates Vary in Their Use of Twitter*

3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Advanced Social Media Scraping

This session expands to include more advanced types of searching on Twitter, including using the powerful streaming API to download mass quantities of data. It will also cover scraping data in more nuanced ways, such as traversing retweet networks.

- 29.3.1. Wilson – *Detecting Mass Protest through Social Media*

- 29.3.2. Wilson – Chapter 5 of *Social Media as Social Science Data* (see 29-1-1)

Recommended:

- 29.3.3. DiResta and Grossman – *Potemkin Pages and Personas*

- 29.3.4. Wilson, Petrarca, Tyrberg – *The 2018 Swedish Elections on Twitter*

9:15am - 10:30am – Fieldsite Group Review of Fieldnotes

Participants exchange and comment on each other's fieldnotes.

10:30am - 11:15am – Coffee Break

11:15am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Fieldsite Group Discussions and Presentations
Timothy Pachirat, University of Massachusetts, Amherst

Participants combine with other fieldsite groups to discuss the experience of doing participant observation.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Overall Debriefing (interviewing and participant observation)

In this session, we reflect together on the following three clusters of questions: (1) How can participant observation, lifeworld interviewing, and ordinary language interviewing be fruitfully combined when doing ethnographic fieldwork? What are the potential pitfalls of such a combination? (2) To what extent does the method one adopts shape what one apprehends? Specifically, do we learn something different when we access meaning by means of (relatively unstructured) participant observation as opposed to (relatively structured) interviewing? (3) Is there anything that you learned about participant observation and/or interviewing that might or will inform your *own* research?

This module aims at deepening the understanding of QCA introduced in Module 27. The first two sessions of the module are aimed at addressing the analysis of sufficiency using truth tables and logical minimization. We elaborate on further issues that arise when neat formal logical tools and concepts, such as necessity, sufficiency, and truth tables, are applied to social science data (mainly the issues of limited diversity and the challenge to make good counterfactuals on so-called logical remainders). In the last session, we will address advanced topics in QCA such as: set-theoretic robustness and sensitivity, cluster diagnostics, and set-theoretic theory evaluation.

9:00am – 10:30am Truth Tables and Logical Minimization

In this session we focus on introducing the standard analysis of sufficiency. We will define the notion of a truth table in crisp-set and fuzzy-set QCA and how it differs from a data matrix. We will show how to analyze truth tables with respect to sufficient conditions in order to derive solution formulas. This includes the Quine-McCluskey Algorithm for the logical minimization of the sufficiency statements in a truth table.

- 31.1.1. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). Qualitative Comparative Analysis (QCA) using R: A Beginner's Guide, Chapter 4 – Sufficiency (Sections 4.3). (book to purchase)

- 31.1.2. Schneider, Carsten Q. and Claudius Wagemann (2012). Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis, Cambridge University Press, Chapter 4 – Truth Tables. (book to purchase)

Recommended:

- 31.1.3. Ragin, Charles C. (2008). *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago: University of Chicago Press, chapters 7.

- 31.1.4. Dusa, A. (2019). *QCA with R. A Comprehensive Resource*. Springer International Publishing, chapter 7. (whole book is downloadable as a pdf from SU library)

10:30am – 11:15am Coffee Break.

11:15am - 12:45pm Limited Diversity and the (Enhanced) Standard Analysis

In this session we will discuss the problem of limited diversity that arises from incomplete truth tables. We will discuss different types of logical remainders and which basic strategies are at the researcher's disposal to mitigate the impact of limited diversity on drawing inferences. Above all, we will show how counterfactual thinking can be used to resolve problems of limited diversity. Based on this, we introduce the "standard analysis" and the "enhanced standard analysis" by distinguishing between easy and difficult counterfactuals, and between tenable and untenable assumptions on remainders.

- 31.2.1. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). Qualitative Comparative Analysis (QCA) using R: A Beginner's Guide, Chapter 4 – Sufficiency (Sections 4.4, 4.5.). (book to purchase)

- 31.2.2. Schneider, Carsten Q. and Claudius Wagemann (2012). Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis, Cambridge University Press; Chapter 6 – Limited Diversity and Logical Remainders & Chapter 8.2 (book to purchase)

Recommended:

- 31.2.3. Ragin, Charles C. (2008). *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago: University of Chicago Press, chapters 8 & 9.

- 31.2.4. Dusa, A. (2019). *QCA with R. A Comprehensive Resource*. Springer International Publishing, chapter 8. (whole book is downloadable as a pdf from SU library)

12:45pm - 2:15pm Lunch.

2:15pm - 3:45pm Advanced QCA: Robustness Tests, Cluster Diagnostics, and Theory Evaluation

This session introduces a series of advanced topics in QCA. In terms of robustness tests, we will start by introducing various perspectives on the 'robustness' or 'sensitivity' of results obtained with QCA. We discuss against which analytic decisions a result ought to be robust and how we see if and when a result can be considered robust (enough). We condense all this into a QCA robustness check protocol. We will also discuss strategies for confronting situations when the data at hand contains clusters that are potentially analytically relevant but have not been captured during the truth table analysis. These clusters can be of any kind, such as temporal, geographic, or substantive clusters, and we explain how to probe whether the result obtained for the pooled (i.e., across clusters) data holds for all clustered separately. Finally, we discuss set-theoretic theory evaluation. It intersects theoretical expectations with empirical results generated with QCA. The findings from this procedure can be used to identify areas in which

theory find empirical support and where it does not. Theory evaluation can also be used to identify most-likely and least-likely cases that are or are not confirmed by our QCA, information that can be used for selecting cases for further empirical scrutiny.

- 31.3.1. Ioana-Elena Oana and Carsten Q. Schneider. A Robustness Test Protocol for Applied QCA: Theory and R Software Application. *Sociological Methods & Research*, https://doi.org/10.1177/00491241211036158

- 31.3.2. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). Qualitative Comparative Analysis (QCA) using R: A Beginner's Guide, Chapter 5 & Chapter 6.2. (book to purchase)

- 31.3.3. Schneider, Carsten Q. and Claudius Wagemann (2012). Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis, Cambridge University Press; Chapter 11.3. (book to purchase)

Recommended:

- 31.3.4. Arel-Bundock, Vincent. 2019. "The Double Bind of Qualitative Comparative Analysis." *Sociological Methods & Research*: 1–20.

- 31.3.5. Rohlfing, Ingo. 2018. "Power and False Negatives in Qualitative Comparative Analysis : Foundations, Simulation and Estimation for Empirical Studies." *Political Analysis* 26(1): 72–89.

- 31.3.6. Ragin, C. C. (1987). The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies. University of California Press, Chapter 9

- 31.3.7. Garcia-Castro, Roberto and Ariño, Miguel A., A General Approach to Longitudinal Set-Theoretic Research in Management (October 30, 2013). Available at SSRN: https://ssrn.com/abstract=2347340

3:45pm - 4:15pm Coffee Break.

4:15pm - 5:15pm Institute Conclusion (not part of module)

9:00am – 10:30am Session 4: Longue Durée Analysis & Macro-Causal Analysis: Identifying Trends and Causal Patterns

Longue durée analysis explores longer-term, slower moving patterns of historical change by using time series and data visualization. It is the least developed strand of CHA and is used by economic historians, demographers, and evolutionary psychologists. *Macro-causal analysis* focuses on cross-sectional variations by developing historically situated and theoretically grounded explanations. It unfreezes linear notion of causality (i.e. potential outcome, average treatment effect) by paying close attention to the causal effects of timing, sequencing, tempo and duration. This none-linear notion of causality is referred to as historical causation.

- 32.1.1 Marcus Kreuzer. Forthcoming. *The Grammar of Time: Leveraging the Methodological Riches of History through Comparative Historical Analysis* (Cambridge: Cambridge University Press): pp. 136-46. [Required]

- 32.1.2 Pierson, P. (2003). Big, Slow-Moving and Invisible: Macrosocial Processes in the Study of Comparative Politics. In J. Mahoney & D. Rueschemeyer (Eds.), I. Cambridge: Cambridge University Press: 177-207.

- 32.1.3 Falleti, T. G., & Mahoney, J. (2015). The Comparative Sequential Method. In J. E. Mahoney & K. Thelen (Eds.), *Advances in Comparative Historical Analysis* Cambridge: Cambridge University Press: 211-25 (skim 225 to 39)

- 32.1.4. Conrad, Sebastian. 2017. *What Is Global History?* Princeton: Princeton University Press: 141-61

10:30am – 11:15am Coffee Break.

11:15am - 12:45pm Session 5: Abduction and Research Cycles

Despite its emphasis on exploration, CHA remains committed to advancing theoretically grounded explanations that are empirically validated in a transparent and replicable fashion. However, given its commitment to placing questions before methods, CHA is unwilling to define itself in terms of a single causal inference strategy. It selects instead among different research designs the one most appropriate for the question being answered. CHA follows an abductive or Bayesian logic that emphasizes the updating of existing explanations in light of new inductive insights. This abductive logic is reflected in its broader understanding of methodology as

research cycles (rather than just causal inference) and its reliance on historical explanations and process tracing.

- 32.2.1 Marcus Kreuzer. Forthcoming. *The Grammar of Time: Leveraging the Methodological Riches of History through Comparative Historical Analysis* (Cambridge: Cambridge University Press): pp. 98-135, 182-88. [Required]

- 32.2.2 Hall, Peter. 2003. "Aligning Ontology and Methodology in Comparative Politics." In Comparative Historical Analysis in the Social Sciences, eds. James Mahoney and Dietrich Rueschemeyer. Cambridge: Cambridge University Press, 373–406.

- 32.2.3.Lieberman, Evan. 2016. "Can the Biomedical Research Cycle Be a Model for Political Science?" *Perspectives on Politics* 14(4): 1055–68.

12:45pm - 2:15pm Lunch.

2:15pm - 3:45pm Session 6: Historical Explanations

Historical explanations are particularly well suited for explaining historical change. They recognize that change itself is too fluid to be easily explained and thus needs to be analytically differentiated into periods of discontinuities and continuities. Historical explanations explain change by identifying the generative processes that produced a particular discontinuity. They, in turn, view continuity as something that needs to be explained, rather than to be assumed, and explain it in terms the increasing return mechanisms that reproduce a particular set of events.

- 32.3.1 Marcus Kreuzer. Forthcoming. *The Grammar of Time: Leveraging the Methodological Riches of History through Comparative Historical Analysis* (Cambridge: Cambridge University Press): pp. 98-135, 182-88. [Required]

- 32.3.2 Cowan, Robin, and Mario J. Rizzo. 1996. "The Genetic-Causal Tradition and Modern Economic Theory." Kyklos 49(3): 273–317.
- 32.3.3 Mahoney, James. 2000. "Path Dependence in Historical Sociology." Theory and Society 29: 507–47.

3:45pm - 4:15pm Coffee Break.

4:15pm - 5:15pm Institute Conclusion (not part of module)

This module will combine lecture and hands-on learning to teach students how to use social media data in social science projects. Day two of the module will focus on setting up an infrastructure able to handle the particular challenges of big data, and teach students social media analysis techniques and research design.

9:00am – 10:30am Processing and Infrastructure

This session introduces setting up a database backend and infrastructure for handling mass downloads and processing of social media data. It will also cover the problems of dealing with the unique problems that big data presents, in addition to downloading images, videos, and URLs en masse.

- 33.1.1. Hashemi, Wilson, Petrarca – *Investigating the Iranian Twittersphere*

- 33.1.2. Wilson – Chapter 4 of *Social Media as Social Science Data* (see 29-1-1)

Recommended:

- 33.1.3. Wilson, Petrarca, Tyrberg – *The 2018 Swedish Elections on Twitter*

10:30am – 11:15am Coffee Break.

11:15am - 12:45pm Content Analysis

This session will cover techniques of text analysis, including unsupervised topic models and an introduction to using neural nets to classify tweets using custom models.

- 33.2.1. Wilson – Chapter 3 of *Social Media as Social Science Data*. (see 29-1-1)

Recommended:

- 33.2.2. Herrera & Wilson – *Teaching Computer Content Analysis*

- 33.2.3. Klausen – *Tweeting the Jihad*

- 33.2.4. Joo & Steinert-Threlkeld – *Images as Data*

12:45pm - 2:15pm Lunch.

2:15pm - 3:45pm Research Design

This session will cover various challenges of research design for social media data projects, including the challenges of the specific ethical considerations of social media data. This will include both a walkthrough of common IRB concerns and case studies of how to construct robust research designs.

- 33.3.1. Wilson – Chapter 6 of *Social Media as Social Science Data*. (see 29-1-1)

- 33.3.2. Mechkova & Wilson: *Norms and rage: Gender and social media in the 2018 U.S. mid-term elections*

- 33.3.3. Eggleston & Wilson: *Internet Policy in South Korea: Liberal Imperialism and Paradox*

Recommended:

- 33.3.4. King, Pan, Roberts – *How Censorship in China Allows Government Criticism but Silences Collective Expression*

- 33.3.5. Napoli & Obar – *The Emerging Mobile Internet Underclass*

3:45pm - 4:15pm Coffee Break.

4:15pm - 5:15pm Institute Conclusion (not part of module)

Secondary Instructors:
Mala Htun (University of New Mexico)
Sarah Parkinson (Johns Hopkins University)
Thea Riofrancos (Providence College)
Rachel Schwartz (Otterbein University)
Joe Soss (University of Minnesota – Twin Cities)

Qualitative comparative methods—and specifically controlled qualitative comparisons–have been central to some of the most influential works of social science. Yet, even as controlled comparisons have produced lasting insights and continue to dominate research designs, they are not the only form of comparison that scholars utilize. There is little methodological guidance in political science, however, for how to design comparisons that do not rely on control as a central element, and little epistemological insight on why such comparisons might be compelling. As a result, scholars often eschew research designs premised on non-controlled comparisons and rarely explain the utility of such comparisons when they do use them. The consequences for our understandings of politics are severe. When we limit the kinds of comparisons we make, we necessarily constrain the questions we ask and limit the knowledge we produce.

In this session, we will explore logics of comparison that are not motivated by control. These logics are relevant to scholars working in both positivist and interpretivist traditions. The session will be driven by four questions: What kinds of questions lend themselves to non-controlled comparisons? How should we design non-controlled comparative research? In particular, how should we think through case selection? What kinds of insights about the world are non-controlled comparisons positioned to produce?

Three central components of the comparative method will frame our discussion. First, we will encourage participants to rethink what a case is. We will do so by challenging dominant geographic conceptions of cases and engaging alternative types of cases, including political processes (how things happen), practices (what people do), meanings (how people interact with symbolic systems), and concepts (how people order the world). Second, we will explore what it might look like to expand our notion of what it means to compare. We will push ourselves to conceptualize comparison as a method that includes greater attention to the lived experiences of the people we study, the political concepts they deploy, and the ways those experiences and concepts shape their political worlds. Finally, we will consider the explanatory goals of political science. While many studies emphasize variations in outcomes (and we often encourage graduate students to think in these terms), in this session we will think through what it might mean to expand the possibilities to include variations (or lack thereof) in political processes, practices, meanings, and concepts.

In exploring the value of non-controlled approaches to comparison the intention of this session is not to deny the utility of existing modes of comparison. Rather, it is to begin specifying logics of comparative inquiry that are available to scholars beyond the already well-defined logics of controlled comparison. In so doing, we suggest that by expanding modes of qualitative comparative inquiry, social scientists can both uncover new questions and drive innovations in how we answer existing questions. It is often difficult to tackle ambitious questions about power and governance—issues at the core of political science inquiry—while looking for cases that meet the standards of controlled comparison. If we can expand how we think about comparison, we can expand how we think about the world, and that will improve our understanding of it as a result.

This session will explore some of the tools to conceive of and develop these kinds of comparative approaches to small-N qualitative research.

Assigned Readings:

(1) Introduction from *Undermining the State from Within: The Institutional Legacies of Civil War in Central America,* Rachel Schwartz, Otterbein University

> Countries emerging from civil war face numerous social, political, and economic challenges, producing a tenuous peace and stunted recovery process. Scholars and policymakers link these adverse outcomes to a common feature of postwar settings: state weakness. Of particular concern is the inability of postwar states to extract tax revenue, enhance public security, and provide war-torn communities with healthcare, education, and other services to rebuild their lives and livelihoods. The ineffectiveness of post-civil war states is not only widely recognized but understood as a core problem underlying conflict recurrence and motivating peacebuilding agendas. Yet we know very little about precisely how civil war weakens states.

> *Undermining the State from Within* pulls back the curtain on the counterinsurgent state to better understand how conflict dynamics affect state institutions and how wartime institutional transformations continue to shape political and economic development after the fighting has ceased. Focusing on wartime and postwar Central America, the book illuminates how counterinsurgent actors, under the pretext of combatting an "internal enemy," introduce alternative rules and procedures within state institutions, which undermine routine governance. It further uncovers how state leaders outmaneuver peacebuilding reforms to preserve the new rules of the game by forging a robust coalition of political, economic, and security sector allies with a vested stake in the wartime status quo. It utilizes unique archival and interview evidence to uncover the wartime emergence and postwar consolidation of perverse institutional arrangements within three policy domains: Guatemala's customs apparatus and policing institutions and Nicaragua's land reform program. Overall, Undermining the State from Within provides a novel approach to the "how" of statebuilding in civil war and explains conflict's lasting effects on state (mal)functioning. In doing so, it also illuminates the

wartime origins of the criminal structures and predatory activities that continue to foment corruption and distort development in Central America today.

(2) Please read the following chapters from *Rethinking Comparison: Innovative Methods for Qualitative Political Research.* Erica S. Simmons and Nicholas Rush Smith, Editors. Cambridge University Press. 2021. (book for purchase)

Chapter 1: Rethinking Comparison
Erica S. Simmons, University of Madison – Wisconsin
Nicholas Rush Smith, City University of New York – City College

Comparison is a key tool in the social sciences. Scholars make comparisons across time and place to better understand our social and political worlds. A central technique that scholars use is often called controlled comparison. Controlled comparisons rely on scholars holding possible explanations for the outcome of interest (e.g. revolutions or political participation) constant across different cases. This approach has been central to some of the most influential works of social science. It has helped scholars explain everything from divergent development outcomes to difference in regime type. Yet controlled comparisons are not the only form of comparison that scholars utilize to answer important questions. There is little guidance, however, for how to design or execute these comparisons or why research that does not rely on controlled comparisons can offer important insights. The goal of this edited volume is to begin to develop some of these guidelines. To do so, this volume explores two of the most fundamental questions in the study of politics: (1) why do scholars compare what they compare and (2) how do the methodological assumptions scholars make about why and how they compare shape the knowledge they produce? By answering these questions, the volume creates new resources for future students and researchers to draw upon in their efforts to advance knowledge.

Chapter 5: On Casing a Study versus Studying a Case Joe Soss, University of Minnesota – Twin Cities

To rethink comparison, it is useful to begin with a more basic question: What are these things we compare when we do comparative research? Researchers are typically taught to think of a field site as a case (noun) that they will go out and study (verb). Cases are defined by virtue of the fact that they fall within a conceptually defined class: They exist "out there," in a sense, before we even arrive. Valuable as it may be, this "realist" approach has often felt foreign to ethnographers and other practitioners of interpretive research. In the immersive work characteristic of interpretive research, we often enter research sites for practical and political reasons – or because of considerations related to language, cultural familiarity, funding, or something else. Even if we choose a site for primarily analytic purposes, we typically pursue research in ways that prioritize discovery and embrace changes in research interests, goals, and questions. For these and other reasons, we often wind up with an emerging study (noun) that we need to

case (verb). As we develop accounts of experience-near concepts, relations, processes and practices, we repeatedly encounter the challenge of how to place them in dialogue with the experience-distant conceptual frameworks of our field. Examining what we have studied, we ask "what is this a case of?"

Chapter 6: From Cases to Sites: Studying Global Processes in Comparative Politics Thea Riofrancos, Providence College

In this chapter, I re-conceptualize the twin concepts of "comparison" and "case," by rethinking what political scientists often call a "single-case study." I propose that much of the disciplinary ambivalence about so-called single-case studies is a product of a misconception regarding their nature, and that this methodological label is a misnomer for such studies. Drawing on my own research, I propose the term "site" rather than "case." A site is a conjunctural intersection of various and heterogeneous processes, relations, and scales of political activity, some relatively enduring and some relatively ephemeral. The constitutive multiplicity of a site and the detailed empirical engagement it enables offers both inspiration and leverage for analytical claims. Conceptualizing the objects of our research as sites mitigates against the social scientific tendency to regard ongoing social processes in reified, monolithic, and static terms. In-depth empirical engagement with research sites draws our analytic attention to the social processes that provisionally result in spatial boundedness, enduring institutionalization, and individual and group identity-formation—or, on the contrary, the events and processes that disrupt, modify, innovate, and transform them.

Chapter 8: Composing Comparisons: Studying Configurations of Relations in Social Network Research

This chapter examines the trajectory of a research project on militant organizations' adaptation that began as a "classic" case comparison and was "re-cased" into an explicitly network-based comparison of intra-organizational networks. In doing so, it outlines a method of comparison focused primarily on roles, relations, and emergence rather than on organizational form or behavior. The chapter starts by discussing the project's initial research design, which proposed a study of militant organizations across three Palestinian refugee camps in Lebanon that largely adhered to Millian logic. The project dedicated extensive research time to establishing a pre-invasion "control" by seeking to demonstrate pre-shock organizational uniformity across the communities under study. However, the evidence gathered often complicated or contradicted logics of control, independence, causality, and identification that undergird dominant approaches to comparison. Rather, it repeatedly indicated that complex, relational, often contingent interactions among geographic environment, communities' interpretations of violence, and organizational structures influenced outcomes of interest. The chapter leverages this experience to establish core tenets of a broader approach to studying organizational change in comparative perspective.

Chapter 10: Comparative Analysis for Theory Development Mala Htun, University of New Mexico
Francesca R. Jensenius, Norwegian Institute of International Affairs

> What does it mean to advance women's status and well-being? And how should we think about the role of the state in bringing about that advancement? Our work analyzes the approach and role of the state in promoting women's empowerment, drawing on large-N country-level data and in-depth case studies of state action in United States, Norway, and Japan. Our three country cases vary greatly in terms of the state's approach to women's rights; we picked them because we believe them to be extreme examples of how state action is driven by different visions of what women's empowerment is about. Conducting fieldwork in these different contexts allows us to study some of the variation in people's views of both state action and empowerment. It sharpens our awareness of important assumptions that underlie studies of empowerment. It also helps us determine the right questions to ask. To the extent that we study causal relationships, we do so based on large-N data within cases, not across them. And rather than assume that the same causal patterns apply across cases, we draw on our fieldwork to better understand why the same policies produce vastly different effects in different contexts. This paper is a reflection on some of the goals of comparative studies that are unrelated to drawing causal inferences, and how to think about research design and case selection to achieve these goals.

(3) Please read the following project research designs and be prepared to discuss their respective strengths and weaknesses, focusing particularly on the degree to which their comparative designs aid the scholars in answering their questions. The research designs will be provided shortly before the workshop.

"Understanding Divergent Pathways to Dictatorships and Democracy," by Baron M. More
> Why are some countries democracies while other are dictatorships? In this comparative study of regimes in Europe, North America and Asia, I propose to understand the divergent pathways through which some countries become democracies and some countries become dictatorships, and particularly fascist regimes.

"Explaining Where Nations Come From," by Benjamin Andreesen
> How do we come to feel bonds of shared nationality with other individuals? I propose a comparative study of the role that printing played in the European context in the transformation of printed language from official languages like Latin to vernacular languages.

Module Timeline:

9:00am – 10:30am Introductory session
    The introductory section will feature a presentation of a forthcoming edited volume with Cambridge University Press, Rethinking Comparison, by the volume's editors. The presentation will feature discussion of the uses of controlled comparisons for political inquiry, their potential limitations, and an overview of how rethinking what a case is, what appropriate units of analysis are, and what the outcomes are we seek to explain can enhance political inquiry. Additionally, the module will feature a discussion of a research project on civil war violence in Central America that won the Gabriel A. Almond Dissertation Award while not relying on controlled comparisons.

10:30am – 11:15am Coffee Break.

11:15am – 12:45pm: "Crit" session

    We will spend this session critiquing two short research designs that will be provided in advance. Among other questions, we will ask ourselves: What kinds of claims can the author make with this research design and why? What are the limits on the kinds of claims they can make? How convincing is this research design? If you were on the selection committee of a funding agency, how would you rate this research design?

12:45pm - 2:15pm Lunch.

2:15pm - 3:45pm Rethought Comparisons

    Authors from the recently published volume, *Rethinking Comparison*, will present their chapters, how they developed their research projects, and how the comparative research strategy they describe can be usefully deployed. Each faculty member will present for approximately ten minutes, leaving the majority of the session open for Q&A.

3:45pm - 4:15pm Coffee Break.

4:15pm - 5:15pm Institute Conclusion (not part of module)