

Institute for Qualitative and Multi-Method Research – June 16-28, 2024

Schedule and Reading List June 2024

There are three types of institute sessions: (1) Unified (whole institute) sessions on the first Sunday (6/16); (2) research design discussion groups; and (3) elective modules.

The research design discussion groups will be held for 1 and $\frac{3}{4}$ hours on most mornings of the institute. A separate schedule will be available.

There are 36 elective modules, of which participants will select nine. That is, for nine days of the institute, participants will select from the modules offered.

Choosing Which Modules to Take

While several of the 36 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 exception to this rule is module 14 The Logic of Qualitative Research II.

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), and Modules 9 and 13 (Multimethod Research I and II).

Modules 2 and 4 (Process Tracing and Typological Theories I and II) and Modules 31 and 35 (Bayesian Inference for Qualitative Research I and II).

Modules 10 and 14 (The Logic of Qualitative Methods I and II) and Modules 29 and 33 (QCA/fs I and II).

Modules 4 and 8 (Interpretive Methods I and II), Modules 12 and 16 (Interpretation and History I and II), Modules 20, 24, and 28 (Ethnographic Methods I, II, and III), and Modules 32 and 36 (Decolonizing the Disciplines I).

Prerequisites for Modules using R

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/M7 Social Network Analysis (Cruz)
- M11/15 Computer Assisted Text Analysis (Noble)
- M29/33 QCA/fs (Schneider)

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.

Books to Purchase or Otherwise Obtain

The reading for some modules includes a book or books that must be purchased, or borrowed from your university library. Please note that, except for the books that are available as ebooks/pdfs, 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.

Outline for IQMR 2024

6/16 Sun	M0 Unified sessions (Bennett, Wedeen, Carter)						
6/17 Mon	M1 Natural and Randomized Experiments I (Carter, Tuñón and Rizzo)	or	M2 Process Tracing and Typological Theories I (Bennett)	or	M3 Social Network Analysis I (Cruz)	or	M4 Interpretive Methods I (Wedeen and Mazzarella)
6/18 Tue	M5 Natural and Randomized Experiments II (Carte, Tuñón and Rizzo)	or	M6 Process Tracing and Typological Theories II (Bennett)	or	M7 Social Network Analysis II (Cruz)	or	M8 Interpretive Methods II (Wedeen and Mazzarella)
6/19 Wed	Juneteenth holiday						
6/20 Thur	M9 Multi-Method Research I (Seawright)	or	M10 Logic of Qualitative Methods I (Mahoney, Goertz and Garcia)	or	M11 Computer Assisted Text Analysis I (Noble)	or	M12 Interpretation and History I (Robcis and Shepard)
6/21 Frid	M13 Multi-Method Research II (Seawright)	or	M14 Logic of Qualitative Methods II (Mahoney, Goertz and Garcia)	or	M15 Computer Assisted Text Analysis II (Noble)	or	M16 Interpretation and History II (Robcis and Shepard)
	Weekend break						
6/24 Mon	M17 Re-thinking Small-N Comparisons I (Simmons, Smith and Schwartz)	or	M18 Designing and Conducting Fieldwork I (Kapiszewski, MacLean, Kim, and El Kurd)	or	M19 Comparative Historical Analysis I (Kreuzer)	or	M20 Ethnographic Methods I (Schatz and Weitzel)
6/25 Tue	M21 Re-thinking Small-N Comparisons II (Simmons, Smith and Schwartz)	or	M22 Designing and Conducting Fieldwork II (Kapiszewski, MacLean, Kim, and El Kurd)	or	M23 Comparative Historical Analysis II (Kreuzer)	or	M24 Ethnographic Methods II (Schatz and Weitzel)
6/26 Wed	M25 Re-thinking Small-N Comparisons III (Simmons, Smith and Schwartz)	or	M26 Designing and Conducting Fieldwork III (Kapiszewski, MacLean, Kim, and El Kurd)	or	M27 Comparative Historical Analysis III (Kreuzer)	or	M28 Ethnographic Methods III (Schatz and Weitzel)
6/27 Thur	M29 Qualitative Comparative Analysis (QCA) I (Schneider)	or	M30 Geographic Information Systems I (Robinson)	or	M31 Bayesian Inference for Qualitative Research I (Fairfield)	or	M32 Decolonizing the Disciplines I (Shilliam and Weitzel)
6/28 Frid	M33 Qualitative Comparative	or	M34 Geographic Information Systems II (Robinson)	or	M35 Bayesian Inference for Qualitative	or	M36 Decolonizing the Disciplines II

	Analysis (QCA) II (Schneider)				Research II (Fairfield)		(Shilliam and Weitzel)
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Sunday, June 16 Module 0 – Unified

U1 9:00am – 9.45am – Introduction
Colin Elman, Syracuse University

U2 9.45am - 10:45am – Case Study Methods and Research Design
Andrew Bennett, Georgetown University

- 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

10:45am - 11:15am – Coffee Break

U3 11:15am – 12.15pm Multi-Method Research and Causal Identification
Christopher Carter, University of Virginia

- U.3.1. Freedman, David A. "Statistical models and shoe leather." *Sociological methodology* (1991): 291-313.
- U.3.2. 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>

12:15pm - 2:15pm – Lunch

U4 2:15pm - 3:30pm – The Interpretive Approach to Qualitative Research
Lisa Wedeen, University of Chicago

- U.4.1. 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. (ebook pdf is available at SU library)
- U.4.2 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. (ebook pdf is available at SU library)

- U.4.3. 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.4.4. 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

Lisa Wedeen, Andrew Bennett, Christopher Carter

In this module sequence, 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.

8:45am - 10:15am 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 obtain, ebook pdf is available at SU library)
- 1.1.2. Holland, P. W. (1986). "Statistics and causal inference." *Journal of the American Statistical Association*, 81(396), 945-960.

Recommended:

- 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. (ebook pdf is also available at SU library)

10:15am - 10:45am Coffee Break.

10:45am - 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 obtain, ebook pdf is available at SU library)

Recommended:

- 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., Galiani, 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 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 obtain, ebook pdf is available at SU library)
- 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.

Recommended:

- 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 introduces the philosophical basis of process tracing and the basics of case study research design. It then outlines the methods of process tracing, including an introduction to formal Bayesian process tracing, and typological theorizing.

8:45am - 10:15am Philosophy of Science and Case Study Research Design

This session covers the philosophy of science of causal mechanisms and causal inference that are the foundation of the method of process tracing. The session also outlines the fundamentals of case study research design.

- 2.1.1. Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences*, preface and chapter 7, pages 127-150. (book to obtain)
- 2.1.2. Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences*, chapter 4, pages 73-88. (book to obtain)

Recommended:

- 2.1.3. Jason Seawright and John Gerring, Case Selection Techniques In Case Study Research. *Political Research Quarterly* 61(2) June 2008, 294-308

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module)

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Traditional and Formal Bayesian Process Tracing

This session outlines the method of process tracing and provides a brief introduction to formal Bayesian process tracing (those interested in learning further about formal Bayesian process tracing are highly encouraged to take Tasha Fairfield's module on this topic, M31 and M35 in the second week of the institute on Thursday and Friday).

- 2.2.1. Andrew Bennett and Jeffrey Checkel, *Process Tracing: From Metaphor to Analytic Tool*, chapter 1, pp. 3-37.
- 2.2.2. Tasha Fairfield and Andrew Charman, “Explicit Bayesian Analysis for Process Tracing: Guidelines, Opportunities, and Caveats” *Political Analysis* vol. 25, no. 3 (July 2017) pp. 363-380.

Recommended:

- 2.2.3. Tasha Fairfield and Andrew Charman, *Social Inquiry and Bayesian Inference* (Cambridge, 2022)

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

4:00pm - 5:30pm Typological Theorizing and Case Selection

This session outlines the method of typological theorizing and discusses the ways in which it helps us think about high order interactions effects, equifinality, and case selection in qualitative research.

- 2.3.1. Excerpt from Andrew Bennett, “New Developments in Case Study Methods for Institutional Economics,” forthcoming in Mary Shirley and Claude Menard, eds., *Handbook of New Institutional Economics*, Second Edition, pp. 6-14

This module sequence (Modules 3 and 7) covers the fundamentals of social network analysis. While we will cover the basics of social network theory, this is an applied course that is intended to prepare you for future work using these methods. As such, this workshop is not a substitute for a class in social network analysis, but rather a starting point for thinking about how to use social network analysis in your own work. The first module (Module 3) will cover basic theories of social networks and both node-level and network structure measures. The second module (Module 7) applies these theories and measures to political science research, and covers the data and empirical challenges of network analysis.

Learning Objectives:

- Understand basic theories of social networks and the implications for politics
- Visualize and describe the structure of networks and assess the position of actors within networks
- Introduce network data and tools for measuring networks

8:45am - 10:15am Session Title

What's a network? Nodes and ties and why they matter. This session introduces networks and how they apply to political science

- 3.1.1. Lazer, David. 2011. Networks in political science: Back to the future. *PS: Political Science and Politics*, 44(1), pp.61-68.
- 3.1.2 Alexandra Marin and Barry Wellman. 2011. *Social network analysis: An introduction*. The SAGE handbook of social network analysis, 11. (ebook pdf is available at SU library)
- 3.1.3. Video: James Fowler, "The Power of Networks." Available on Youtube:
<https://www.youtube.com/watch?v=TnS5yIXcFuA>

Recommended:

- 3.1.4. Mark S. Granovetter, "The Strength of Weak Ties," *American Journal of Sociology* (1973): 1360-1380, <http://www.jstor.org/stable/10.2307/2776392>.

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module)

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Theories and Measures: Node Level

This session introduces social network theory for political science and covers node-level measures of centrality.

- 3.2.1. John W. Patty and Elizabeth Maggie Penn. "Network Theory and Political Science." In Jennifer Nicoll Victor, Alexander H. Montgomery, and Mark Lubell (eds.), *Oxford Handbook of Political Networks*, New York, NY: Oxford University Press, 2017. (ebook pdf is available at SU library)
- 3.2.2. Choose one empirical paper that uses **node-level** measures:
 - Cesi Cruz, Julien Labonne, and Pablo Querubín. "Politician Family Networks and Electoral Outcomes: Evidence from the Philippines." *American Economic Review* (2017), 107(10): 3006-37.
 - Marcel Fafchamps and Pedro Vicente. 2013. "Political violence and social networks: Experimental evidence from a Nigerian election," *Journal of Development Economics*, Volume 101: 27-48.
<https://doi.org/10.1016/j.jdeveco.2012.09.003>.
 - Leonardo Bursztyn, Davide Cantoni, David Y. Yang, Noam Yuchtman, Y. Jane Zhang. Forthcoming. "Persistent Political Engagement: Social Interactions and the Dynamics of Protest Movements," *American Economic Review: Insights*.

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

4:00pm - 5:30pm Theories and Measures: Network Structure

- 3.3.1. Cesi Cruz, Horacio Larreguy, and John Marshall. 2019. "Social Network Effects in Developing Countries" in *The Oxford Handbook of Electoral Persuasion*, eds. B. Grofman, E. Suhay, and A. H. Trechsel. Oxford University Press. (ebook pdf is available at SU library)
- 3.3.2. Choose one empirical paper that uses **network structure** measures:
 - Jennifer M. Larson and Janet I. Lewis, "Ethnic Networks," *American Journal of Political Science* 61, no. 2 (2017): 350-364, doi:10.1111/ajps.12282.
 - Cesi Cruz, Julien Labonne, and Pablo Querubín. 2020. "Social Network Structures and the Politics of Public Goods Provision: Evidence from the Philippines." *American Political Science Review*, 114(2), pp.486-501.
 - Vivi Alatas, Abhijit Banerjee, Arun G. Chandrasekhar, Rema Hanna, and Benjamin A. Olken. 2016. "Network Structure and the Aggregation of Information: Theory and Evidence from Indonesia." *American Economic Review* 106, no. 7: 1663-1704.

This two-module sequence (Module 4 and 8) provides students with an introduction to various modes of discourse analysis and ideology critique. Students will learn to “read” texts while becoming familiar with contemporary thinking about interpretation, narrative, genre, and criticism. 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; Foucault’s “interpretive analytics” with hands-on exercises applying his genealogical method; and various versions (two sessions) of cultural Marxism—with specific attention to “ideology critique.” The last two classes will consider how anthropological discussions of participant observation can unsettle current versions of fieldwork in political science and, relatedly, how we might theorize practically forms of thought that appear to be paradoxical, nonsensical, or irrational.

8:45am - 10:15am 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.
<https://doi.org/10.1525/9780520343023>
- 4.1.2 Wittgenstein, *The Philosophical Investigations* (Translated by G.E.M. Anscombe), (Blackwell Publishers, 2001), Paragraphs 1-33; paragraph 154; pages 194-195.

10:15am - 10:45am Coffee Break.

10:45am - 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. [King, Gary, Keohane, Robert O. and Verba, Sidney. *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton: Princeton University Press, 1994.] (Please note that the 2021 “new edition” is identical to the 1994 text, except for the addition of a new foreword and some different page numbering.) If you do not want to identify with the discipline of political science, there will be an alternative exercise. (That brief reading will be available in class.)

Recommended:

- 4.2.4 Hubert L. Dreyfus and Paul Rabinow, *Michel Foucault: Beyond Structuralism and Hermeneutics* (Chicago: University of Chicago Press, 1983), Part Two. (ebook pdf is available at SU library)

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

4:00pm - 5:30pm – Ideology, an Introduction (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)?

NO READINGS

8:45am - 10:15am 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 (book to obtain)
- 5.1.2. Gerber, A.S. and Green, D.P, (2012). *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. (ebook pdf is also available at SU library)

Recommended:

- 5.1.4. Gerber, A.S. and Green, D.P, (2012). *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](#)

10:15am - 10:45am Coffee Break.

10:45am - 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.

Recommended:

- 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 - 5:00pm 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.
- 5.3.6. Blair, G., Cooper, J., Coppock, A., & Humphreys, M. (2019). Declaring and diagnosing research designs. *American Political Science Review*, 113(3), 838-859. Introduction section 2, 3

Recommended:

- 5.3.7. Carlson, Liz (2020). "Field Experiments and Behavioral Theories: Science and Ethics." *PS: Political Science and Politics* 53(1): 89-93.
- 5.3.8. Deaton, Angus (2010). "Instruments, Randomization, and Learning about Development." *Journal of Economic Literature*.
- 5.3.9. Silent Voices Blog, [The Bukavu Series](#), Governance in Conflict Network

5:00pm - 5:30pm New Topics in Experimentation: Adaptive Designs

In this module, we will very briefly introduce research on adaptive experimentation, a method designed to address the selection of treatments when faced with many multiple possible treatment options. This methodology is particularly useful when piloting numerous treatments without clear hypotheses, allowing researchers to narrow down promising avenues –however, implementation of these kinds of designs might be challenging. This module offers insights into the benefits, limitations, and key considerations for implementing adaptive experiments.

- 5.4.1. Hadad, Vitor, Leah R. Rosenzweig, Susan Athey and Dean Karlan (2021). Practitioner’s Guide: Designing Adaptive Experiments.
<https://www.gsb.stanford.edu/sites/default/files/publication/pdfs/academic-publication-designing-adaptive-experiments-2021-mar.pdf>
- 5.4.2. Offer-Westort, M., Coppock, A., & Green, D. P. (2021). Adaptive experimental design: Prospects and applications in political science. *American Journal of Political Science*, 65(4), 826-84

This module focuses on exercises in traditional and formal Bayesian process tracing, and in the final session we will discuss examples of typological theories posed by students in the module.

8:45am - 10:15am Process Tracing Exercises

This session works through exercises on process tracing, focusing on the tasks of thinking through the observable implications of alternative explanations, gathering evidence, and interpreting evidence.

- 6.1.1. Read and prepare “Process Tracing Exercises March 2022”
- 6.1.2. Briefly review “Archival Interpretation Docs full texts” (these are not self-explanatory but Prof. Bennett will explain them in class.

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

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

This session works through exercises on formal Bayesian process tracing, emphasizing the tasks of using the logic of the alternative explanations to estimate the relative likelihood of the evidence under these explanations.

- 6.2.1. Read and prepare Bayesian PT exercise Queralt *Pawned States*
- 6.2.2. Read and prepare Bayesian process tracing exercise Iraq WMD NIE

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

4:00pm - 5:30pm Discussion of Student Examples of Typological Theories

This session will discuss examples of typological theories posed by students in the course.

- 6.3.1. Review examples provided by fellow students.

Applying Social Network Analysis to Your Research

This module addresses research design for social network analysis in political science, including working with network data, and analyzing and visualizing our results.

8:45am - 10:15am Measuring Networks: Data and Ethical Challenges

- 7.1.1. Jennifer Larson and Janet Lewis. 2020. "Measuring Networks in the Field." *Political Science Research and Methods*, 8(1), pp.123-135.

Recommended:

- 7.1.2. Emily Breza. 2016. "Field Experiments, Social Networks, and Development." In Yann Bramoullé, Andrea Galeotti, and Brian W. Rogers (eds.) *Oxford Handbook of the Economics of Networks*, New York, NY: Oxford University Press. (ebook pdf is available at SU library)

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Network Analysis: Generating Network Measures for Regression Analysis

- 7.2.1. One of the following readings on regressions and visualization:
 - Basic: Pablo Barbera. 2017. "Introduction to Network Analysis in R" <http://pablobarbera.com/big-data-upf/html/02a-networks-intro-visualization.html>
 - Comprehensive: Katherine Ognyanova. 2019. "Static and Dynamic Network Visualization in R." Sunbelt Conference Workshop.

Recommended:

- 7.2.2. Yann Bramoullé and Bernard Fortin. 2009. The econometrics of social networks. *Cahier de recherche/Working Paper*, 9, p.13.

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

4:00pm - 5:30pm Network Analysis II: Causal Inference and Empirical Challenges

This session covers empirical challenges of network analysis and introduces approaches for addressing them.

- 7.3.1. Chapter 3, "Empirical Background on Social and Economic Networks" in Matthew O. Jackson (2008) *Social and Economic Networks*. Princeton: Princeton University Press. (ebook pdf is available at SU library)
- 7.3.2 Jon C. Rogowski and Betsy Sinclair. 2017. "Causal Inference in Political Networks." In Jennifer Nicoll Victor, Alexander H. Montgomery, and Mark Lubell (eds.), *Oxford Handbook of Political Networks*, New York, NY: Oxford University Press, 2017. (ebook pdf is available at SU library)

8:45am - 10:15am Ideology Critique (Wedeen)

This session continues our exploration of ideology by attending to the political commitments and intellectual genealogies that have made the concept both important and vexed. We conclude by considering how we might apply a repurposed understanding of ideology “as form” to both authoritarian and liberal political orders. This session will involve hands on exercises.

- 8.1.1 Louis Althusser, *Ideology and Ideological State Apparatuses* (short version, PDF)
- 8.1.2 Lisa Wedeen, *Authoritarian Apprehensions: Ideology, Judgment, and Mourning in Syria* (University of Chicago Press, 2019), Preface, Introduction, Chapters 1, 3, and 5. (book to obtain).

NOTE: We shall also screen excerpts from “The Pervert’s Guide to Ideology” featuring Slavoj Žižek

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Participant Observation (Mazzarella)

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?

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

- 8.2.2. Sasha Newell, 'Ethnography in a Shell Game: Turtles All the Way Down in Abidjan' in *Cultural Anthropology* 34(3): 299-327 (2019)
- 8.2.3. Alpa Shah, 'Ethnography? Participant Observation, a Potentially Revolutionary Praxis' in *HAU: Journal of Ethnographic Theory* 7(1): 45-59 (2017)

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

4:00pm - 5:30pm Thinking Across Difference (Mazzarella)

This session delves into what it means to encounter, in one's research, forms of thought that appear to be paradoxical, nonsensical, or irrational. What kinds of interpretive relation is appropriate in such situations? Is cultural relativism always the right path? What about a situation in which relativism might end up condoning violence?

- 8.3.1. Short extract from Lucien Lévy-Bruhl, *The Notebooks on Primitive Mentality* (Harper & Row, 1975 [1949], pp 2-6

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.

8:45am - 10:15am 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 obtain)
- 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. <https://doi.org/10.1017/gov.2018.53>.
- 9.1.3. Seawright, Jason and Kendra Koivu. Manuscript. *The Practice of Multi-Method Research*. Chapter 1.

Recommended:

- 9.1.4. Crasnow, Sharon (2019). Political science methodology: A plea for pluralism. *_Studies in History and Philosophy of Science Part A_* 78:40-47.
- 9.1.5. 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>

10:15am - 10:45am Coffee Break.

10:45am - 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 obtain)
- 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.
<https://doi.org/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. <https://doi.org/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.
<https://doi.org/10.1093/pan/mpi017>.

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 obtain)

- 9.3.2. Seawright, Jason and Kendra Koivu. Manuscript. *The Practice of Multi-Method Research*. Chapter 2

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. <https://doi.org/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. <https://doi.org/10.1017/psrm.2019.3>.

Modules 10 and 14 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 Module 10 include a regularity theory of causality, large-N qualitative analysis (LNQA), and concepts. Module 14 focuses on process tracing. After an introduction to process tracing, the module zooms in into two key topics: causal mechanisms and counterfactual analysis, central to process tracing.

8:45am - 10:15am Logic, Set Theory, and A Regularity Theory of Causality
James Mahoney

This session is divided into two parts. The first part provides a selection introduction to the use of logic and set theory in qualitative research. The key topics covered include necessary, sufficient, and INUS conditions; set diagrams; and statistics versus logic. The second part uses the ideas from the first part to introduce a regularity theory of causality. This theory 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. We focus special attention on the third component.

- 10.1.1. 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. (ebook is available via Syracuse University Library)
- 10.1.2. James Mahoney, “Set-Theoretic Methodology,” in *The Logic of Social Science* (Princeton: Princeton University Press), chap. 3 (pp. 77-114). (book to obtain)

Recommended:

- 10.1.3. James Mahoney and Laura Acosta, “A Regularity Theory of Causality for the Social Sciences.” *Quality and Quantity* 56 (2022), pp. 2001-2022.

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Multimethod Research Design and Large-N Qualitative Analysis (LNQA)
Gary Goertz

This session is also divided into two parts. The first part focuses on multimethod research designs, looking at their logic and the use of case studies to explore causal mechanisms. The second part discusses large-N qualitative analysis (LNQA). LNQA involves exploring strong regularities in well-defined and typically small populations. When using this methodology, the outcome is usually a relatively rare event, a common scenario in international relations and comparative politics. The method involves establishing a 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.

- 10.2.1. Gary Goertz, *Multimethod Research, Causal Mechanisms, and Case Studies: An Integrated Approach* (Princeton: Princeton University Press, 2017), chapter 1. (ebook pdf is available at SU library)
- 10.2.2. Gary Goertz and Stephan Haggard. "Large-N Qualitative Analysis (LNQA): Causal Generalization in Case Study and Multimethod Research". *Perspectives on Politics*. 2023;21(4):1221-1239.

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

4:00pm - 5:30pm Social Science Concepts
Gary Goertz and Laura García Montoya

This session provides basic guidelines for the construction and evaluation of concepts. First, it provides a framework for dealing with 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. Second, it will introduce a measurement framework centered around how to navigate the difficult trade-offs when choosing among different measurements according to measurement completeness and interpretability, as well as how to navigate normative debates that surround conceptualization.

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

- 10.3.2. Garcia-Montoya, Laura (2024), An Integrative Framework to Assess Trade-offs and Implications of Choosing Measurements. Working paper.

Recommended:

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

The State of the Union Address. A UN General Assembly meeting. Attack ads. Constitutions. International treaties. Court rulings. Twitter/X posts.

Politics takes place through language—the spoken and written word. As social scientists understanding and analyzing these words are key to our study of politics. Yet, this is a difficult task. Simply reading the transcript of every political speech delivered or message posted online would be a full-time job (or many full-time jobs)—which is to say nothing of more complicated tasks like identifying the topics or sentiment of these texts.

In this two-part module, we will tackle these challenges by learning the foundational principles and methods of computational text analysis. Here, we will transform written text into quantitative data, and we will leverage our computers to read and examine these texts with (and for) us. You will leave this class with the skills to automatically count keywords, measure sentiment, discover topics, build a pattern-learning model, discover surprising synonyms, and much more.

Each session will begin with a lecture followed by an in-class group lab where you will apply and hone your skills.

The sequence will rely primarily on a textbook (in addition to article or online readings):

Grimmer, Roberts, and Stewart (2022). *Text as Data*. Princeton University Press. (book to obtain)

This is referred to below as TAD. As this is an applied course, we will focus on developing a conceptual understanding of these tools and how they are applied in social science research. When you encounter difficult technical material in this book, consider it, but do not feel pressure to fully understand it before class.

Please read all required reading before class. Feel free to review the recommended material if and when you are interested.

8:45am - 10:15am Text is Data?

We will consider what it means to treat text as data. Unlike counting the number of votes for a candidate or tracking fluctuations in presidential approval, when we work with text, we must begin by transforming words on the page into numbers in a spreadsheet. During this session, we will discuss foundational principles behind computational text analysis and learn how social scientists measure the concepts we care about.

- 11.1.1. TAD, Chapters 2, 15. (book to obtain)

Recommended:

- 11.1.2. Grimmer, J., & Stewart, B. (2013). Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts. *Political Analysis*, 21(3), 267-297. doi:10.1093/pan/mps028

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Pulling Words out of a Bag

We will discuss one of the two major frameworks for treating text as data: as a “bag of words.” We will also cover count and dictionary-based methods of measurement.

- 11.2.1. TAD, Chapters 5, 16. (book to obtain)

Recommended:

- 11.2.2. 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.
- 11.2.3. Noble, Benjamin S. 2023. “Presidential Cues and the Nationalization of Congressional Rhetoric, 1973-2016.” *American Journal of Political Science*.

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

4:00pm - 5:30pm Discover Hidden Topics

Building on the bag of words assumption, we will learn about one of the most popular methods for text-based discovery: LDA topic modeling. This method will allow us to automatically discover topics hidden in text (but not without potential pitfalls!).

- 11.3.1. TAD, Chapters 6, 13. (book to obtain)

Recommended:

- 11.3.2. Grimmer, Justin. 2013. "Appropriators Not Position Takers: The Distorting Effects of Electoral Incentives on Congressional Representation." *American Journal of Political Science* 57(3): 624–42.
- 11.3.3. Eshima, Shusei, Kosuke Imai, and Tomoya Sasaki. 2023. "Keyword-Assisted Topic Models." *American Journal of Political Science* 68(2): 730-750.

This module offers an overview of how many historians today conceive of their work, its importance and what distinguishes it from other ways that scholars invoke the past. We explore this critically through attention, on the one hand, to the usually tacit agreement on practices that typify such work and, on the other, to “the archives,” to historians’ presumptions about sources.

8:45am - 10:15am Session One

This session charts how many historians today conceive of their work, its importance and what distinguishes it from other ways that scholars invoke the past. The texts give particular attention to how difficult-to-imagine historical developments of the mid-twentieth century (the Shoah, most especially) reshaped their thinking (Ginzburg) and how historical narratives interact with historical evidence (Grafton). Each also sketches out how practitioners of still influential methodological subfields of history (microhistory and intellectual history) define and explain their subfield.

- 12.1.1. Anthony Grafton, “The Footnote from De Thou to Ranke,” *History and Theory*, Dec., 1994, Vol. 33, No. 4, Theme Issue 33: Proof and Persuasion in History (Dec., 1994), pp. 53-76
- 12.1.2. Carlo Ginzburg, “Our Words and Theirs, Reflections on the Historian’s Craft, Today,” in *Historical Knowledge: In Quest of Theory, Method and Evidence*, eds. Susanna Fellman, and Marjatta Rahikainen (Cambridge: Cambridge Scholars Publishing, 2012), 97-119. (ebook pdf is available at SU library)

Recommended:

- 12.1.3. Sarah Maza, *Thinking About History*, Chicago and London: University of Chicago Press, 2017.
- 12.1.4. Marc Bloch, *The Historians Craft: reflections on the nature and Uses of History and the Techniques and Methods of Those Who Write it*, translated by Pater Putnam, New York: Vintage Books, 1944.

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Session Two

This session approaches modern historical methodology in terms of the practices: the types of work that historians rely on to recognize each other as historians. Smith challenges idealist versions of the discipline's foundations—her focus is on debates about “objectivity” versus “subjectivity”—through a history of how two types of work (“the seminar method” and “archival research”) became central to the nineteenth-century emergence of the historical profession. They authorized historians' efforts to assert control over scholarly analyses of the past. Her contention is that historians prefer to think that ideas rather than practices define their work. Doan analyzes certain misunderstandings between “queer theorists” and “queer historians,” which also maps onto divergences about how to talk about “the past” between historians and scholars trained in other fields. Of particular note is the contrast in historians' presumptions with those of scholars from disciplines which presume that theory and/or method are necessary references.

- 12.2.1. Bonnie G. Smith, “Gender and the practices of scientific history: the seminar and archival research in the nineteenth century,” *The American Historical Review* 100.4 (1995): 1150-1176.
- 12.2.2. Laura Doan, *Disturbing Practices: History, Sexuality, and Women's Experience of Modern War* (Chicago: University of Chicago Press, 2013), excerpts 1-11; 27-57; footnotes 201-224.

Recommended:

- 12.2.3. Todd Shepard, “Practices Make Pertinent: Prospecting and Histories of the Present,” *Modern Intellectual History* 20 (2023), p. 639–650.
- 12.2.4. Bonnie G. Smith., *The Gender of History: Men, Women, and the Historical Practice*. Cambridge and London: Harvard University Press, 1998 (ebook pdf is available at SU library)

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

4:00pm - 5:30pm Session Three

This session is a critical examination of how historians understand “the archives.” Each article grapples both with how historians understand the power of institutionalized archives and how

this produces blind spots in what and how questions can be explored. The archives as institutions—often, state institutions—emerges clearly in both, as do the ways in which institutionalization of evidence offers opportunities even as it shapes what and how topics can be approached.

- 12.3.1. Jennifer S. Milligan, “The Problem of Publicité in the Archives of Second Empire France,” in Francis X. Blouin Jr. and William G. Rosenberg, eds., *Archives, Documentation, and Institutions of Social Memory: Essays from the Sawyer Seminar* (Ann Arbor, Mich., 2007), 20–35. (ebook pdf is available at SU library)
- 12.3.2. Achille Mbembe, “The Power of the Archive and its Limits,” *Refiguring the Archive*, Carolyn Hamilton, Verne Harris, Jane Taylor, Michelle Pickover, Graeme Reid & Razia Saleh, eds. (Kluwer Academic Publishers, 2002), pp. 19-26.

Recommended:

- 12.3.3. Joan Wallach Scott; “Archive Angst,” *History of the Present* 1 April 2021; 11 (1): 107–118
- 12.3.4. Carolyn Steedman, “After the Archive.” *Comparative Critical Studies* 8.2–3 (2011): 321–340.

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.

8:45am - 10:15am 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.

- 13.1.1. Seawright, Jason. 2016. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. Cambridge: Cambridge University Press. Chapters 6-7. (book to obtain)
- 13.1.2. Seawright, Jason and Kendra Koivu. Manuscript. *The Practice of Multi-Method Research*. Chapter 5

Recommended:

- 13.1.3. 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>.
- 13.1.4. 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>.

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Multi-Method Designs Centering Case Studies

This session asks what multi-method research can add to studies that are basically qualitative case studies. We will consider exploratory designs where statistical approaches help broaden the range of ideas explored; ways that statistical text-as-data methods can provide support in summarizing and providing context for documents analyzed within qualitative research; approaches for using multi-method designs to facilitate movement across levels of analysis within a case study; and the use of experiments embedded within case studies.

- 13.2.1. Seawright, Jason and Kendra Koivu. Manuscript. *The Practice of Multi-Method Research*. Chapters 3 and 4.
- 13.2.2. Goertz, Gary. "Multimethod Research." *Security Studies*, 25:3–24. <https://doi.org/10.1080/09636412.2016.1134016>

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

4:00pm - 5:30pm Multi-method Designs for Concept-formation, Theory-building, and Measurement

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

- 13.3.1. Seawright, Jason and Kendra Koivu. Manuscript. *The Practice of Multi-Method Research*. Chapter 6.
- 13.3.2. 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:

- 13.3.3. Andreotta, M., Nugroho, R., Hurlstone, M.J. et al. Analyzing social media data: A mixed-methods framework combining computational and qualitative text analysis. *Behav Res* 51, 1766–1781 (2019). <https://doi.org/10.3758/s13428-019-01202-8>
- 13.3.4. Introduction to Cluster Analysis <https://www.youtube.com/watch?v=4Q0kUCvhmAk>

Modules 10 and 14 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 Module 10 include a regularity theory of causality, large-N qualitative analysis (LNQA), and concepts. Module 14 focuses on process tracing. After an introduction to process tracing, the module zooms in into two key topics: causal mechanisms and counterfactual analysis, central to process tracing.

8:45am - 10:15am Process Tracing
James Mahoney and Laura Garcia Montoya

This session offers an introduction to process tracing as a methodology for analyzing causality in individual cases. The session emphasizes four aspects of process tracing: mechanisms, case-based evidence, set theory and logic, and counterfactual analysis. In calling attention to these four components, we distinguish our approach from Bayesian process tracing, which stresses the importance of estimating subjective likelihoods, and process tracing with the potential outcomes framework, which is not rooted in statistics. Throughout the session, we illustrate process tracing by considering examples from qualitative work on international and comparative politics.

- 14.1.1. Mahoney, James Erin Kimball Damman, Kendra Koivu, and Laura García-Montoya, “Set-Theoretic Tests,” “Sequence Analysis,” and “Critical Event Analysis” in Mahoney, *The Logic of Social Science* (Princeton: Princeton University Press), chaps. 4 (pp. 115-138); 6 (pp. 171-185); and 10 (pp. 269-293). (book to obtain)

Recommended:

- 14.1.2. Renate Mayntz, “Mechanisms in the Analysis of Social Macro-Phenomena.” *Philosophy in the Social Sciences* 34 (2004): 237-254.
- 14.1.3. García-Montoya, Laura, Diana Isabel Güiza Gomez, and Arturo Chang. (2024) Factionalized Mobilization: Development and Ethno-Racial Nationhood in Colombia. Working paper.
- 14.1.4. Colin Elman, John Gerring, and James Mahoney, “Case Study Research: Putting the Quant into the Qual,” *Sociological Methods and Research* 45 (2016), pp. 375-391.

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

**2:00pm - 3:30pm Building causal models-mechanisms and applying them to individual cases
Gary Goertz**

This session focuses on causal mechanisms-models and their application to individual cases. Ideally, process tracing explores a theoretical causal model-mechanism applied to individual cases. The session looks at creating causal models in the form of figures (i.e., theory figures), which then guide the analysis of the individual case(s). It deals with conceptualizing and diagramming mediators, moderators, confounders, antecedent conditions, side door paths, and the like. The model part ends with a full-fledged example of a complex causal model in Homola et al.'s "Legacies of the Third Reich: Concentration Camps and Out-group Intolerance" (APSR 2020). Then the session moves to introducing a framework for applying a causal model to an individual case..

- 14.2.1. Gary Goertz and Stephan Haggard. 2024. "Large-N Qualitative Analysis" book manuscript, chapter 4 and pp. 103-116 of chapter 5. Appendices for both chapters are optional.

Recommended:

- 14.2.2. Gary Goertz. forthcoming. "Theorizing and diagramming causal models-mechanisms: comment on Homola et al." Qualitative and Multi-Method Research.

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

**4:00pm - 5:30pm Counterfactual Analysis
James Mahoney**

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 to illustrate how counterfactual analysis is a crucial part of process tracing and hypothesis evaluation in qualitative research.

- 14.3.1. Jack S. Levy, "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.
- 14.3.2. James Mahoney and Rodrigo Barrenechea, "Counterfactual Analysis" in *The Logic of Social Science* (Princeton: Princeton University Press), chap. 5 (pp. 139-170). (book to obtain)

Recommended:

- 14.3.3. Gary Goertz and James Mahoney, "Counterfactuals," in *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012), pp. 115-24. (ebook is available via Syracuse University library)
- 14.3.4. Frank P. Harvey, "President Al Gore and the 2003 Iraq War: A Counterfactual Test of Conventional Wisdom," *Canadian Journal of Political Science* 45:1 (2012), pp. 1-32.
- 14.3.5. Luis Schenoni, Sean Braniff, and Jorge Battaglini, "Was the Malvinas/Falklands a Diversionary War? A Prospect-Theory Representation of Argentina's Decline," *Security Studies* 29 (2020), pp. 34-63.

8:45am - 10:15am How to Train Your Model

We will shift gears from discovery to detection through the use of supervised machine learning. Using a small sample of human-coded documents, we will train a model to discover the patterns linking text to labels. Then, we'll use this model to predict the codes of unlabeled text. Of course, no model is perfect. Like a research assistant, they require supervision and assessment.

- 15.1.1. TAD, Chapters 17, 18, 19. (book to obtain)

Recommended:

- 15.1.2. Osnabrügge, Moritz, Elliott Ash, and Massimo Morelli. 2021. "Cross-Domain Topic Classification for Political Texts." *Political Analysis*: 1–22.

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Words in Space

In this session, we will discuss the second major framework for conceptualizing text as data: as vectors in space. We'll learn about word embeddings (a foundational concept underlying more complicated language models like ChatGPT) and how to use them.

- 15.2.1. TAD, Chapters 7, 8. (book to obtain)
- 15.2.2. Kovendhan Venugopal. May 2021. [Mathematical Introduction to GloVe Word Embedding](#). *Becoming Human: Artificial Intelligence Magazine*

Recommended:

- 15.2.3. Rodriguez, Pedro L., and Arthur Spirling. 2022. "Word Embeddings: What Works, What Doesn't, and How to Tell the Difference for Applied Research." *The Journal of Politics* 84(1): 101–15.
- 15.2.4. Rodriguez, Pedro L., Arthur Spirling, and Brandon M. Stewart. 2023. "Embedding Regression: Models for Context-Specific Description and Inference." *American Political Science Review* 117(4): 1255–74.

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

4:00pm - 5:30pm Hack-a-Thon

In this concluding session, we will apply our newfound text analysis skills in a fast-paced and (hopefully) fun hack-a-thon. In the first half of class, you will work in groups to develop and test a hypothesis using your expert text analysis skills. In the second half, you will present your approach and findings to the class.

- No reading!

This module maps some of the ways that critiques of historical practice have proved generative. We will pay particular attention to conflicts in interpretation.

8:45am - 10:15am Session Four

This session grapples with the challenges of work on what E.P. Thompson short hands as “casualties of history.” Topics and questions, that is, that center subjects—individuals and groups—that were marginal, ignored, and/or disdained in dominant contemporary narratives: workers, the enslaved, women, among others. What are the possibilities and the limits of such research? What types of tools from other disciplines are useful or necessary? What are the tensions between contemporary injunctions to explore what has been hidden by extant histories and what rigorous scholarship makes possible?

- 16.1.1. E.P. Thompson, “Preface” to *The Making of the English Working Class* (Vintage, 1966): 10-14
- 16.1.2. Joan Wallach Scott, “The Evidence of Experience,” *Critical Inquiry* 17 (Summer, 1991): 773-797.
- 16.1.3. Katherine Gerbner, “Archival Violence, Archival Capital, Ethics, Inheritance, and Reparations in the Thistlewood Diaries,” *The William and Mary Quarterly* 79. no. 4 (October 2022): 595-624.

Recommended:

- 16.1.4. Thomas Holt, “Experience and the Politics of Intellectual Inquiry,” In James K. Chandler, Arnold Ira Davidson & Harry D. Harootunian (eds.), *Questions of Evidence: Proof, Practice, and Persuasion Across the Disciplines*. University of Chicago Press. pp. 388-396 (1994)
- 16.1.5. Joan Wallach Scott, “A Rejoinder to Thomas C. Holt” In James K. Chandler, Arnold Ira Davidson & Harry D. Harootunian (eds.), *Questions of Evidence: Proof, Practice, and Persuasion Across the Disciplines*. University of Chicago Press. pp. 397-400 (1994)

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Session Five

This session attends to how historians can and need to draw from a range of methodologies. Interdisciplinarity makes possible better accounts of the complexity of the past and helps meet the challenges of doing historical analysis in the present. LaCapra homes in on how their fetishization of archives and, more broadly, of the “discovery” of new evidence impedes historians from attention to how they read their sources. Holt highlights key questions of context—what developments in a given time and place need to be taken into account—through attention to the “everyday”; this is joined with a focus on scales (from the very local to the “global”) which speaks to question of how to circumscribe which “time” and which “place” matters for scholars.

- 16.2.1. Dominick LaCapra, “History, Language, and Reading: Waiting for Crillon,” *The American Historical Review*, Vol. 100, No. 3 (Jun., 1995), pp. 799-828
- 16.2.2. Thomas C. Holt, “Marking: Race, Race-making, and the Writing of History,” *The American Historical Review*, Vol. 100, No. 1 (Feb., 1995), pp. 1-20

Recommended:

- 16.2.3. Gary Wilder, “Introduction,” in *Freedom Time: Negritude, Decolonization, and the Future of the World*, Duke University Press, 2015, 1-16. (ebook pdf is available at SU library)
- 16.2.4. Gary Wilder, “From Optic to Topic: The Foreclosure Effect of Historiographic Turns,” *The American Historical Review*, Vol. 117, No. 3 (JUNE 2012), pp. 723-745

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

4:00pm - 5:30pm Session Six

Scholars from other disciplines have offered some of the most compelling critiques of how the limits of historians’ understandings of how to do history can be made visible and challenged. The anthropologist Trouillot has sparked particularly generative discussions, as he both tracks key omissions in existing historical work and points to modes of analysis that offer ways to

redress these lacunae. Abu El-Haj, another anthropologist, confronts multiple limits of history's approach to facts, historical time, and injunctions to narrate.

- 16.3.1. Michel-Rolph Trouillot, "An Unthinkable History: The Haitian Revolution as a Non-Event" in *Silencing the Past: Power and the Production of History* (Beacon, 2015), 70-107. (ebook pdf is available at SU library)
- 16.3.2. Nadia Abu El-Haj, "'We Know Well, but All the Same . . . ': Factual Truths, Historical Narratives, and the Work of Disavowal," *History of the Present* (2023) 13 (2): 245–264

Recommended:

- 16.3.3. Saidiya Hartman, "Venus in Two Acts," *small axe* 26 (June, 2008), pp.1-14 and Nell Irvin Painter, "Review of Saidiya Hartman's *Scenes of Subjection*," *Journal of American History* (Sept. 1998): 680-681
- 16.3.4. Marisa J. Fuentes, *Dispossessed Lives: Enslaved Women, Violence and the Archive in the Urban British Caribbean* (University of Pennsylvania Press, 2016) (ebook pdf is available at SU library)

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.

Books to Purchase: Erica S. Simmons and Nicholas Rush Smith, Editors. *Rethinking Comparison: Innovative Methods for Qualitative Political Research*. New York: Cambridge University Press. 2021.

Assigned Readings:

(1) Please read the following chapters from *Rethinking Comparison: Innovative Methods for Qualitative Political Research*:

- Chapter 1: Rethinking Comparison, Erica S. Simmons and Nicholas Rush Smith
- Chapter 3: Two Ways to Compare, Fred Schaffer
- Chapter 4: Unbound Comparison, Nick Cheesman
- Chapter 5: On Casing a Study versus Studying a Case, Joe Soss
- Chapter 6: From Cases to Sites: Studying Global Processes in Comparative Politics, Thea Riofrancos
- Chapter 8: Composing Comparisons: Studying Configurations of Relations in Social Network Research, Sarah Parkinson
- Chapter 9: Against Methodological Nationalism: Seeing Comparison as Encompassing through the Arab Uprisings, Jillian Schwedler
- Chapter 10: Comparative Analysis for Theory Development, Mala Htun and Francesca R. Jensenius
- Chapter 11: Problems and Possibilities of Comparison across Regime Types: Examples Involving China, Benjamin L. Read
- Chapter 12: Comparison with an Ethnographic Sensibility: Studies of Protest and Vigilantism, Erica S. Simmons and Nicholas Rush Smith

- Chapter 13: Theory and Imagination in Comparative Politics: An Interview with Lisa Wedeen, Lisa Wedeen with Erica S. Simmons and Nicholas Rush Smith

(2) Thad Dunning. 2008. "Improving Causal Inference: Strengths and Limitations of Natural Experiments." *Political Research Quarterly* 61 (2): 282-293.

(3) Introduction from *Undermining the State from Within: The Institutional Legacies of Civil War in Central America*, Rachel A. Schwartz (available via course Blackboard site)

(4) "Embracing the Crisis of Research Design: How the Collapse of Case Selection in the Field Can Uncover New Discoveries," *Perspectives on Politics* (FirstView), Rachel A. Schwartz (available via course Blackboard site)

Module Timeline

8:45am - 10:15am Introduction and Controlled Comparisons

The introductory section will feature an overview of the recently published edited volume with Cambridge University Press, *Rethinking Comparison*, by the volume's editors. The presentation will feature a brief introduction to the logic of controlled comparisons, why they work to help answer questions, and the kinds of questions they are most appropriate for answering. It will also provide an overview of how rethinking what a case is, what appropriate units of analysis are, and what the outcomes we seek to explain can enhance political inquiry.

- 17.1.1. Chapter 1: *Rethinking Comparison*, Erica S. Simmons and Nicholas Rush Smith (book to obtain)

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Challenges of Controlled Comparison

This session has three goals. First, it will introduce students to the basic principles underlying controlled comparative research designs – the primary mode of case study comparisons deployed in American political science. Second, through the example of a study of militant organizations in Lebanon, it shows some of the limits researchers may encounter when trying

to deploy controlled comparisons. Finally, through the examples of a study of social mobilization in Latin America and a study of vigilantism and policing in South Africa, it will discuss how the adoption of an ethnographic sensibility can help compensate for some of the limitations of controlled comparisons by allowing students to bring greater context and local meanings into their research.

- 17.2.1. Chapter 8: Composing Comparisons: Studying Configurations of Relations in Social Network Research, Sarah Parkinson (book to obtain)
- 17.2.2. Chapter 12: Comparison with an Ethnographic Sensibility: Studies of Protest and Vigilantism (book to obtain)
- 17.2.3. Thad Dunning. 2008. "Improving Causal Inference: Strengths and Limitations of Natural Experiments." *Political Research Quarterly* 61 (2): 282-293.

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

4:00pm - 5:30pm Embracing the Crisis of Research Design

This session will explore how we can leverage strategies for rethinking comparison to address the practical challenges and unexpected discoveries that often upend pre-established research designs in the field. When a "crisis of research design" strikes, how can researchers cope with partially implemented data collection plans to still generate meaningful theoretical and empirical insights? This session will feature experiences and lessons from one rethought comparative study on the institutional legacies of armed conflict in Central America to illustrate how rethinking comparison can provide a set of practical techniques and a methodological language that allows researchers to make the most of their empirical discoveries while opening new avenues of inquiry.

- 17.3.1. Introduction from *Undermining the State from Within: The Institutional Legacies of Civil War in Central America*, Rachel A. Schwartz
- 17.3.2. "Embracing the Crisis of Research Design: How the Collapse of Case Selection in the Field Can Uncover New Discoveries," *Perspectives on Politics* (FirstView), Rachel A. Schwartz

This module introduces the fieldwork module sequence, considering the structure of the modules and presenting some of the overarching themes we will consider over the next three days. The module then begins to discuss the design, planning, and execution of field research. We offer strategies for addressing the intellectual, social, emotional, health, and logistical challenges that carrying out field research can involve. Each session is conducted with the understanding that participants have carefully read the assigned materials. The instructors present key points drawing on the assigned 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.

8:45am - 10:15am Borders and Varieties of Fieldwork
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

This session introduces the fieldwork modules, outlining their structure and identifying some underlying themes that we will consider throughout the three days of the module sequence, including questions of positionality and power, and the similarities and differences between digital and traditional fieldwork. 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 iterating on one's research design. We consider fieldwork's heterogeneity (how it varies across contexts, researchers, projects, and points of time in the same project), begin to reflect on the diverse challenges that fieldwork entails, and discuss the importance of conducting fieldwork with research ethics continuously in mind.

- 18.1.1. 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)
- 18.1.2. 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](https://doi.org/10.1007/s11133-006-9027-8)
- 18.1.3. 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. doi:10.1017/S1049096508080839

Recommended:

- 18.1.4. Collier, D. (1999) Data, Field Work and Extracting New Ideas at Close Range. *APSA-CP Newsletter*, 10(1), 1-2, 4-6.
- 18.1.5. Wood, E. (2007). Field Methods. *The Oxford Handbook of Comparative Politics* Oxford: Oxford University Press. Chapter 5.
- 18.1.6. 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.
- 18.1.7. Loaeza, S., Stevenson, R., & Moehler, D. C. (2005). Symposium: should everyone do fieldwork?. *APSA-CP*, 16(2), 8-18.
- 18.1.8. Hummel, Calla, and Dana El Kurd. (2021). "Mental health and fieldwork." *PS: Political Science & Politics* 54.1: 121-125. <https://doi.org/10.1017/S1049096520001055>
- 18.1.9. Digital Fieldwork website (www.digitalfieldwork.org)

10:15am - 10:45am Coffee Break.

10:45am - 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 preparation for fieldwork, securing funding, networking to obtain contacts and interviews, and negotiating institutional affiliation. We also introduce strategies for setting and tracking the achievement of data-collection goals – developing a data-collection plan – and consider the similarities and differences between preparing for digital and traditional fieldwork.

- 18.2.1. 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)

- 18.2.2. 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*.
- 18.2.3. Symposium: Back to the Field: Uncertainty and Risk in Field Research. (2022) *Qualitative and Multi-Method Research*. Vol 20.2. Contributors: Jannis J. Grimm, Ellen Lust, Kevin Koehler, Sarah E. Parkinson, Isabell Schierenbeck, and Dina Zayed. https://www.qmmrpublication.com/_files/ugd/7e043e_dcf1320d629441a9a5cb93be211b185f.pdf

Recommended:

- 18.2.4. Barrett, C. B., & Cason, J. (2020). Identifying a Site and Funding Source. *Overseas research II: A practical guide*. Routledge. (ebook pdf is available at SU library)
- 18.2.5. Barrett, C. B., & Cason, J. (2020). Predeparture Preparations. *Overseas research II: A practical guide*. Routledge. (ebook pdf is available at SU library)
- 18.2.6. Altman, M. (2009). Funding, funding. *PS: Political Science & Politics*, 42(03), 521-526. doi:10.1017/S1049096509090830

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

4:00pm - 5:30pm Operating in the Field: Overview of Data-Collection Techniques

Diana Kapiszewski, Georgetown University

Lauren M. MacLean, Indiana University

This session offers practical advice on collecting data and managing interpersonal relations in the field. We introduce a range of more-interactive and less-interactive data-collection techniques, with emphasis on the latter. We consider the overall strengths and weaknesses of these different approaches to data collection, think about how they can be combined, and begin to discuss the ethical challenges that each can entail. We discuss the formation and maintenance of professional relationships in the field, such as hiring and working with research assistants and collaborating with other researchers. We also consider the similarities and differences between conducting digital and traditional fieldwork.

- 18.3.1. 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 4. (book to purchase)

- 18.3.2. Karlan, D., & Appel, J. (2016). *Failing in the field: what we can learn when field research goes wrong*. Princeton University Press. 17-70. (ebook pdf is available at SU library)

Recommended:

- 18.3.3. Fuji, L.A. (2013). Working with Interpreters. *Interview research in political science*. Cornell University Press. (ebook pdf is available at SU library)
- 18.3.4. Cammett, M. (2013) Positionality and Sensitive Topics: Matched Proxy Interviewing as a Research Strategy. *Interview Research in Political Science*. Cornell University Press. (ebook pdf is available at SU library)
- 18.3.5. 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). doi:10.1017/S1049096506060707
- 18.3.6. Krause, P., Szekely, O., Bloom, M., Christia, F., Daly, S. Z., Lawson, C., ... & Zakayo, A. (2021). COVID-19 and fieldwork: Challenges and solutions. *PS: Political Science & Politics*, 54(2), 264-269. doi:10.1017/S1049096520001754
- 18.3.7. Managing Qualitative Social Science Data self-guided on-line course (<https://managing-qualitative-data.org/>)

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 methodological rigor—that social scientists construct to test hypotheses. And CHA builds this bridge between exploration and testing 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 the three modules 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 Theoretically*: CHA places questions before methods and thus employs a more heterodox methodological toolbox. It treats theory not as a static purveyor of testable implications but turns it into an activity: theorizing. Theorizing, also labelled causal modeling, continuously pivots among different theoretical lenses to foreground previously overlooked evidence. It uses the newly foregrounded evidence to generate new questions, update existing explanations, and identify confounders. Theorizing also involves reflecting on what notions of causality are most appropriate for explaining a particular phenomenon.

These modules draw on *The Grammar of Time: A Toolbox for Comparative Historical Analysis* (Cambridge, 2023) [For synopsis see [here](#)] as well as section from a just completed manuscript “The Architecture of Theory. How Historical Thinking Improves Causal Inference”. *The Grammar of Time* offers the first systematic synthesis of the different CHA vernaculars spoken across multiple disciplines and literatures. It introduces historical, temporal, and theoretical thinking that are at the center of CHA. Students already familiar with CHA might be interested in the book’s annotated bibliography that can be found [here](#). The Architecture of Theory expands on the theoretical thinking introduced in the Grammar of Time. This manuscript explores more fully how theories strip context to make the world more testable. But this context stripping backgrounds potential causal factors that end up confounding test results. Theory thus plays a crucial role identifying confounders, articulating more test-worthy hypotheses, and updating prior explanations. Theories de-complexify and re-complexify social inquiry.

8:45am - 10:15am 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.

- 19.1.1. Marcus Kreuzer. *The Grammar of Time: A Toolkit for Comparative Historical Analysis* (Cambridge: Cambridge University Press, 2023), 1-31 (book to obtain)
- 19.1.2. Jørgen Møller. *State Formation, Regime Change and Economic Development* (New York: Routledge, 2017): 12-28. <https://doi.org/10.4324/9781315544885> (ebook pdf is available at SU library)
- 19.1.3 Skocpol, Theda, and Margaret Somers. 1980. "The Uses of Comparative History in Macrosocial Inquiry." *Comparative Studies in Society and History* 22(2): 174–197. <https://doi.org/10.1017/S0010417500009282>

Recommended:

- 19.1.4. Kreuzer, Marcus. 2024. "The Methodological Legacies of Skocpol's State and Social Revolutions: Locating the Three Pillars of Comparative Historical Analysis." *Politics* (FirstView) 1-12. DOI: 10.1177/02633957241245893

10:15am - 10:45am Coffee Break.

10:45am - 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.

- 19.2.1. Marcus Kreuzer. *The Grammar of Time: A Toolkit for Comparative Historical Analysis* (Cambridge: Cambridge University Press, 2023), 34-62 (book to obtain)
- 19.2.2. Robert Levine. 1997. *The Geography of Time* (Oxford: One World): 80-100.
- 19.2.3. Hunt, Lynn. 2008. *Measuring Time, Making History*. Budapest: Central European University Press. <https://doi.org/10.1515/9786155211485> (ebook pdf is available at SU library)
- 19.2.4 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. <https://doi.org/10.3998/mpub.23606>
- 19.2.5. Bartolini, Stefano. 1993. "On Time and Comparative Research." *Journal of Theoretical Politics* 5(2): 131–167. <https://doi.org/10.1177/0951692893005002001>

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.

- 19.3.1. Marcus Kreuzer. *The Grammar of Time: A Toolkit for Comparative Historical Analysis* (Cambridge: Cambridge University Press, 2023), 73-91 (book to obtain)
- 19.3.2. Capoccia, G., & Ziblatt, D. (2010). The Historical Turn in Democratization Studies. *Comparative Political Studies*, 43(8–9), 931–46. <https://doi.org/10.1177/0010414010370431>
- 19.3.3. Soss, Joe. 2018. "On Casing a Study versus Studying a Case." *Qualitative and Multi-Method Research* 16(1): 21–27

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 Part I of this practice-intensive three-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.

8:45am - 10:15am What is ethnography? Situating ethnography and ethnographic questions

- 20.1.1. Edward Schatz. 2009. "Ethnographic Immersion and the Study of Politics" in Edward Schatz, ed. *Political Ethnography: What Immersion Contributes to the Study of Power* (The University of Chicago Press): 1-22 (book to obtain)
- 20.1.2. Timothy Pachirat, 2023. "Ethnography Fifth Stanza Method." *Oxford Handbook of Engaged Methodological Pluralism in Political Science*. Janet Box-Steffensmeier, Ed.
- 20.1.3. Noelle Brigden and Cetta Mainwairing. 2021. "Subversive Knowledge in Times of Global Political Crisis: A Manifesto for Ethnography in the Study of International Relations," *International Studies Perspectives*: 1-18.

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Hermeneutics: Interpretivism, Positivism and Truth Claims

- 20.2.1. Lisa Wedeen. 2009. "Ethnography as Interpretive Enterprise," in Edward Schatz (ed.) *Political Ethnography: What Immersion Contributes to the Study of Power* (The University of Chicago Press): 75-93. (book to obtain)

- 20.2.2. Dvora Yanow, 2014. "Neither Rigorous nor Objective? Interrogating Criteria for Knowledge Claims in Interpretive Science" in *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 2nd Edition, Dvora Yanow and Peregrine Schwartz-Shea, editors. London and New York: Routledge: 97-119. (ebook pdf is available at SU library)
- 20.2.3. Hammersley, Martyn. "Ethnography and Realism," in *What's Wrong with Ethnography?: Methodological Explorations*. Routledge, 1992, pp. 43-55. (ebook pdf is available at SU library)

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

4:00pm - 5:30pm Positionality and Reflexivity

- 20.3.1. Jessica Soedirgo and Aarie Glas. 2020. "Toward Active Reflexivity: Positionality and Practice in the Production of Knowledge." *P.S. Political Science and Politics* 53, No. 3: 527-531.
- 20.3.2. Cramer, Katherine. 2016. "A Method of Listening," in *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago; University of Chicago Press: 26-44.
- 20.3.3. Timothy Pachirat. 2009. "Shouts and Murmurs: The Ethnographer's Potion." *Qualitative and Multi-Method Research*: 41-44.

8:45am - 10:15am Building Blocks of Comparison

This session will introduce students to strategies for rethinking the building blocks of the comparative method. It will include a discussion of different ways to compare, from the practice of comparison as cataloging the similarities and differences of objects to the practice of comparison as shifting the perspective from which we see the world. It will also include a discussion of how to reconsider case selection as a process of selecting cases in the world (i.e. studying a case) to a process where cases are actively produced during the practice of research (i.e. casing a study). Finally, we will consider how comparison can aid in theory development and how non-controlled comparison for conceptual development can be an appropriate outcome in its own right.

- 21.1.1. Chapter 3: Two Ways to Compare, Fred Schaffer (book to obtain)
- 21.1.2. Chapter 5: On Casing a Study versus Studying a Case, Joe Soss (book to obtain)

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Strategies of Comparison I

This session will introduce students to several concrete strategies for developing non-controlled comparative projects. Specific techniques will include a discussion of how to study global processes like the move to green technologies, focusing particularly on strategies for selecting specific sites within the broader assemblage from which to gain insight on the whole process. They will also include a discussion of how to study processes of diffusion, where a wave of action – like the contention of the Arab Uprisings – have uneven effects across borders.

- 21.2.1. Chapter 6: From Cases to Sites: Studying Global Processes in Comparative Politics, Thea Riofrancos (book to obtain)

- 21.2.2. Chapter 9: Against Methodological Nationalism: Seeing Comparison as Encompassing through the Arab Uprisings, Jillian Schwedler (book to obtain)

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

4:00pm - 5:30pm Strategies of Comparison II

Building on the previous session, this session will examine two more strategies of comparison. First, it will focus on how the comparison of contexts, rather than cases, can be leveraged for theory development—an underappreciated but critical objective of political science research. Next, it will include a discussion of how to conduct cross-national comparisons where the two countries do not lend themselves to controlled comparison through the selection of different foci for research.

- 21.3.1. Chapter 10: Comparative Analysis for Theory Development, Mala Htun and Francesca R. Jensenius (book to obtain)
- 21.3.2. Chapter 11: Problems and Possibilities of Comparison across Regime Types: Examples Involving China, Benjamin L. Read (book to obtain)

The sessions of this module consider a range of “more-interactive” data-collection techniques, i.e., techniques in which information is obtained or generated through interacting with people. We discuss surveys, experiments, focus groups, and ethnography, and conclude with a session on interviewing. We consider the ethical underpinnings of all of these techniques, and consider both digital and traditional forms. Each session of this module is conducted with the understanding that participants have carefully read the assigned materials. The instructors 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.

8:45am - 10:15am More-Interactive Data-Collection Techniques (I): Surveys and Experiments
Dana El Kurd, University of Richmond
Lauren M. MacLean, Indiana University

This session and the next consider the differences among, unique features of, benefits of, and challenges inherent in employing several more-interactive forms of data collection including surveys, experiments, focus groups, and ethnography. We continue to consider ethical challenges that can arise in the field, particularly in connection with interacting with human participants, as well as the similarities and differences between digital and traditional fieldwork.

- 22.1.1. 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)
- 22.1.2. 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)
- 22.1.3. Jensenius, F. (2014). The Fieldwork of Quantitative Data Collection. *PS: Political Science & Politics*, 47(2), 402-404. doi:10.1017/S1049096514000298

Recommended:

- 22.1.4. Brady, H. E. (2000). Contributions of survey research to political science. *PS: Political Science & Politics*, 33(01), 47-58. DOI: [10.2307/420775](https://doi.org/10.2307/420775)
- 22.1.5. 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](https://doi.org/10.1146/annurev.soc.29.110702.110112)

- 22.1.6. 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](https://doi.org/10.1177/0002716209351510)

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm More-Interactive Data Collection Techniques (II): Focus Groups and Ethnography

Dana El Kurd, University of Richmond

Lauren M. MacLean, Indiana University

This session is a continuation of the previous. The two consider the differences among, unique features of, benefits of, and challenges inherent in employing several more-interactive forms of data collection including surveys, experiments, focus groups, and ethnography. We continue to consider ethical challenges that can arise in the field, particularly in connection with interacting with human participants, as well as the similarities and differences between digital and traditional fieldwork.

- 22.2.1. 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)
- 22.2.2. Cyr, Jennifer. (2019). "Introduction." And "When to Use Focus Groups". In *Focus Groups for the Social Science Researcher*. New York: Cambridge University Press. P. 1-17 and p. 18-39.
- 22.2.3. Müller-Funk, L. (2021). Research with Refugees in Fragile Political Contexts: How Ethical Reflections Impact Methodological Choices, *Journal of Refugee Studies* 34, no 2, 2308–2332, <https://doi.org/10.1093/jrs/feaa013>.
- 22.2.4. Grimm, J. J. (2022). The mixed blessing of digital fieldwork: Digital security and ethical dilemmas of remote research during and after the pandemic. *Qualitative and Multi-Method Research*, 20(2), 21–25.

Recommended:

- 22.2.5. 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. (ebook pdf is available at SU library)
- 22.2.6. 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](https://doi.org/10.1146/annurev.polisci.11.052706.123951)
- 22.2.7. Kubik, J. (2009). Ethnography of politics: foundations, applications, prospects. *Political ethnography: What immersion contributes to the study of power*, Chicago: University of Chicago Press. P. 25-52.
- 22.2.8. Parkinson, S. E. (2022). (Dis)courtesy Bias: “Methodological Cognates,” Data Validity, and Ethics in Violence-Adjacent Research. *Comparative Political Studies*, 55(3), 420–450. <https://doi.org/10.1177/00104140211024309>
- 22.2.9. Howlett, M. (2022). Looking at the ‘field’ through a Zoom lens: Methodological reflections on conducting online research during a global pandemic. *Qualitative Research*, 22(3), 387–402. <https://doi.org/10.1177/1468794120985691>
- 22.2.10. Short, S.E., Perelman, E., & Curran S.R. (2006) Focus Groups. *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods*. Sage.

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

4:00pm - 5:30pm Interviewing
Diana Kapiszewski, Georgetown University

This session discusses how to prepare for, conduct, and follow-up after one-on-one interviews. We consider the many challenges and opportunities that conducting interviews in the field entails and offer a range of practical advice.

- 22.3.1. 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)
- 22.3.2. von Soest, C. (2023) “Why Do We Speak to Experts? Reviving the Strength of the Expert Interview Method.” *Perspectives on Politics* 21, no. 1 : 277–87. doi:10.1017/S1537592722001116.

- 22.3.3. Tavory, I. (2020) Interviews and Inference: Making Sense of Interview Data in Qualitative Research. *Qualitative Sociology* 43, 449–465
- 22.3.4. Bleich, E. & Pekkanen, R. (2013) How to Report Interview Data. *Interview Research in Political Science*. Cornell University Press. (ebook pdf is available at SU library)

Recommended:

- 22.3.5. Small, M. L., & Cook, J. M. (2023). Using Interviews to Understand Why: Challenges and Strategies in the Study of Motivated Action. *Sociological Methods & Research*, 52(4), 1591-1631.
- 22.3.6. Rubin, H. & Rubin, I. (2005). *Qualitative Interviewing. The Art of Hearing Data*, 2nd ed. Sage. Chapters 6-9. (ebook pdf is available at SU library)
- 22.3.7. Soss, J. (2006). Talking our way to meaningful explanations. *Interpretation and method: Empirical research methods and the interpretive turn*. Taylor and Francis. P. 127-149. (ebook pdf is available at SU library)
- 22.3.8. 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](https://doi.org/10.1017/S1049096507071211)
- 22.3.9. Glas, A. (2021). Positionality, Power, and Positions of Power: Reflexivity in Elite Interviewing. *PS: Political Science & Politics*, 54(3), 438-442. doi:10.1017/S1049096520002048

8:45am - 10:15am Session 4: Longue Durée Analysis: Temporal Broadening and Exploring Trends

James Scott observed that once you elongate the time horizon, things start to move. Such temporal broadening is the hallmark longue durée analysis that explores longer-term, slower moving patterns of historical change. It is the least developed strand of CHA. It used by economic historians, demographers, evolutionary psychologists, and historians influenced by the French Annals school. It often employs time series data and leverages various data visualization tools to identify long-term trends. Longue durée analysis plays a particularly important role in shifting the analysis from, what Paul Pierson called, short/short explanations to explanation with more long-term temporal perspectives. It also partially overlaps with historical political economy, a more recent entrant to historical social science.

- 23.1.1. Marcus Kreuzer. *The Grammar of Time: A Toolkit for Comparative Historical Analysis* (Cambridge: Cambridge University Press, 2023), 94-131 (book to obtain)
- 23.1.2. 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. <https://doi.org/10.1017/CBO9780511803963.006>
- 23.1.3. Immerwahr, Daniel. 2022. "A New History of World War II." *The Atlantic Monthly* (May 7, 2022) [Illustration of temporal broadening]

Recommended:

- 23.1.4. Friendly, Michael, and Howard Wainer. 2021. *A History of Data Visualization and Graphic Communication*. (Cambridge: Harvard University Press): 154-84. (Available as Ebook via Syracuse University Libraries)
- 23.1.5. Hexter, J. H. 1979. *On Historians*. (New York: Collins): 61-149. [Excellent discussion of Braudel and the Annals historians]

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Session 5: Explanations With and Without Theory

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 recognizes that the rigor offered by experimental and quasi-experimental research designs involves backgrounding contextual complexities that, in turn, end up confounding test results. CHA strikes a balance between rigor and context by giving theory a more active role in validating causal inferences. It follows a Bayesian or abductive logic that emphasizes updating over replicating existing explanations. The sessions six to nine explore the role that theory plays in validating causal inference in CHA.

- 23.2.1. Marcus Kreuzer. *The Grammar of Time: A Toolkit for Comparative Historical Analysis* (Cambridge: Cambridge University Press, 2023), 137-145, 183-189 (book to obtain)
- 23.2.2. Kreuzer, Marcus. 2024. *Architecture of Theory: How Historical Thinking Improves Causal Inference* (Unpublished Manuscript): 30-61.
- 23.2.3. Pearl, Judea, and Dana Mackenzie. 2018. *The Book of Why: The New Science of Cause and Effect*. (New York: Basic Books): 53-92.
- 23.2.4. Phillips, Christopher J. 2019. *Scouting and Scoring: How We Know What We Know About Baseball*. (Princeton: Princeton University Press): 1-12. (ebook pdf is available at SU library)

Recommended:

- 23.2.5. 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.
<https://doi.org/10.1017/CBO9780511803963.012>
- 23.2.6. Lieberman, Evan. 2016. "Can the Biomedical Research Cycle Be a Model for Political Science?" *Perspectives on Politics* 14(4): 1055–68.
<https://doi.org/10.1017/S153759271600298X>

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

4:00pm - 5:30pm Session 6: Abduction: Using Context to Update Theories

CHA does not impose parameters or scope conditions so that it can explore context in its full complexity. It treats the discoveries of this exploration as inductive insights that help to update theories. This exploration and updating are highly theoretical activities. CHA, following historians, uses theory to problematize existing explanations. Problematizing involves shifting theoretical frames or changing your temporal or spatial units of analysis to foreground different sets of causal factors. CHA also depends on theory to integrate new inductive insights into existing theories, when appropriate, or construct entirely new theories. The paper on Sweden's PR adoption illustrates this abductive updating process.

- 23.3.1. Marcus Kreuzer. *The Grammar of Time: A Toolkit for Comparative Historical Analysis* (Cambridge: Cambridge University Press, 2023), 147-162 (book to obtain)
- 23.3.2. Kreuzer, Marcus and Runa Neely. 2024. "Sweden's Peculiar Adoption of Proportional Representation. The Overlooked Effects of Time and History", *Perspectives on Politics*, (FirstView): 1-17. [Read Kreuzer 2023, pp. 67-72 first for context]
<https://doi.org/10.1017/S153759272400063X>
- 23.3.3. Yom, Sean. 2015. "From Methodology to Practice Inductive Iteration in Comparative Research." *Comparative Political Studies* 48(5): 616–44. DOI: 10.1177/0010414014554685

Recommended:

- 23.3.4. 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.
<https://doi.org/10.1017/CBO9780511803963.012>
- 23.3.5. Maza, Sarah. 2017. *Thinking About History*. (Chicago: University of Chicago Press): 45-82.
- 23.3.6. Conrad, Sebastian. 2017. *What Is Global History?* Princeton: Princeton University Press: 141-61 (ebook pdf is available at SU library)

On Day 2, we examine a family of practices that characterize ethnographic interviewing and apply relational interviewing and ordinary language interviewing in practice to gain experience working through these concepts in a hands-on way. 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. Relational interviewing prioritizes the reciprocal nature of knowledge production in interviewing, eschewing the possibility that facts may be “extracted” whole from any given encounter.

8:45am - 10:15am What is ethnographic interviewing?

- 24.1.1. Lee Ann Fujii. 2018. *Interviewing in Social Science Research: A Relational Approach*. New York & London: Routledge. All (1-92). (ebook pdf is available at SU)
- 24.1.2. Frederic C. Schaffer. 2013. “Ordinary Language Interviewing,” in Dvora Yanow and Peregrine Schwartz-Shea (eds.) *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. New York: Routledge: 150-160. (ebook pdf is available at SU)

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Exercise: students conduct a “fieldwork” interview

Each student will be assigned roles as both interviewer and interviewee, and will be paired randomly with other students in the classroom. You should spend 20 minutes prepping an interview based on a predetermined question that will be handed out at the start of class. The question should serve as the prompt and guideline for the interview, but students may take the discussion in their preferred direction based on their own interests and predilections. The goal will be to come at the topic in the question from as many angles as possible over the course of a 30-minute interview. You should plan to use the full 30 minutes—find ways to keep the discussion going and centered around the question such that you would be able to write the

interview into a “finding” or a narrative fieldnote. Create as much data as possible while keeping the discussion focused on the topic you are interested in learning more about.

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

4:00pm - 5:30pm In-class workshop: discussion and peer-review of the interviews

Use the first thirty minutes of this session to write reflexive notes about the interview process, including how you prepped for the interview, any challenges you faced during the interview, questions you “should have” asked, how you incorporated OLA to suss out shared meaning, moments you identified where the knowledge production process was more conspicuously collaborative or reciprocal. Include transcriptions of relevant dialogue or exchanges as well as a discussion of your own positionality within the interview and in relation to the topic you were assigned.

Following the writing, we will go over these notes within peer groups as a whole class.

8:45am - 10:15am Generalizability

This session will examine the ends to which we compare. Typically, in political science research, causal inference is taken as the primary goal. Similarly, research that is generalizable to as many cases as possible tends to be valued more than research which can explain only a few. This unit will push past these assumptions in two ways. First, it will provide logics for generalization not rooted in ideas of statistical generalizability or mechanical reproduction. Second, it will expand the goals of comparison from causal inference to alternative practices like creative redescription or conceptual development.

- 25.1.1. “How Cases Speak to One Another: Using the Concept of Translation to Rethink Generalizability in Political Science.” Working Paper. Erica S. Simmons and Nicholas Rush Smith

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Situated Comparisons

This session considers the specific grounds from which comparative claims are made and how a situated method can help reshape the kinds of claims political scientists can make. Students are typically trained with an abstract method where scholars take a view from nowhere, that deploys universalizing concepts, deploys comparison to develop causal laws, and where evaluation is on procedural grounds. By contrast, a situated method approaches social science with a “view from somewhere,” helps scholars provincialize seemingly universal concepts, sees the purpose of comparison as translating across contexts, and evaluates research on a standard of trustworthiness.

- 25.2.1. Chapter 4: Unbound Comparison, Nick Cheesman (book to obtain)
- 25.2.2. Chapter 13: Theory and Imagination in Comparative Politics: An Interview with Lisa Wedeen, Lisa Wedeen with Erica S. Simmons and Nicholas Rush Smith (book to obtain)

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

4:00pm - 5:30pm Ask Us Anything!

This session explores several questions graduate students trying a “non-traditional” approach to designing their research project may be asking themselves: How do I convince my committee that I have a tractable research design? How do I secure funding to do an unconventional project? How do I get a job if my project doesn’t rely on controlled comparisons? This session will include small group discussions and open Q&A to work through the difficult questions related not only to designing unconventional comparative research designs, but to presenting such research designs, seeking funding, and responding to skeptics.

This module begins with a consideration of the challenges that arise when scholars conduct fieldwork in difficult contexts. We then discuss a preeminent less-interactive form of fieldwork – archival research – in both its digital and traditional forms. We continue to consider the ethical underpinnings of field research. Finally, we think through 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 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.

8:45am - 10:15am Fieldwork in Difficult Contexts
Dana El Kurd, University of Richmond

This session outlines the challenges of conducting fieldwork in difficult contexts, including issues such as collecting data in authoritarian settings, identity and positionality issues, and research ethics when engaging with vulnerable populations.

- 26.1.1. Abdelnour, S., & Abu Moghli, M. (2021). Researching violent contexts: A call for political reflexivity. *Organization*, 0(0). <https://doi.org/10.1177/13505084211030646>
- 26.1.2. Cronin-Furman, Kate and Milli Lake. Ethics Abroad: Fieldwork in Fragile and Violent Contexts. *PS: Political Science & Politics* 51, no 3 (2018): 607–14.
doi:10.1017/S1049096518000379
- 26.1.3. Loyle, Cyanne E and Alicia Simoni. Researching under fire: Political science and researcher trauma. *PS: Political Science & Politics* 50.1 (2017): 141-145.
doi:10.1017/S1049096516002328
- 26.1.4. Pearlman, W. (2022). Emotional Sensibility: Exploring the Methodological and Ethical Implications of Research Participants’ Emotions. *American Political Science Review*, 1-14.
doi:10.1017/S0003055422001253
- 26.1.5. Sukarieh, M., Tannock, S. (2013). On the Problem of Overresearched Communities: The Case of the Shatila Palestinian Refugee Camp in Lebanon. *Sociology* 47, no 3, 494-508.
DOI: 10.1177/0038038512448567.

Recommended:

- 26.1.6. 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](https://doi.org/10.1111/ssqu.12340)
- 26.1.7. Boesten, J., Henry, M. (2018) Between Fatigue and Silence: The Challenges of Conducting Research on Sexual Violence in Conflict, *Social Politics: International Studies in Gender, State & Society* 25, no 4, 568–588, <https://doi.org/10.1093/sp/jxy027>.
- 26.1.8. Davenport, Christian. “Researching While Black: Why Conflict Research Needs More African Americans (Maybe),” *Political Violence at a Glance*, February 5, 2020, <https://politicalviolenceataglance.org/2013/04/10/researching-while-black-why-conflict-research-needs-more-african-americans-maybe/>.
- 26.1.9. Thaler, Kai M. (2021) Reflexivity and Temporality in Researching Violent Settings: Problems with the Replicability and Transparency Regime, *Geopolitics*, 26:1, 18-44, DOI: [10.1080/14650045.2019.1643721](https://doi.org/10.1080/14650045.2019.1643721)
- 26.1.10. van der Merwe, Amelia and Xanthe Hunt. (2019) “Secondary Trauma among Trauma Researchers: Lessons from the Field.” *Psychological Trauma: Theory, Research, Practice, and Policy* 11(1): 10-18. doi: 10.1037/tra0000414. Epub 2018 Oct 22. PMID: 30346208.
- 26.1.11. Warden, Tara. “Feet of Clay: Confronting Emotional Challenges in Ethnographic Experience,” *Journal of Organizational Ethnography* 2, no. 2 (2013): pp. 150-172, <https://doi.org/10.1108/joe-09-2012-0037>.

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Archival Research
Diana Kim, Georgetown University

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.

- 26.2.1. 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.
- 26.2.2. Putnam, L. (2016). "The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast." *Journal of American Studies*, 121(2), 377-402.
- 26.2.3. Kim, D. (2022). "Taming Abundance: Doing Digital Archival Research (as Political Scientists)." *PS: Political Science and Politics*, 55(3), 530-538.

Recommended:

- 26.2.4. APSA Comparative Politics Newsletter, Fall 2019. "Comparative Politics and History"
- 26.2.5. 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.
- 26.2.6. Balcells, L. and Sullivan, C. (2018). "New Findings from Conflict Archives: An Introduction and Methodological Framework." *Journal of Peace Research*, 55(2), 137-146.
- 26.2.7. Kim, D. (2020). *Empires of Vice: The Rise of Opium Prohibition across Southeast Asia*. Princeton University Press, Chapter 1 (pp. 3-27).

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 analyzing data analysis, writing up results, and presenting initial findings to different audiences while conducting fieldwork. It also considers the challenges that arise when scholars conducting fieldwork feel they need to change their project, and how to decide if and what to change. Finally, the session explores how to assess progress toward completing field research.

- 26.3.1. 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. (book to purchase)
- 26.3.2. Kapiszewski, Diana, Lauren M. MacLean, and Benjamin L. Read. (2022). “Dynamic Research Design: Iteration in Field Based Inquiry.” *Comparative Politics* 54(4): 645-70. <https://doi.org/10.5129/001041522X16352603126875>
- 26.3.3. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Fieldnotes in Ethnographic Research* University of Chicago Press. Chapters 3 and 6.

Recommended:

- 26.3.4. 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.
- 26.3.5. McDermott, R. et al. (2010). Symposium: Data Collection and Collaboration. *PS: Political Science and Politics*, 43(1), 15-58. doi:10.1017/S1049096510990586
- 26.3.6. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Fieldnotes in Ethnographic Research* University of Chicago Press. Chapters 1 and 2.

8:45am - 10:15am Session 7: De-Confounding: Using Context to Update Testing

CHA treats empirical anomalies as inductive insights while experimental and quasi-experimental approaches treat them as confounders. CHA's use of theory to actively look for such inductive insights provides important insights for to make confounders more readily discoverable and thereby improve causal inferences. Inspired by the work of Judea Pearl, experimental and quasi-experimental researchers have become more attentive to confounding effects. This work, however, has been hampered by disagreement of what constitutes a confounder and how to discover them. CHA offers useful remedies for these two challenges.

- 27.1.1. Kreuzer, Marcus. 2024. *Architecture of Theory: How Historical Thinking Improves Causal Inference* (Unpublished Manuscript): 132-56.
- 27.1.2. Campbell, Donald T., and Julian C. Stanley. 1963. *Experimental and Quasi-Experimental Designs for Research*. (Belmont, CA: Wadsworth): 1-22. [Skim. Illustrates early treatment of confounders]

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Session 8: Visualizing Theory with Causal Diagrams

Causal diagrams are used across different methodologies because they discipline thinking and make transparent the data-gathering strategy. They also are terrific teaching tools and help scholars assessing the clarity of their argument. There is no standardized protocol for drawing causal diagrams. Some scholars draw on cognitive psychology to map arguments, others borrow from system theory to generate causal loop diagrams, and still others borrow from epidemiology to sketch directed cyclic graphs (DAGs). This session explicates from these different efforts graphing guidelines for visualizing complex causal arguments and illustrate the abductive logic central to CHA. These guidelines are flexible enough to adapt to different types of causal arguments. The optional readings related to the drawing of DAGs or business feedback loop diagrams. These two types of diagrams are interesting but too restrictive for mapping out standard social science causal arguments.

- 27.2.1. Kreuzer, Marcus. 2024. *Architecture of Theory: How Historical Thinking Improves Causal Inference* (Unpublished Manuscript): 182-201 (chapter 8).
- 27.2.2. Waldner, David. 2014. "What Makes Process Tracing Good? Causal Mechanisms, Causal Inference, and the Completeness Standard in Comparative Politics." In *Process Tracing*, eds. Andrew Bennett and Jeffrey Checkel. New York: Cambridge University Press, 126–52.
- 27.2.3. Swedberg, Richard. 2016. "Can You Visualize Theory? On the Use of Visual Thinking in Theory, Pictures, Theorizing Diagrams, and Visual Sketches." *Sociological Theory* 34(3): 250–75. DOI: 10.1177/0735275116664380

Recommended:

- 27.2.4. Causal Diagrams: Draw Your Assumptions Before Your Conclusions [[Harvard Online Course](#)]
- 27.2.5. Williamson, Elizabeth J., Zoe Aitken, Jock Lawrie, Shyamali C. Dharmage, John A. Burgess, and Andrew B. Forbes. 2014. "Introduction to Causal Diagrams for Confounder Selection." *Respirology* 19(3): 303–11. doi:10.1111/resp.12238
- 27.2.6. Sterman, John. 2000. *53 Business Dynamics—Systems Thinking and Modeling for a Complex World*. Boston: McGraw-Hill.

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

4:00pm - 5:30pm Session 9: Theorizing as "Adversarial Collaboration"

Towards the end his career, Daniel Kahneman became increasingly troubled by the unwillingness of scholars to update their beliefs and the professional incentive structure that reinforced this theoretical obstinacy. He contended that it contributed "angry science". Kahneman sought to move beyond angry science by championing what he called "adversarial collaboration". Adversarial collaboration would complement a strictly adversarial test-centric mode of knowledge production with collaboration on theoretical questions prior to and following testing. It could be argued that CHA never abandoned Kahneman's credo to 'test less and talk more' which, according to Matthew Grossman, also seem to be making a comeback. This session uses Kahneman's "adversarial collaboration" to review key features of CHA and explores more fully how it offers remedies for challenges faced by contemporary social scientists. These challenges are particularly acute for young scholars interested in problem driven research, marginalized by some prevailing methodological orthodoxies, frustrated by the proverbial 'reviewer #2', and disoriented how to square rigor with context.

- 27.3.1. Kahneman, Daniel. 2024. "Adversarial Collaboration: An EDGE Lecture." [Edge](#).
- 27.3.2. Kreuzer, Marcus. 2024. *Architecture of Theory: How Historical Thinking Improves Causal Inference* (Unpublished Manuscript): 201-205 (conclusion).
- 27.3.3. Firestein, Stuart. 2015. *Failure: Why Science Is So Successful*. (Oxford: Oxford University Press): 119-34. (ebook pdf is available at SU)
- 27.3.4. Grossmann, Matt. 2021. *How Social Science Got Better: Overcoming Bias with More Evidence, Diversity, and Self-Reflection*. (Oxford; Oxford University Press): 1-21. (ebook pdf is available at SU)

On Day 3, we go into “the field” to practice direct and participant observation in a controlled, albeit somewhat artificial, setting. This exercise helps make sense of how to translate time in the field into actionable and operationalizable research, raises questions about the boundary between data collection, analysis, and writing, and comes full circle to questions of rigor and epistemology originally under consideration on day one.

8:45am - 10:15am Notetaking and participant observation

- 28.1.1. Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw. 2011. “Writing Detailed Fieldnotes” in *Writing Ethnographic Fieldnotes*. Chicago: The University of Chicago Press. Pages 57-87. (book to obtain)
- 28.1.2. Pacheco-Vega, Raul. 2019. "Writing field notes and using them to prompt scholarly writing." *International Journal of Qualitative Methods*, 18.
- 28.1.3. Wolfinger, Nicholas H. 2002. “On writing fieldnotes: Collection strategies and background expectancies.” *Qualitative Research* 2 (1):85-95.
- 28.1.4. Walford, Geoffrey. 2009. “The practice of writing ethnographic fieldnotes.” *Ethnography and Education* 4 (2):117-30.

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Student Exercise: Participant/direct observation at a local field site

Students will move outside the classroom to their respective field sites. The substantive aim for this exercise is to better understand how power is at work in your site. Keep in mind that this is an artificial approximation of fieldwork meant to give insight into some of the experience of participant observation. Immersive fieldwork takes months, if not years. Methodologically, you

should use the technique of participant observation and practice note-taking along descriptive, reflexive, and analytic styles. **See Fieldwork Instructions in Appendix A**

Fieldnote Writing (EXTRA SESSION-confirm logistics)

Return from the field site and type fieldnotes based directly on your jottings in the field. Your fieldnotes may be divided into three columns labeled description, reflexivity, and analysis. The description column should contain at least the following elements: A. A descriptive sketch of your field site (see jottings, A) B. A characterization (see jottings, B) C. An interactional episode, including dialogue if possible (see jottings, C) Use jottings D and E to record any researcher reactions in the reflexivity column and any analytic asides or commentary in the analysis column. As you write your fieldnotes, you may also develop additional analytic asides not originally noted in your jottings. If time allows experiment with different writing choices and make an explicit note of those choices in the reflexivity column of your fieldnotes. Note that, depending on the thickness of your descriptions and your writing fluency, it may take longer than 2 hours to complete this exercise. Please allot time accordingly.

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

4:00pm - 5:30pm In-class workshop: Participant observation and fieldnotes peer review, feedback

Peer Review: In groups, read and comment (in writing) on your colleagues' fieldnotes, using the criteria developed in the Emerson, Fretz, and Shaw reading, as well as a comparison with your own experiences in the site. As you read, select outstanding examples of fieldnote writing for possible sharing with the entire class in the afternoon session.

- Discuss the following two questions and record your answers in writing:
 1. In what ways do your participant-observation experiences and fieldnotes overlap? In what ways do they diverge?
 2. What did you, individually and as a triad, learn about power in your fieldsite?
- **Class Discussions**
 - Whole-class discussions of selected fieldnotes.
 1. What were the one or two most important lessons that practical exercise taught about how to do participant observation?
 2. Based on yesterday's interviewing and today's fieldnote writing experience, what other questions do you have about the conduct of ethnography?

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.

8:45am - 10:15am 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 the illustration of QCA based applied, published example.

- 29.1.1. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). *Qualitative Comparative Analysis (QCA) using R: A Beginner's Guide*, Chapter 1 (book to obtain)
- 29.1.2. 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. (ebook pdf is available at SU)
- 29.1.3. Schneider, Carsten Q., and Seraphine F. Maerz (2017). Legitimation, Cooptation, and Repression and the Survival of Electoral Autocracies. *Zeitschrift Für Vergleichende Politikwissenschaft* 11, no. 2, pp. 213–35. <https://doi.org/10.1007/s12286-017-0332-2>.

Recommended:

- 29.1.4. 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>)
- 29.1.5. Ragin, Charles C. (2008). *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago: University of Chicago Press, chapter 1

- 29.1.6. Dusa, A. (2019). *QCA with R. A Comprehensive Resource*. Springer International Publishing, chapters 1 & 2 (ebook pdf is available at SU)
- 29.1.7. 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 (ebook pdf is available at SU)
- 29.1.8. Thomann, E. and M. Maggetti (2017). Designing research with Qualitative Comparative Analysis (QCA): Approaches, challenges, and tools, *Sociological Methods and Research* 49(2): 356-386

10:15am - 10:45am Coffee Break.

10:45am - 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 membership scores of cases in sets. Almost all cross-case evidence can be represented in terms of crisp or fuzzy sets. Unlike “variables”, sets must be calibrated, a process that 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 the relevant R packages and discuss the consequences of different calibration decisions.

- 29.2.1. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). Qualitative Comparative Analysis (QCA) using R: A Beginner’s Guide, Chapter 2 (book to obtain)
- 29.2.2. 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. (ebook pdf is available at SU)

Recommended:

- 29.2.3. Ragin, Charles C. (2008). *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago: University of Chicago Press, chapters 4 & 5.
- 29.2.4. Dusa, A. (2019). *QCA with R. A Comprehensive Resource*. Springer International Publishing, chapters 4. (ebook pdf is available at SU)

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, and 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.

- 29.3.1. 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 obtain)
- 29.3.2. 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. (ebook pdf is available at SU)

Recommended:

- 29.3.3. 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.
- 29.3.4. Schneider, C.Q. (2018). Realists and Idealists in QCA. *Political Analysis*, 26(2), 246-254.

8:45am - 10:15am 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.

- 30.1.1. ESRI. (n.d.). *What is GIS?* Geographic Information System Mapping Technology. Retrieved May 10, 2023, from <https://www.esri.com/en-us/what-is-gis/overview>.
- 30.1.2. 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>
- 30.1.3. McElroy, E. (2018). Countermapping displacement and resistance in Alameda County with the Anti-Eviction Mapping Project. *American Quarterly*, 70(3), 601-604. <http://doi.org/10.1353/aq.2018.0039>
- 30.1.4. 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>

Recommended:

- 30.1.5. Cope, M., & Elwood, S. (2009). *Qualitative GIS: A mixed methods approach*. Sage. (ebook is available via Syracuse University library)
- 30.1.6. Monmonier, M. (2007). *Mapping it out: Expository cartography for the Humanities and Social Sciences*. Univ. of Chicago Press.
- 30.1.7. Steinberg, S. J., & Steinberg, S. L. (2006). *GIS: Geographic Information Systems for the Social Sciences: Investigating Space and Place*. Sage Publications. (ebook is available via Syracuse University library)

10:15am - 10:45am Coffee Break.

10:45am - 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.

- 30.2.1. ESRI. (n.d.). *About ArcGIS Pro*. About ArcGIS Pro-ArcGIS Pro | Documentation. Retrieved May 10, 2023, from <https://pro.arcgis.com/en/pro-app/2.8/get-started/get-started.htm>
- 30.2.2. Branch, J. (2016). Geographic Information Systems (GIS) in International Relations. *International Organization*, 70(4), 845-869. <https://doi.org/10.1017/S0020818316000199>
- 30.2.3. Nofal, J. (2012, August 6). *Basic uses of GIS*. GIS Lounge. Retrieved May 10, 2023, from <https://www.gislounge.com/basic-uses-of-gis/>
- 30.2.4. 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](https://doi.org/10.1016/S0962-6298(01)00058-0)

Recommended:

- 30.2.5. Maantay, J. and Ziegler, J. *GIS for the urban environment*. Esri Press. 2006.
- 30.2.6. 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.

- 30.3.1. 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://doi.org/10.1371/journal.pone.0157734>
- 30.3.2. Crampton, J.W., Huntley, E.M. and Kaufman, E.C. (2017). Societal impacts and ethics of GIS, Elsevier. *Comprehensive Geographic Information Systems*, 398-414. <https://doi.org/10.1016/B978-0-12-409548-9.09628-7>
- 30.3.3. 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>

Recommended:

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

The way we intuitively approach qualitative 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 knowledge we have. As we gather evidence and discover clues, we update our views about which hypothesis provides the best explanation—or we may introduce a new alternative that we think up along the way. Bayesianism provides a logically rigorous and intuitive framework that governs how we should revise our views about which hypothesis is more plausible, given our relevant prior knowledge and the 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.

The principles we will cover in this module can be applied to single case studies (within-case analysis), comparative case studies (cross-case analysis), and multi-method research that draws on both qualitative evidence and quantitative data.

8:45am - 10:15am Introduction to Bayesian reasoning

This session will introduce the fundamentals of Bayesian probability and Bayesian reasoning, with a focus on comparing rival explanations. Bayesian reasoning—and essentially all 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 variables 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.

- 31.1.1. Tasha Fairfield, and Andrew Charman. 2022. "Introduction: Bayesian Reasoning for Qualitative Research." pp. 1-23, 29-30. *Social Inquiry and Bayesian Inference: Rethinking Qualitative Research*. Cambridge University Press. (book to obtain)
- 31.1.2. Fairfield & Charman. 2022. "Chapter 3: Heuristic Bayesian Reasoning," pp.71-77. *Social Inquiry and Bayesian Inference*. Cambridge University Press. (book to obtain)

Recommended:

- 31.1.3. Video: Overview, Part 1—Foundations, and Part 2—Heuristic Bayesian Reasoning.

- 31.1.4. Fairfield & Charman. 2022. "Chapter 3: Heuristic Bayesian Reasoning," pp.71-101. *Social Inquiry and Bayesian Inference*. Cambridge University Press. (book to obtain)

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Assessing the Inferential Import of Evidence

One of the most important things that Bayesian reasoning can do for qualitative research is to help us make better judgments about how strongly our evidence favors one hypothesis relative to rivals. In this session, we will practice evaluating *likelihood ratios*, which determine the inferential import of the evidence. Here we need to “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 relative plausibility of our hypotheses—we gain more confidence in whichever hypothesis makes the evidence more expected.

- 31.2.1. Fairfield & Charman. 2022. "Chapter 3: Heuristic Bayesian Reasoning," pp.101-119. *Social Inquiry and Bayesian Inference*. Cambridge University Press. (Book to Obtain)

Recommended:

- 31.2.2. Video: Part 2—Heuristic Bayesian Reasoning.

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

4:00pm - 5:30pm Log-Odds Updating and Weight of Evidence

This session will introduce a simple linear version of Bayes’ rule that is easy to remember and easy to use, along with the *weight of evidence*, an intuitive concept promoted by Jack Good and Alan Turing that is closely related to the likelihood ratio. We will draw on real-world social science examples to practice evaluating the weight of evidence.

- 31.3.1. Fairfield & Charman. 2022. "Chapter 4: Explicit Bayesian Analysis," pp. 124-137. *Social Inquiry and Bayesian Inference*. Cambridge University Press. (book to obtain)

Recommended:

- 31.3.2. Video: Part 3—Explicit Bayesian Analysis in advance. (Total time: roughly 30 min)
Note: the example used in this video draws from pp. 47–49 of Fairfield, 2013, “Going Where the Money Is.” *World Development*, 47.
- 31.3.3. Fairfield & Charman. 2022. "Chapter 4: Explicit Bayesian Analysis," pp. 138-167. *Social Inquiry and Bayesian Inference*. Cambridge University Press. (book to obtain)

This module explores engaged, activist, and radical ethnography, emphasizing approaches that trouble epistemological “givens” in the discipline both conceptually and methodologically. We read scholars who reject notions of objectivity and push the bounds of what is considered valid research with particular emphasis on methods from persons of difference. We also consider the role of the senses and affect in the production of knowledge and ask how audiovisual methodologies might be put in conversation with more conventional ethnographic methods. The goal is to challenge scholars to think beyond the objective epistemology dominating research and toward engaged, aesthetically-informed, ethnographic knowledge production.

8:45am - 10:15am Ways of Knowing 1

How might one methodologically reconstruct the meaning of other people’s practices, and what challenges ensue from such attempts? How might an ethnographic sensibility reveal research processes as themselves political? What might it mean to understand other people’s practices better than they understand them themselves? This session addresses these questions by turning towards black and indigenous lifeworlds.

- 32.1.1. Rodolfo Kusch, “Understanding”, in *Indigenous and Popular Thinking in América* (Duke University Press, 2010 [1970]): 8-14.
- 32.1.2. Carole Yawney, "Don't Vex then Pray: The Methodology of Initiation Fifteen Years Later", Paper prepared for Qualitative Research Conference, University of Waterloo, 1985.
- 32.1.3. Audra Simpson, “On Ethnographic Refusal: Indigeneity, ‘Voice’ and Colonial Citizenship” *Junctures* (9), 2007
<https://junctures.org/junctures/index.php/junctures/article/view/66>.

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Reflection Exercise

In small groups you will discuss the following questions, connecting your own research to the issues broached in the discussion of section 1:

- What knowledge do I want to get from my fieldwork?
- How far am I willing to go to get the knowledge?

The whole group will then seek to craft a provisional manifesto on Decolonizing Ethnography, as a mobile guide for our succeeding conversations.

- 32.2.1. Alice Goffman. 2014. *On The Run. Fugitive Life in an American City*, Chicago, IL; London: University of Chicago Press. Chapters 1 and 2 and Appendix. (book to obtain)
- 32.2.2. Steven Lubet. 2015. "Ethics On The Run," *The New Rambler Review*, May 26, 2015.

Recommended:

- 32.2.3. Anthony Burke, Stefanie Fishel, Audra Mitchell, Simon Dalby, and Daniel Levine. 2016. "Planetary Politics: A Manifesto for the End of IR," *Millennium: Journal of International Studies*: 1-25.
- 32.2.4. Jonathan Luke Austen and Anna Leander. 2021. "Designing With/In World Politics: Manifestos for an International Political Design." *Political Anthropological Research on International Social Sciences* 2: 83-154.

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

4:00pm - 5:30pm Instructor Self-Reflections

Following the reflection exercise, the instructors will offer their own self-reflection, addressing the question: how - and to what extent - has our own fieldworks transformed what we consider to be valid knowledge? The instructors will be in dialogue with students and relate their experiences to the Manifesto crafted in Session 2.

- 32.3.1. Michelle D.Weitzel with Ganzeer, Inc. *The Wavelength*. (Work in progress)
- 32.3.2. Robbie Shilliam, *The Black Pacific* (Bloomsbury), Introduction & ch.1

This module aims at deepening the understanding of QCA introduced in Module 29. 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.

8:45am - 10:15am 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.

- 33.1.1. 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 obtain)
- 33.1.2. 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. (ebook pdf is available at SU)

Recommended:

- 33.1.3. Ragin, Charles C. (2008). *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago: University of Chicago Press, chapters 7.
- 33.1.4. Dusa, A. (2019). *QCA with R. A Comprehensive Resource*. Springer International Publishing, chapter 7. (ebook pdf is available at SU)

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm 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 introduce different types of logical remainders and different 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, if not resolve, then at least mitigate 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.

- 33.2.1. 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 obtain)
- 33.2.2. 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. (ebook pdf is available at SU)

Recommended:

- 33.2.3. Ragin, Charles C. (2008). *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago: University of Chicago Press, chapters 8 & 9.
- 33.2.4. Dusa, A. (2019). *QCA with R. A Comprehensive Resource*. Springer International Publishing, chapter 8. (ebook pdf is available at SU)

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Advanced QCA: Robustness Tests, Cluster Diagnostics, Theory Evaluation, and Set-Theoretic Multi-Method Research

This session provides an overview over a series of advanced topics in QCA. All these advanced approaches will be discussed in terms of information they provide on choosing cases for case studies to follow the QCA. First, in terms of robustness tests, we discuss against which analytic decisions a QCA 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. Second, we will outline 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. Third, 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. Finally, we provide an overview of set-theoretic multi-method research (SMMR), a framework for choosing cases based on QCA results for enhancing causal and descriptive inference.

- 33.3.1. Schneider, Carsten Q. 2024. *Set-Theoretic Multi-Method Research. Combining QCA and Case Studies*. Cambridge University Press, chapters 1+2.
- 33.3.2. Oana, Ioana-Elena, and Carsten Q. Schneider. 2024. A Robustness Test Protocol for Applied QCA: Theory and R Software Application. *Sociological Methods & Research* 53, no. 1 (2024): 57–88.
- 33.3.3. 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 obtain)
- 33.3.4. 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. (ebook pdf is available at SU)

Recommended:

- 33.3.5. Arel-Bundock, Vincent. 2022. The Double Bind of Qualitative Comparative Analysis. *Sociological Methods & Research* 51, no. 3 (2022): 963–82.
- 33.3.6. Rohlfing, Ingo. 2018. "Power and False Negatives in Qualitative Comparative Analysis : Foundations, Simulation and Estimation for Empirical Studies." *Political Analysis* 26(1): 72–89.
- 33.3.7. Ragin, C. C. (1987). *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. University of California Press, Chapter 9

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

4:00pm - 5:00pm Institute Concluding Session (Not part of Module)

8:45am - 10:15am Open Source Mapping Tools

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

- 34.1.1. Haklay, M., & Weber, P. (2008). OpenStreetMap: User-generated street maps. *IEEE Pervasive Computing*, 7(4), 12–18.
- 34.1.2. Holder, S. (2018, March 14). *Who maps the world?* Bloomberg CityLab. Retrieved May 10, 2023, from <https://www.citylab.com/equity/2018/03/who-maps-the-world/555272>

Recommended:

- 34.1.3. Google. (n.d.). *Google My Maps*. Retrieved May 10, 2023, from <https://www.google.com/maps/about/mymaps/>
- 34.1.4. OpenStreetMap Contributors. (2022, April 13). *OpenStreetMap Wiki*. Retrieved May 10, 2023, from https://wiki.openstreetmap.org/w/index.php?title=About_OpenStreetMap&oldid=2310396.
- 34.1.5. QGIS. (2020, June 5). *Documentation for QGIS 3.4*. Retrieved May 10, 2023, from <https://docs.qgis.org/3.4/en/docs/index.html>

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm GIS Data Collection: Digitizing Archival Maps, Collecting GPS Point Locations, Historical GIS, 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.

- 34.2.1. 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>

- 34.2.2. 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>
- 34.2.3. 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>

Recommended:

- 34.2.4. 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> (ebook available via Syracuse University library)
- 34.2.5. 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 May 10, 2023, 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.
- 34.2.6. Oxford Big Data Institute. (n.d.). *What is Epicollect5*. Epicollect5 Data Collection User Guide. Retrieved May 10, 2023, from <https://docs.epicollect.net/>

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm 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.

- 34.3.1. Berry, L. (2020, September 9). *6 easy ways to improve your maps*. ArcGIS Blog. Retrieved May 10, 2023, from <https://www.esri.com/arcgis-blog/products/mapping/mapping/6-easy-ways-to-improve-your-maps/>
- 34.3.2. Brewer, C., Harrower, M., and The Pennsylvania State University. *COLORBREWER 2.0: Color advice for cartography*. Retrieved May 10, 2023, from <http://colorbrewer2.org/#type=sequential&scheme=BuGn&n=3>
- 34.3.3. Buckley, A., & Field, K. (2011). *Making a Meaningful Map: A checklist for compiling more effective maps*. ArcUser. Retrieved May 10, 2023, from <http://www.esri.com/news/arcuser/0911/making-a-map-meaningful.html>

- 34.3.4. Ingraham, C. (2021, November 24). *The dirty little secret that data journalists aren't telling you*. The Washington Post. Retrieved May 10, 2023, from <https://www.washingtonpost.com/news/wonk/wp/2016/04/11/the-dirty-little-secret-that-data-journalists-arent-telling-you/>

Recommended:

- 34.3.5. Brewer, C. A. (2015). *Designing better maps: A guide for GIS users* (2nd edition). Esri Press.
- 34.3.6. 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 May 10, 2023, from http://proceedings.esri.com/library/userconf/fed16/papers/fed_86.pdf
- 34.3.7. MacDonald, H. I., & Peters, A. H. (2011). *Urban policy and the census*. Esri Press.
- 34.3.8. Mitchell, A. (2020). *The Esri guide to GIS analysis, Volume 1: Geographic patterns and relationships* (2nd edition). Esri Press.
- 34.3.9. Mitchell, A. & Griffin, L.S. (2021). *The Esri guide to GIS analysis, Volume 2: Spatial measurements and statistics* (2nd edition). Esri Press.
- 34.3.10. Mitchell, A. (2012). *The Esri guide to GIS analysis, Volume 3: Modeling suitability, movement, and interaction*. Esri Press.
- 34.3.11. Monmonier, M. (2017) *How to lie with maps*. (3rd edition). The University of Chicago Press.

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

4:00pm - 5:00pm Institute Concluding Session (Not part of Module)

This module is the continuation of Module 31.

8:45am - 10:15am Scrutinizing Case Study Research

In this session, we will use 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 alternative explanations? 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 published research, participants will assess how closely the author's conclusions do, or do not agree with a Bayesian analysis.

- 35.1.1. Tasha Fairfield and Andrew Charman. 2022. "Chapter 7: Scrutinizing Qualitative Research." pp. 267-277. *Social Inquiry and Bayesian Inference*. Cambridge University Press (book to obtain)

Recommended:

- 35.1.2. Fairfield & Charman. 2022. "Chapter 7: Scrutinizing Qualitative Research." pp. 282-330. *Social Inquiry and Bayesian Inference*. Cambridge University Press (book to obtain)

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Bayesian Guidance for Research Design

This session will give a Bayesian perspective on some key elements of research design: case selection, and iterative research that involves going back and forth between theory refinement, data collection, and data analysis. Bayesianism provides a rigorous justification for many practices that are commonly employed in qualitative research but go against standard methodological prescriptions.

Recommended (no required reading):

- 35.2.1. 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.

- 35.2.2. Video: Part 4—Multiple Hypotheses and Multiple Cases. (roughly 30 min)
- 35.2.3. Fairfield & Charman. 2022. "Chapter 5: Bayesian Analysis with Multiple Cases" and "Chapter 12: Case Selection" in *Social Inquiry and Bayesian Inference*. Cambridge University Press (book to obtain)

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Conclusion

We will conclude the module by highlighting the relative advantages of Bayesianism and how it differs from other methodological approaches. The session will include a group exercise designed to elucidate key matters of Bayesian principle and practice, with an emphasis on clearing up some common misunderstandings.

- 35.3.1. Fairfield & Andrew Charman. 2022. "Introduction: Bayesian Reasoning for Qualitative Research," pp.23-26. *Social Inquiry and Bayesian Inference*. Cambridge University Press. (book to obtain)
- 35.3.2. Video: Part 5—Wrapping Up. (roughly 15 min)

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

4:00pm - 5:00pm Institute Concluding Session (Not part of Module)

8:45am - 10:15am Ways of Knowing II

What might a move beyond text offer in relation to the capture of lived experience? How might photography, sound recording, or filmmaking constitute a method of social science research? How might researchers deal with the entanglement of knowledge with affect, and how might feelings and emotions be captured as data or conveyed as findings? Should engagement with feeling count as “method” in social science research, and how might such an approach reshape the discipline?

- 36.1.1. Elena Biserna. 2021. “Ambulatory Sound-Making: Rewriting, Reappropriating, ‘Presencing,’ Auditory Spaces,” in *Bloomsbury Handbook of Sonic Methodologies*, Michael Bull and Marcel Corbussen editors. New York: Bloomsbury Academic: 297-314. (ebook pdf is available at SU)
- 36.1.2. Steven Feld. “A Rainforest Acoustemology,” in Michael Bull and Les Back, editors, *The Auditory Culture Reader*, Berg 2003: 223-239.
- 36.1.3. Susan Sontag. 2003. *Regarding the Pain of Others*. New York: Picador. (Entire.) (book to obtain)

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Fieldwork Exercise

Fieldwork exercise: Using the Syracuse campus and IQMR facilities as a fieldsite, craft a “one-shot” film which you record a single camera take with synchronized sound for the duration of approximately one minute. You should not significantly alter the visual framing or move the microphone, allowing the scene to unfold “naturally” without undue editing or interference. The challenge here is to seek out scenes that have potential to evolve or capture some kind of change, or narrative. Look for images and sounds that express the spatial and temporal dimensions of human, or non-human activities, such as a queue of people or someone at work. Can you use your short one-shot film to craft a nascent message, or argument? Use the exercise to practice looking and listening closely to understand the potential of a situation. You may want to film multiple situations and select the one you consider richest for submission.

Upload the film to the shared Google drive, come to class prepared to discuss your film, the decisions you made in its production, and how it relates to the modes of knowledge production discussed thus far.

For examples, see:

- Valeria Hofman, "American Dream." *MAFI Mapa Filmico de un Pais*. Online: <https://www.youtube.com/watch?v=yFYDfWeeJGI>
- Carlos Araya, "Orden y Patria," *MAFI Mapa Filmico de un Pais*. Online: <https://www.youtube.com/watch?v=Lg5-vnNU4-0>

We will finish by reflecting on how the activities speak to, exceed, or require an update of the Manifesto.

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Workshop: One Shot peer review, feedback

Here the focus is how every narrative, or scholarly argument, has a perspective, tells a particular story and persuades audiences through the strength of evidence, rhetoric, and in the case of film, audiovisuals.

In the concluding discussion, we reflect together on the political power of narrative structure in argumentation. We connect this back to our considerations on a Manifesto.

- 36.3.1. Linda Tuhiwai Smith (2021), "Imperialism, History, Writing and Theory," and Research Through Imperial Eyes," found in *Decolonizing Methodologies: Research and Indigenous Peoples*, pp. 21-28 and 49-65. <https://doi.org/10.5040/9781350225282.0018> (ebook pdf is available at SU)
- 36.3.2. David Scott (2015), "Walking amongst the Graves of the Living: Reflections about Doing Prison Research from an Abolitionist Perspective" in *The Palgrave Handbook of Prison Ethnography*, pp. 40-58. https://doi.org/10.1057/9781137403889_3 (ebook pdf is available at SU)

Recommended:

- 36.3.3. Sheila Curran Bernard. 2023. "Story Basics," "Identifying the Story," and "Structure" in *Documentary Storytelling: Creative Nonfiction on Screen*. New York: Routledge: 25-94. Also, "Storytelling: A Checklist," pages 259-260. (ebook pdf is available at SU)

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

4:00pm - 5:00pm Institute Concluding Session (Not part of Module)