

University of Notre Dame
Department of Political Science
Qualitative Research Methods - 28299 - POLS 60830 - 01
Spring 2011

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Decio 430

Monday 6:00 pm - 8:30, DeBartolo Hall 303
Office Hours: T, 1-3 PM, TH, 1-3 PM, and
by appointment.

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This course is intended to introduce graduate students to the basic elements of qualitative social science. Its objective is to provide them with a working knowledge of the strengths and weaknesses of the historical and comparative case study approaches to political science as well as an appreciation for the larger epistemological and philosophical issues at stake in the selection of various research strategies.

Attendance: Students must attend every class and do all of the reading. While attendance will not be taken in class, we will cover material beyond the readings. In other words, if you want to do well in this class, do all of the readings and attend every class!

Grading: Your grade will be based on four things:

Discussion = 20%

Take Home Memo #1 = 10%

Take Home Memo #2 = 20%

Draft Dissertation Proposal/Research Design = 40%

Thorough, but Helpful, Analysis of Colleague's Research Design = 10%

Discussion: Participation in discussion is mandatory; indeed, I have found that there is generally a "positive correlation" between participation and the level of the student's grade. The In addition to class participation, the discussion grade will be based upon two other factors: 1) Performance as discussion co-leader for one or two class sessions; and 2) 10 minute presentation of the draft dissertation/research proposal on one of the mock APSA panels and 5 minute commentary on another student's proposal.

Five page memoranda: I generally assign 2-3 questions of which students can pick one to answer. In this class, all students will have to answer the same question on the first memorandum. The answers must be typed, double-spaced, and notes formatted according to Kate L. Turabian, et al., A Manual for Writers of Term Papers, Theses, and Dissertations (Chicago: University of Chicago Press, 2007).

20 page draft research/dissertation proposal: The final paper for this class will be a 20 page draft dissertation or research proposal. You must be prepared to present and defend a draft on one of the mock APSA panels and then turn in a revised draft by the end of the term.

Thorough, but Helpful, Critique of Colleague's Research Design: Graduate students are, or should be, the most well-oiled and lethal intellectual killing machines, the Terminators of the Ivory Tower. But that is the easy part of the business: Almost all research has some flaw and the really hard task is to make a novel and compelling contribution despite this fact. The same holds true of collegial criticism: A total defenestration of a colleague's work-in-progress is only B (Ok, maybe B+) work. The real A-range contributions come when you can not only identify the key problem in a colleague's work but then you can also help him or her fix it. In addition to your oral comments on the mock APSA panel, I would like you to draft a 2 page memorandum for the person you comment upon and cc. me on it.

Grading criteria:

- A: B + creative interpretation of fact or novel approach to problem.
- B: Basic grasp of facts and interpretation.
- C: Minor errors of facts and/or interpretation.
- D: Major errors of facts and/or interpretation.
- F: Failure to turn in assignment/academic dishonesty.

Policies on attendance, tardiness, missed/assignments, and classroom conduct:

Students are expected to attend all classes, save in the case of illness, family emergency, or university-excused absence. Late/missed assignments without a valid excuse will not be accepted. Students are expected to arrive in time for class as late arrivals are disruptive. Finally, students are expected to comport themselves at all times in class with the utmost professionalism as becomes a Notre Dame man or woman.

Academic Integrity: All students must abide by the Notre Dame Honor Code: "As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty." Details are available at <http://www.nd.edu/~hnr/code/docs/index.htm>. Please note that academic dishonesty (including plagiarism and unauthorized multiple submissions of work for assignments) will not be tolerated and will be punished severely. If I suspect academic dishonesty, I will use Turnitin.com to determine whether the student's work is original or not.

Students with Disabilities: I am strongly committed to working with students who have any disability recognized under the Americans with Disabilities Act to ensure that they are able to fully participate in class activities. If you feel you require a "reasonable accommodation," please follow the process through <http://www.nd.edu/~osd/>.

Computer policy: There is growing concern among my faculty colleagues that some students are using their lap-top computers during class for non-class activities (e.g., email or web-surfing unrelated to the class). This detracts from the class discussion and the students' learning experience more generally. I am reluctant to ban lap-tops from class entirely as some students find them much easier to use to take notes, store their readings electronically, or use the web to find information that enhances their participation in class. Therefore, if you want to use a

laptop in my class, you must send me a formal memorandum pledging to use your lap-top strictly for class purposes. Violations of this agreement will be treated as violations of the Honor Code.

We will be using the following books available through either Amazon.com or the University Bookstore:

Gary King, et al, *Designing Social Inquiry* (Princeton).
Alexander George and Andrew Bennett, *Case Studies* (MIT).
John Gerring, *Case Study Research* (Cambridge).
James Mahoney and Dietrich Rueschemeyer, eds., *Comparative Historical Analysis in the Social Sciences* (Cambridge).
Henry Brady and David Collier, eds., *Rethinking Social Inquiry* (Rowman and Littlefield).
Stephen Van Evera, *Guide to Methods for Students of Political Science* (Cornell).
Marc Trachtenberg, *The Craft of International History* (Princeton).

In addition, other readings will be available electronically such as “*” through the Notre Dame Library at http://www.library.nd.edu/find_journals/ejournals.php.

Items marked “@” will be available through electronic course reserve at https://www.library.nd.edu/eresources/ereserves/course.cgi?course=2011S_POLS_60830_01

Finally, some readings are available on-line for no charge and their web address is provided with the citation.

The basic schedule and outline of the course is as follows:

1/24/11: Introduction – What We Do and Why We Do It.

- John S. Odell, “Case Study Methods in International Political Economy,” *International Studies Perspectives* Vol. 2, No. ? (2001): 161-76.*
- Margaret Levi, “Modeling Complex Historical Process With Analytic Narratives,” <http://www.yale.edu/probmeth/Levi.pdf>.
- Gabriel A. Almond and Stephen J. Genco, “Clouds, Clocks, and the Study of Politics,” *World Politics*, Vol. 29, No. 4 (July 1977): 489-522.*
- Charles Taylor, “Interpretation and the Sciences of Man,” *Review of Metaphysics*, Vol. 25, No. 1 (September 1971): 3-51.*
- King, et al, *Designing Social Inquiry*, 3-33.
- George and Bennett, 127-49.

1/31/11: The Basics, I.

- Van Evera, *Guide to Methods*, 1-116 and 123-28
- Stephen Jay Gould, "Why Darwin" *The New York Review of Books*, April 4, 1996.*
- Carl Brauer, "More Scholars Should Venture Forth to Confront, Enlighten, or Change the World," *Chronicle of Higher Education*, March 14, 1990.*

- John J. Mearsheimer, "A Self-Enclosed World?" in Ian Shapiro, Rogers M. Smith, and Tarek E. Masoud, eds., *Problems and Methods in the Study of Politics* (New York: Cambridge University Press, pp. 388-394. @

2/7/11: The Basics, II.

- George and Bennett, 1-126 and 263-84. Skim Appendix and be prepared to suggest other models in your own subfield.

2/14/11: How Historians Do It. [Sebastian Rosato]

- Trachtenberg, 1-198.

Memorandum #1 Assigned, Due 2/21/11

2/21/11: Comparative Historical Social Science, I

- Theda Skocpol and Margaret Sommers, "The Uses of Comparative History in Macrosocial Inquiry," *Comparative Studies in Society and History*, Vol. 22, No. 2 (April 1980): 147-97.
- Mahoney and Rueschemeyer, 3- 177.

2/28/11: Comparative Historical Social Science, II

- Mahoney and Rueschemeyer, 177-428.

3/7/11: The KKV Challenge to Qualitative Research (It Would Be Better If It Were Quantitative).

- King, et al, *Designing Social Inquiry*, 34-230.

3/14/11: No class -- Spring Break/ISA

3/21/11: Responding to KKV

- Brady and Collier, 1-102.
- Gerardo L. Munck, "Cannons of Research Design in Qualitative Analysis," *Studies in Comparative International Development*, Vol. 33, No. 3 (Fall 1998): 18-45.
- David Laiten, James A. Caparaso, David Collier, Ronald Rogowski, and Sindy Tarrow, "Review Symposium: The Qualitative-Quantitative Disputation: Gary King, Robert O. Keohane, and Sidney Verba's *Designing Social Inquiry: Scientific Inference in Qualitative Research*," *American Political Science Review*, Vol. 89, No. 2 (June 1995): 454-74.* [KKV response in Brady and Collier, 181-92]

3/28/11: Beyond KKV, II.

- Gerring, *Case Study Research*, 1-210.

4/4/11: The Qualitative Toolkit.

- Brady and Collier, 103-68.
- George and Bennett, 151-252.
- James D. Fearon, "Counterfactuals and Hypothesis Testing in Political Science," *World Politics*, Vol. 43, No. 2 (January 1991): pp. 169-195.

4/11/11: The Peril and Promise of Multi-method Research [Nickerson].

- Brady and Collier, 169-272.
- Evan S. Liberman, "Nested Analysis as a Mixed Method Strategy for Comparative Research," *American Political Science Review*, Vol. 99, No. 3 (2005): 435-52.
- James D. Fearon and David Laitin, "Integrating Qualitative and Quantitative Methods" Janet M. Box-Steffensmeier, Henry Brady, and David Collier, eds., *The Oxford Handbook of Political Methodology* (New York: Oxford University Press, 2008), 756-78.
@
- Bennett, et al, "Symposium: Multi-Method Work, Dispatches from the Front Lines" in *Qualitative Methods Newsletter*, vol. 5, No. 1 (Spring 2007): 9-27 at <http://www.maxwell.syr.edu/uploadedFiles/moynihan/cqrm/Newsletter5.1.pdf>.

Memorandum #2 Assigned, Due 4/18/11

4/18/11: The Method of Normative Political Science [Sot Barber].

- Max Weber. "The Meaning of 'Ethical Neutrality' in Sociology and Economics" in *The Methodology of the Social Sciences*, trans. and ed. by Edward A. Shills and Henry A. Finch (New York: The free Press, 1949), 1-47.@
- S. Barber, "Memorandum on the Methodology of Normative Inquiry," (Unpublished, November 27, 2010). [I will send this to you]
- Russell Hardin, "Normative Methodology" in Janet M. Box-Steffensmeier, Henry Brady, and David Collier, eds., *The Oxford Handbook of Political Methodology* (New York: Oxford University Press, 2008), 35-47.@
- Gilbert Harman, "Three Trends in Moral and Political Philosophy," <http://www.princeton.edu/~harman/Papers/Trends.pdf>
- Norman Daniels, "Reflective Equilibrium," *Stanford Encyclopedia of Philosophy* at <http://plato.stanford.edu/entries/reflective-equilibrium/>

4/25/11: Mock APSA Panels, I

5/2/11: Mock APSA Panels, II

Final Dissertation Proposals/Research Designs and Critiques Due 5/9/11by C.O.B.