Institute for Qualitative and Multi-Method Research – June 16-27, 2014
Schedule and Reading List

There are three types of institute sessions: (1) Unified (whole institute) sessions; (2) research design discussion groups; and (3) elective modules. The unified sessions are on the first Monday (6/16), the first Wednesday (6/18), and the first Friday (6/20). (Please note that the 6/20 unified sessions U10 and U11 are not included in the grid below. They are on how to get funding and how to get published.)

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

There are 26 elective modules, of which participants will select eight; that is, they will choose one of the three modules that are offered as triples (e.g. modules 4, 5 or 6) or as quadruples (e.g. 13, 14, 15 or 16).

Choosing Which Modules to Take

While many of the 26 modules can be taken as stand-alone units, there are some limitations on selections.

Modules with higher numbered suffixes (e.g. Content Analysis II) can usually only be taken with the first module in the sequence (e.g. Content 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 three exceptions to this rule are Module 9 (Fieldwork II), Module 13 (Set Theoretic Approaches II), and Module 24 (Challenges of Medium-N Analysis II).

Modules 11, 14, and 18 (Ethnographic Methods I, II, and III) should be considered as a single unit, and accordingly can only be selected together (i.e. participants cannot take only Ethnographic Methods I, or I and 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 above. Beyond the two limitations we mention above, you may take whichever modules you would find most helpful.

Module 3 (Quantitative and Qualitative), Modules 4 and 7 (Natural Experiments I and II), Modules 16 and 20 (Mixed-method research and causal mechanisms I and II), and Modules 21 and 24 (Medium N Research I and II).

Module 2 (Discourse Analysis), Module 5 (Interpretive Methods for Archival Research), Module 8 (Interpretivism, Discourse Analysis, National Identity, & IR Theory), and Modules 11, 14, and 18 (Ethnographic Methods I, II, and III).

Modules 6 and 9 (Designing and Conducting Fieldwork I and II), Module 12 (Managing and Sharing Qualitative Data) or Modules 11, 14, and 18 (Ethnographic Methods I, II, and III), and Module 26 (Archival Research and Elite Interviews).

Books to Purchase or Otherwise Obtain

The reading for some unified sessions and modules includes a book or books that must be purchased, or borrowed from your university library [please note that they are unlikely to be available at the SU 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.
Monday, June 16 Module 0 Unified” (i.e. whole institute) sessions

U1 8:30am – 9:00am – Introduction and Logistics
Colin Elman, Syracuse University


U2 9:00am-10:00am Within Case and Small-N Comparisons
Andrew Bennett, Georgetown University

This session introduces some of the philosophy of science behind case study methods, situates these methods vis-a-vis other methods, briefly introduces process tracing and case comparisons, and provides practical advice on avoiding ten common errors in case study research design.

- U.2.1. Alexander George and Andrew Bennett, Case Studies and Theory Development in the Social Sciences (The MIT Press, 2005), Preface and chapter 1. (Book to purchase)

Recommended:


10:00am - 10:30 am Coffee Break

U3 10:30am – 11:45pm Logic and Qualitative Methods
James Mahoney, Northwestern University

This session introduces the idea that logic and set theory constitute one important set of tools used in qualitative research.

11:45 - 1:45pm Lunch

**U4 1:45pm -2:45pm Statistical/multi-method strand**
*Jason Seawright, Northwestern University*


**U5 2:45pm - 3:45pm The Interpretive Approach to Qualitative Research**
*Lisa Wedeen, University of Chicago*

- **U.5.1.** Clifford Geertz, "Thick Description: Toward an Interpretive Theory of Culture" in *The Interpretation of Cultures* (Basic Books, 1973).


3:45pm – 4:15pm Coffee Break

**U6 4:15pm - 5:30pm Roundtable on “How Do We Bring All of this Together?” The Implications of Multiple Approaches to Qualitative and Multi-Method Research**

*Lisa Wedeen, James Mahoney, Andrew Bennett, Jay Seawright, David Waldner*
Tuesday, June 17 Module 1 Comparative Case Study Methods – Andrew Bennett and James Mahoney

8:45am - 10:15am Comparative-Historical Analysis
James Mahoney, Northwestern University

This session provides an introduction to comparative-historical analysis in contemporary social science. It explores three orientations associated with this approach: macro-configurational explanation; case-based research; and temporally-oriented analysis. It contrasts these orientations with other approaches in contemporary social science.


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 Typological Theories
Andrew Bennett, Georgetown University

This session discusses how typological theorizing can help address various kinds of complexity. It outlines procedures for building typological theories and using them to assist in the selection of cases for purposes of comparison and process tracing. The session concludes with examples and exercises.

- 1.2.1. Alexander L. George and Andrew Bennett, Case Studies and Theory Development in the Social Sciences (The MIT Press, 2005), Chapter 11. (Book to purchase)


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

4:00pm - 5:30pm Causality and Time: A Diagram Approach
James Mahoney, Northwestern University

This session explores how diagrams can be used to illustrate ideas concerning causality and time in qualitative analysis.

• 1.3.1. James Mahoney and Rachel Sweet Vanderpoel, “Set Diagrams and Qualitative Research,” Comparative Political Studies, forthcoming.
Tuesday, June 17 Module 2 Discourse Analysis - Lisa Wedeen and Jennifer Pitts

This module provides students with an introduction to three different modes of discourse analysis. Participants will learn to "read" texts while becoming familiar with contemporary thinking about interpretation, narrative, and social construction. In these three sessions we shall explore the following methods: Foucault’s “interpretive analytics”; Wittgenstein’s understanding of language as activity and its relevance to ordinary language-use analysis (including theories of “performativity”); and the techniques of the Cambridge school.

8:45am - 10:15am Wittgenstein and Ordinary Language-Use Analysis
Lisa Wedeen, University of Chicago

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?


- 2.1.2. Lisa Wedeen, Peripheral Visions: Publics, Power, and Performance in Yemen (University of Chicago Press, 2008), Chapter 2, chapter 3, and conclusion. (Book to purchase)


10:15-10:45am Coffee Break

10:45am-12.30pm Research Design Discussion Sessions

12:00pm – 2:00pm pm Lunch
This session will consider the so-called linguistic turn in the history of political thought, through some key statements by Quentin Skinner, as well as attention to two sources on which he has drawn, Collingwood’s idea of questions and answers, and Austin’s arguments about intention. We will consider such questions as: How do we go about reconstructing the questions that a given thinker is asking? What does it mean (and is it possible) to recover or articulate the intentions of an author? How does this differ from seeking to establish the meaning of a text? Why is the recovery of contexts important for these tasks, how do we know which contexts to recover, and has the approach been too focused on intellectual contexts at the expense of other relevant contexts?


Recommended


3:30pm - 4:00pm Coffee Break

4:00pm - 5:30pm Foucauldian Discourse Analysis
Lisa Wedeen, University of Chicago

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.


Recommended

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

This module provides students with an introduction to research designs that combine a qualitative and a quantitative component in the service of a single causal inference: multi- or mixed-method designs. We will discuss older “triangulation” ideas about multi-method design but focus on the newer “integrative” approach that uses one method to test the assumptions of the other. The module will explore motivating ideas about causation, causal inference, and the strengths of various methods. However, the center of gravity in the module is on considering formal multi-method research designs combining case studies with regression, matching, natural experiments, and randomized experiments.

8:45am - 10:15am Causation and Causal Inference
Jason Seawright, Northwestern University

This session introduces participants to key ideas about causation and causal inference that drive contemporary statistical and multi-method thinking, centrally including the potential outcomes framework. We will discuss that framework, considering what it captures and omits from other ideas about causation. Centrally, we will discuss the way that the potential outcomes framework opens opportunities for multi-method research by specifying the assumptions needed to get causal results out of regression analysis.


Recommended

• 3.1.2. Stephen L. Morgan and Christopher Winship, Counterfactuals and Causal Inference: Methods and Principles for Social Research (Cambridge University Press, 2007), Chapters 2 and 5.

10:15-10:45am Coffee Break

10:45am-12.30pm Research Design Discussion Sessions

12: 30pm – 2:00pm pm Lunch
2:00pm – 3:30pm Combining Regression-Type Studies with Case Studies
Jason Seawright, Northwestern University

This session will carefully consider the central question in most discussion of multi-method research: how to combine regression-type studies with case studies. We will discuss when case studies can independently nail down causal inferences, and also how they can contribute tests for each of the key regression assumptions discussed in the previous session. Optimal case-selection strategies for each design will be analyzed.


Recommended:

3:30pm - 4:00pm Coffee Break

4:00pm - 5:30pm Multi-Method Designs Involving Matching, Natural Experiments, and Randomized Experiments
Jason Seawright, Northwestern University

This session introduces participants to multi-method designs that include more recent, and sometimes more credible, quantitative components: matching, natural experiments, and randomized experiments. For each design, we will look at the assumptions needed for causal inference, identify relevant case-study designs, and explore case selection.


Recommended:
Wednesday, June 18 Unified (i.e. whole institute) sessions
Process Tracing – David Waldner, Andrew Bennett, and James Mahoney

8:45am - 10:15am U7 - Process Tracing I
Andrew Bennett, Georgetown University

This session discusses the philosophy of science foundations of process tracing, outlines the logic of process tracing in terms of Bayesian analysis, and provides practical advice on carrying out process tracing. The session concludes with exercises and examples that allow the students to practice process tracing.


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 U8  Process Tracing II: The Logic of Process Tracing Tests
James Mahoney, Northwestern University

This session provides a framework, based on set theory and sequential analysis, for carrying out process tracing tests.


3:30pm - 4:00pm Coffee Break.
This session considers the foundations of qualitative causal inference via process tracing. It addresses the ‘fundamental challenge of causal inference,’ or the problem of drawing unit-level causal inferences given unobserved counterfactuals. Drawing on some exemplars of comparative politics, it suggests how process-tracing analysis can meet this challenge by demonstrating the correspondence between causal graphs and event-history maps.


**8:45am - 10:15am Introduction to Natural Experiments**

Thad Dunning, University of California, Berkeley and Daniel Hidalgo, Massachusetts Institute of Technology

*What are natural experiments? We introduce the concept of natural experiments and discuss their strengths and limitations through a survey of recent examples from political science and economics.*


**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
Thad Dunning, University of California, Berkeley and
Daniel Hidalgo, Massachusetts Institute of Technology

*We discuss the role of statistical models in the analysis of natural experiments and provide an overview of quantitative techniques suitable for estimating causal effects. We emphasize the advantages of simplicity and transparency in the quantitative analysis of natural experiments.*


- 4.2.2. Thad Dunning, *Natural Experiments in the Social Sciences: A Design-Based Approach* (Cambridge University Press, 2012), Chapters 5--6. (Book to purchase)

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

4:00pm - 5:30pm Natural Experiments: Qualitative Methods

*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.*


Thursday, June 19 Module 5: Interpretive Methods for Archival and Historical Research —Thomas Dodman and Daragh Grant

This module introduces students to the challenges of working with materials drawn from different social, cultural, and historical settings, and explores creative interpretive strategies for addressing these challenges. Students will be introduced to the basics of the historical method, and will be encouraged to think about how a careful attention to questions of temporality and periodization can shape and reveal new avenues in their empirical research. All three sessions will be attentive to the problem of analyzing historical materials from the standpoint of the present. Shifting meanings over time, and transformations in the criteria for judgment, present particular problems for historical researchers. Students will be challenged to think about the problems posed by the use of familiar concepts like “culture” and “identity” against the background of processes of historical change that destabilize both the content and the contours of such concepts. Finally, in light of these challenges, students will be invited to think through the strategies available for working in a partial archive, with attention to the virtues and pitfalls of creatively thinking about historical source materials.

All three sessions will aim to situate the readings in relationship to the specific research needs of students taking the module. With that in mind, it would be helpful for students to come to the first session prepared to briefly describe the role that archival or historical research is likely to play in their dissertation.

8:45am - 10:15am History as social science: The study of structures and events
Thomas Dodman, Boston College and Daragh Grant, University of Chicago

This session introduces students to the historical method, highlighting two key challenges to the study of historical events. Students will begin the session by working in groups to identify their own archival challenges, specifically related to two questions. First, how does the problem of temporality enter their work? And second, how do the events they study refashion the very structures of the societies on which their research is centered?


Recommended:


2:00pm – 3:30pm  Avoiding anachronism: Events, periodization, and the problem of conceptual change
Thomas Dodman, Boston College and Daragh Grant, University of Chicago

This session address a further challenge posed by the study of historical change: namely, how one avoids the problem of anachronism generated by conceptual transformations that accompany worldly events. The readings address two concepts of central importance to the study of political change in the present: sovereignty and revolution. Although our discussion will be oriented around the readings for the session, students will be invited to discuss the kinds of concepts that are central to their own work, and to think collaboratively about how they might address the challenges posed by shifts in meaning across time.


Recommended:


4:00pm - 5:30pm  Questions of Evidence  
Thomas Dodman, Boston College and Daragh Grant, University of Chicago

At the heart of historical research is the question of evidence. Although this may seem a straightforward empirical matter, it is not, for evidence is never neutral, but systematically embroiled in relations of power and knowledge inherent to the constitution of archives. This section explores debates on the nature of historical evidence and on various approaches to historical sources. It aims to foster a critical reflection on the epistemological status of the production of history.


Recommended:


Further Readings

Students interested in reading further might be interested in the below materials. They are neither required nor suggested for those planning to that this module:


Thursday, June 19 Module 6 Designing and Conducting Fieldwork: Preparing and Operating in the Field – Diana Kapiszewski and Lauren MacLean

Overall Module Note: Each session of this module will be conducted with the understanding that participants have carefully read the assigned readings. Rather than lecturing on the readings, the instructors will facilitate discussions of concepts and ideas in small and large groups, and encourage students to practice using data-collection techniques. These discussions and activities will draw on the readings as well as our collective experiences in managing fieldwork’s diverse challenges.

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

In this session we discuss our conception of fieldwork as an iterative process entailing repeated shifts among research design, data collection, and data analysis. We also consider how fieldwork impinges on the identification of a research question, and on post-fieldwork analysis and theory development. We discuss various types of fieldwork and the different stages of a project at which it might occur, and address issues of ethics and power in the field.


Recommended


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 background research, logistical preparations for fieldwork, securing funding, networking to obtain contacts and interviews, negotiating institutional affiliation, and developing a data-collection plan.


- 6.2.2. Christopher B. Barrett and Jeffrey W. Cason, “Identifying a Site and Funding Source” in Overseas Research II: A Practical Guide (Johns Hopkins University Press, 2010).

Recommended


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

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

This session considers the challenges of managing data and people in the field. We introduce a range of interactive and non-interactive data-collection techniques, and consider the trade-offs among them and how they can be combined. We discuss hiring and working with RAs and broader issues of cooperation and managing relationships in the field. Finally, we consider in greater depth several non-interactive forms of data-collection.


Recommended


Friday, June 20 Unified (whole institute) sessions on publishing and funding

10:30am - 11:40am U10 Obtaining Funding (unified session)
Brian Humes, National Science Foundation

What are the features of successful grant proposals? This session offers guidelines designed to help you not only secure funding for your project but also use the proposal writing process to move forward in the research itself.


11:45am-12.50pm U11 Getting Publishing (unified session)
John Ishiyama, Editor, American Political Science Review

On the writing and preparing:


On rejection:


Also Recommended


12: 50pm - 2:15pm Lunch.
8:30am - 10:00am Evaluating Natural Experiments
Thad Dunning, University of California, Berkeley and Daniel Hidalgo, Massachusetts Institute of Technology

We critically assess natural-experimental research using an evaluative framework based on (1) the plausibility of as-if random assignment; (2) the credibility of causal and statistical assumptions; and (3) the substantive and theoretical relevance of the intervention. We emphasize the importance of quantitative and qualitative diagnostics and substantive knowledge for building successful natural-experimental designs.

- 7.1.1. Thad Dunning, *Natural Experiments in the Social Sciences: A Design-Based Approach* (Cambridge University Press 2012), Chapters 8-10. (Book to purchase)


10:00am - 10:30am Coffee Break.

10:30am - 11:30am U10 Obtaining Funding (unified session)
Brian Humes, National Science Foundation

See reading list on preceding pages

11:30am-12.30pm U11 Getting Publishing (unified session)
John Ishiyama, Editor, *American Political Science Review*

See reading list on preceding pages

12:30pm-2:00pm Lunch
2:00pm - 3:30pm Design Your Own Natural Experiment
Thad Dunning, University of California, Berkeley and
Daniel Hidalgo, Massachusetts Institute of Technology

In this session, we give participants the opportunity to design a natural experiment related to their own work and receive feedback from course participants.

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

4:00pm - 5:30pm Multi-Method Research and Natural Experiments
Thad Dunning, University of California, Berkeley and
Daniel Hidalgo, Massachusetts Institute of Technology

We end the course by evaluating the promise and obstacles to the use of multi-method research in the analysis of natural experiments. Drawing upon the previous sessions and readings, 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.

- 7.3.1. Thad Dunning, Natural Experiments in the Social Sciences: A Design-Based Approach (Cambridge University Press 2012), Chapter 11. (Book to purchase)

Further Readings by Topic (for both Modules 4 and 7):

Standard Natural Experiments:


**Regression-Discontinuity Designs:**


**Instrumental-Variables Designs:**


**Analysis and Design:**


Friday, June 20 Module 8: Interpretivism, Discourse Analysis, National Identity, and IR Theory — Ted Hopf

8:30am - 10:00am Interpretivism and Neo-Positivism
Ted Hopf, National University of Singapore

Many consider it impossible to combine interpretivist commitments to local intersubjectivities and mainstream social science commitments to causal explanations and generalizations. This session suggests that there is substantial potential compatibility between an interpretivist ontological approach and many mainstream social science methodological techniques. Indeed, scholars not known for being in the mainstream of social science, such as Geertz, Bourdieu, and Foucault, have adopted numerous neo-positivist, dare I say Popperian, techniques in their work, without, of course, explicitly acknowledging doing so.


10:00am - 10:30am Coffee Break.

10:30am - 11:30am U10 Obtaining Funding (unified session)
Brian Humes, National Science Foundation

See reading list on preceding pages

11:30am-12.30pm U11 Getting Publishing (unified session)
John Ishiyama, Editor, American Political Science Review

See reading list on preceding pages

12:30pm-2:00pm Lunch
Identity is one of the master variables of social constructivism. How one understands oneself in relationship to others implies what interests you may have in that other, or others like her. But how does one relate this insight to international politics? One way is to hypothesize that the national identities of states imply interests in other states. How we might go about finding those national identities and relating them to foreign policy outcomes are the central questions of this session. We will learn how to execute a discourse analysis of national identity, derive testable hypotheses from it, and gather evidence that can assess those claims.


The relationship between interpretivists and mainstream social scientists is often seen as being most starkly different in the juxtaposition of interpretivists and large-n quantitative IR scholars. Despite the fact that these two schools rarely meet, this module explores the possibility of constructing a large-n intersubjective national identity data base that can be usefully employed by large-n IR scholars. Is it possible to remain true to interpretivist principles while, for example, providing replicable data on all great power national identities since 1810?

- 8.3.1. “Making Identity Count” chapters: Hopf, Allan, and Vucetic
Overall Module Note: Each session of this module will be conducted with the understanding that participants have carefully read the assigned readings. Rather than lecturing on the readings, the instructors will facilitate discussions of concepts and ideas in small and large groups, and encourage students to practice using data-collection techniques. These discussions and activities will draw on the readings as well as our collective experiences in managing fieldwork’s diverse challenges.

8:30am - 10:00am Interactive Forms of Data Collection
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

This session considers the challenges inherent in carrying out, and analytic upsides and downsides of, a series of interactive forms of data collection: participant observation, ethnography, surveys, and experiments.


Recommended


10:00am - 10:30am Coffee Break.

**10:30am - 11:30am U10 Obtaining Funding (unified session)**  
Brian Humes, National Science Foundation

See reading list on preceding pages

**11:30am-12.30pm U11 Getting Publishing (unified session)**  
John Ishiyama, Editor, *American Political Science Review*

See reading list on preceding pages

12:30pm-2:00pm Lunch

**2:00pm - 3:30pm Interviewing**  
Diana Kapiszewski, Georgetown University  
Lauren M. MacLean, Indiana University

This session explores various types of interviewing: one-on-one in-depth interviews, oral histories, and focus groups. We seek to “contextualize” these interactive forms of data collection, offering strategies for conducting interviews in the field.


Recommended


• 9.2.6. Herbert Rubin and Irene Rubin, Qualitative Interviewing. The Art of Hearing Data, 2nd ed. (Sage, 2005), Chapters 6-9.


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

4:00pm - 5:30pm Analyzing Data, Assessing Progress, Thinking Theoretically
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

This session considers data organization, storing, and sharing; thinking analytically and beginning to analyze data while in the field, and different data analysis options; assessing progress; and beginning to write in the field and presenting initial findings to different audiences.


Recommended


Monday, June 23 Module 10 – Set Theory I
Gary Goertz and Claudius Wagemann

8:45am - 10:15am  Introduction to logic and set theory
Gary Goertz, University of Notre Dame

This session discusses key ideas from logic and set theory that underpin many qualitative methods. Central attention is focused on ideas of necessary and sufficient conditions (and their derivatives). The session also contrasts logic/set theory with statistics/probability theory.

- 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 University Press, 2012), pp. 16-38. (Book to purchase)


Recommended:


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 Two Cultures: Contrasting Qualitative and Quantitative Research
Gary Goertz, University of Notre Dame

This session contrasts an approach to qualitative and multimethod research based on the statistical paradigm with one based on within-case causal analysis and logic.

- 10.2.1. Gary Goertz and James Mahoney, A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences (Princeton University Press, 2012), Chapters 4-6, 8-9, and 15. (Book to purchase)
3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm  Social Science Concepts  
Gary Goertz, University of Notre Dame

This session provides basic guidelines for the construction and evaluation of concepts. It particular it provides a framework dealing for dealing complex concepts which are typical in much social science research.


- 10.3.2. Gary Goertz and James Mahoney, *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton University Press, 2012), Chapters 11 and 13. (Book to purchase)
Overall Description

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

8:45am - 10:15am
Introductions [Pachirat and Schaffer]

Part A: Introduction to Ethnography [Pachirat]

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

- 11.1.1. Clifford Geertz, "Thick Description: Toward an Interpretive Theory of Culture" in The Interpretation of Cultures (Basic Books, 1973) (assigned as U.5.1)


Ordinary language interviewing is a tool for uncovering the meaning of words in everyday talk. By studying the meaning of words (in English or other languages), the promise is to gain insight into the various social realities these words name, evoke, or realize. This part of the session covers some basic questions about ordinary language interviewing: what it is, what can be discovered through it, and how it is similar to and different from other types of ethnographic interviewing.


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

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

Session 2 (1:40-3:30) How to Do an Ordinary Language Interview [Schaffer]

In this session participants will learn how to conduct an ordinary language interview, and practice doing one focusing on words of their own choosing. Participants will also learn and practice different strategies for approaching people to interview.

At the beginning of this session, participants will sign up for their fieldsite locales and be organized into groups. Participants will work with their groups during this session’s exercises and in the short course’s subsequent exercises.

Session 3 (4:00-6:00) Ordinary Language Interviewing Field Exercise and Write-Up [Schaffer]

Participants will go to fieldsites (around campus or at the Carousel Center Mall) to conduct ordinary language interviews. They will then write-up their main findings.
Increasingly, journals, funding organizations, and professional associations are requiring that research data be shared. In this module, we discuss the processes of managing and sharing qualitative research data and the benefits of doing so, including enhanced citation and more transparent research, more secondary data analysis, improved teaching, and more and deeper collaboration. While sharing data occurs at a particular moment in the “research lifecycle,” it requires careful planning and systematic data management. We highlight techniques for both, and illustrate their importance by demonstrating the process of sharing qualitative data via the new Qualitative Data Repository. Finally, we consider factors that make sharing data more challenging, and offer strategies and techniques for overcoming them.

Notes and caveats: First, for this module, it is useful to have an actual research project in mind, including a good idea of what sorts of data you will collect.

Second, as you will quickly see when you begin to do the readings, we are drawing a great deal on materials from the United Kingdom (although many of the referenced practices are European-wide). This is the case because the normative infrastructure for managing and sharing qualitative data is much more developed in Europe than it is in the United States, and there is thus a great deal we can learn from understanding how they operate. In fact, a challenge we will take on in the module is considering how we can adopt and adapt their norms and standards in the context of U.S. social science.

8:45am - 10:15am Preparing for Sharing: Data and the Research Lifecycle
Diana Kapiszewski, Georgetown University
Dessislava Kirilova, Syracuse University/Yale University

Research data can have a longer lifespan than the research project from which they arose, and that likelihood is greatly increased when they are shared. We begin the session by discussing the benefits — to the researcher who collected them, and to other scholars — of sharing qualitative data. We then examine how to design research projects in anticipation of sharing the data they generate. We introduce the notion of the “research lifecycle,” and use examples of real research projects to identify points in that lifecycle at which data sharing considerations come into play; we also establish which protocols might be needed at key stages.


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 Managing, Documenting, and Sharing Data
Diana Kapiszewski, Georgetown University
Dessislava Kirilova, Syracuse University/Yale University

We discuss a range of strategies and techniques that can be used to effectively manage data; consider a few sample data management plans; and engage in some exercises to help students learn to create their own data management plan. We also consider the role of ‘documenting’ data, thinking creatively and critically about them and providing background and contextual information to help others scholars make sense of shared data. Finally, we illustrate the process of sharing data via the new Qualitative Data Repository, revealing the importance to data sharing of careful organization, and knowledge, of one’s data.


3:30pm - 4:00pm Coffee Break.
In this session, we explore factors that make sharing qualitative data more challenging, focusing in particular on two central concerns: copyright and human subjects. We discuss the elastic notion of “fair use,” and techniques for discerning the copyright status of one’s data. And we consider how the process of gaining informed consent might need to be adapted to enable data sharing at the end of a project, and examine strategies for anonymizing qualitative data aiming to preserve original content while minimizing disclosure risk.


Tuesday, June 24 Module 13 – Set Theory II
Gary Goertz and Claudius Wagemann

8:45am - 10:15am  Basics of QCA
Claudius Wagemann, Goethe University Frankfurt

This session applies the basics of set theory to Qualitative Comparative Analysis (QCA). Starting from set operations it introduces the central concept of calibration and formalizes the notion of sufficiency and necessity. Doing so, it also refers to causal complexity as it is typical for QCA.


Recommended:


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  Truth Table Analysis
Claudius Wagemann, Goethe University Frankfurt

This session presents truth table analysis as a fundamental tool of QCA. It also introduces the so-called “measures of fit”, such as consistency and coverage. This also draws our attention to the fundamental trade-off in comparative research between explaining well and explaining much.


Recommended:


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

4:00pm - 5:30pm  Limited Diversity and Counterfactual Analysis  
Claudius Wagemann, Goethe University Frankfurt

Limited diversity is a fundamental problem of comparative research in general and QCA in particular. This session introduces the phenomenon and shows ways how to deal with it. This also includes a discussion on counterfactual analysis.


Recommended:


8:45 - 10:15 Ordinary Language Interview Debriefing [Schaffer]

First we will discuss the challenges participants encountered in approaching people to interview, conducting ordinary language interviews, and writing up results. Next we will catalogue the different word uses/meanings that participants discovered in doing their fieldsite interviews.

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

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

12:30pm - 2:00pm Lunch.

2:00 - 3:30 Ethics and Praxis in Participant Observation [Pachirat]

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

- 14.2.1. Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw, Writing Ethnographic Fieldnotes (University of Chicago Press, 1995), Chapters 1-5. (Book to purchase)

Session 6 (4:00 - 5:30) Participant Observation Fieldwork Exercise [Pachirat]

In small groups, participants will conduct participant-observation exercises in pre-selected fieldsites.

Session 7 (5:30 - 7:30) Fieldnote Writing

Participants will use this time to write up a set of fieldnotes based on jottings taken in their fieldsites.
This module presumes basic mathematical and statistical concepts and will involve work with computers. The computational elements will include using point-and-click software and dedicated R packages. Prior expertise with these is not required, just a willingness to explore new tools. The instructors will provide as much support as necessary to ensure that students can effectively participate in the course and apply these tools in their own projects.

Participants choosing this module should bring a laptop and be prepared to install software beforehand (A handout with the software prerequisites will be provided before the course).

Participants with problems following the installation instructions will be able to meet with the instructors on Monday, June 23, at 8pm in the lobby of the Sheraton hotel.

8:45am - 10:15am Computer-assisted coding of document topics
Will Lowe, University of Mannheim; and Sven-Oliver Proksch, McGill University

In the first session we investigate dictionary-based content analysis in old and new style. We will focus on identifying the assumptions of these widely used measurement models, learning how to use their results effectively in subsequent analyses, validating them, and maybe even correcting them. Finally, we’ll consider the mechanics of getting other people to do the content analysis for us.


Optional


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 Practical I
Will Lowe, University of Mannheim; and Sven-Oliver Proksch, McGill University

We present open source text analysis tools for dictionary-based content analysis and replicate several studies using various text sources e.g. parliamentary speeches, media reports. Participants should bring a laptop on which they have pre-installed software (see instruction sheet).

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

4:00pm - 5:30pm Computer-assisted assignment of categories to documents
Will Lowe, University of Mannheim; and Sven-Oliver Proksch, McGill University

Classification methods automate the assignment of texts to categories in a content typology without the need to construct a dictionary. This session considers applications of both approaches and considers their advantages and limitations for social scientific research.


Optional


This module provides students with an introduction to the use of mixed-methods in the study of causal mechanisms. We will address a variety of topics including: the role of quantitative and qualitative studies of causal mechanisms, how to use quantitative data to select promising cases, and how to use mixed-methods to improve measurement.

8:45am - 10:15am Mixed-method research and causal mechanisms: challenges and opportunities for pathway analysis
Nicholas Weller, University of Southern California

This session introduces participants to the appropriate role of mixed-method research in the context of studying causal mechanisms. We will focus on identifying the value-added of each component of mixed-methods research.


Recommended


10:15-10:45am Coffee Break

10:45am-12.30pm Research Design Discussion Sessions

12: 30pm – 2:00pm pm Lunch
2:00pm – 3:30pm Selecting Cases for Pathway Analysis
Nicholas Weller, University of Southern California

This session will provide present a set of general steps for selecting cases for pathway analysis that guides scholars towards how to read the relevant literature, how to identify relevant research questions, and how to think about the types of cases that are relevant given the extant literature and research questions.


- 16.2.2. Jason Seawright and John Gerring, "Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options," *Political Research Quarterly* 61(2) (June 2008): 294-308.

Recommended


3:30pm - 4:00pm Coffee Break

4:00pm - 5:30pm Case selection using regression
Nicholas Weller, University of Southern California

This session introduces participants to the use of regression to select cases. We discuss both the benefits and the pitfalls of this approach, and we will walk through multiple examples. The examples include both cross-sectional data and panel data so that we can explore case selection in both instances.


8:45am - 10:15am Potential Pitfalls in Qualitative Comparative Analysis  
Claudius Wagemann, Goethe University Frankfurt

When executing a QCA, some problems might occur with regard to the simultaneous analysis of necessary and sufficient conditions. Also, a less thoughtful application of the algorithm might lead to untenable results. In this session, various potential problems are discussed; their solution should lead to a more reflective use of QCA.


Recommended:


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 Extensions of QCA  
Claudius Wagemann, Goethe University Frankfurt

Over the years, various extensions of QCA have been developed. Also based on the interest of the participants, some of them will be presented in this session. A special emphasis will be devoted to multi-value concepts as well as to integrating the time aspect into QCA.

• 17.2.2. Lasse Cronqvist and Dirk Berg-Schlosser, “Multi-Value QCA (mvQCA).” In Benoit Rihoux and Charles C. Ragin, eds., *Configurational Comparative Methods: Qualitative Comparative Analysis (QCA) and Related Techniques* (Sage, 2009).

Recommended:


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

### 4:00pm - 5:30pm  Case Selection and Multimethod Research Design

**Gary Goertz, University of Notre Dame**

This session offers practical considerations for selecting certain specific cases for intensive analysis. The session develops guidelines and rules for choosing cases that will allow qualitative researchers to achieve maximum leverage for causal inference.


Recommended:

• 17.3.2. Gary Goertz and James Mahoney, “Case Selection and Hypothesis Testing” in *A Tale of Two Cultures: Contrasting the Qualitative and Quantitative Research Paradigms* (Princeton University Press, 2012), pp. 177-191. (Book to purchase)

Session 8 (9:15-10:15) Triad Reviews of Fieldnotes

Participants exchange and comment on each other’s fieldnotes.

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

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

Session 9 (2:00 - 3:30) Paired-triad Discussions and Presentations

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

Session 10 (4:00 - 5:30) Overall Debriefing (ordinary language interviewing and participant observation) [Pachirat and Schaffer]

In this session, we will reflect together on the following two clusters of questions: (1) How can ordinary language interviewing and participant observation be fruitfully combined when doing ethnographic fieldwork? What are the potential pitfalls of such a combination? (2) To what extent does the method one adopts shape what one apprehends? Specifically, do we learn something different when we access meaning by means of (relatively unstructured) participant observation as opposed to (relatively structured) ordinary language interviewing?
8:45am - 10:15am Practical II
Will Lowe, University of Mannheim; and Sven-Oliver Proksch, McGill University

In this exercise session, we show how to use open source text analysis tools for supervised automated classification. The lab will take the form of a worked example using R and its various text analysis packages.

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 Computer-assisted inference about document positions
Will Lowe, University of Mannheim; and Sven-Oliver Proksch, McGill University

Scaling models try to estimate actors' positions on interesting dimensions using differential word usage. In this session we learn how to fit and interpret such models, how to think about dimensionality of texts, what important discourse features are left out or abstracted away, and what we have to assume about how words are generated in order to be able to apply them. We then consider to what extent those assumptions are reasonable, and also how square them with the idiosyncratic and often strategically structured institutional contexts in which political language actually appears.


Optional


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

**4:00pm - 5:30pm Practical III**  
*Will Lowe, University of Mannheim; and Sven-Oliver Proksch, McGill University*

During this exercise session, we present open source text analysis tools for extracting policy positions from political texts.

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

**4:00pm – 5:30pm Content Analysis and Research Design**  
*Will Lowe, University of Mannheim; and Sven-Oliver Proksch, McGill University*

In this session we discuss the strengths and limitations of the methods shown in the previous sessions with an eye to how computer assisted content analyses can be best integrated into your research designs. We also welcome practical questions concerning data acquisition, computing issues, and effective presentation of text analysis results.

This session is organized in a question and answer format: You ask the questions, and we (as a group) will try to provide some useful answers.
This module continues with the material from Part 1 (Module 16).

8:45am - 10:15am  Case selection using matching  
Nicholas Weller, University of Southern California

This session introduces participants to the use of matching as a way to select cases for mixed-methods research. We will discuss matching at a general level and then turn to how to use matching to select cases.


Recommended


10:15-10:45am  Coffee Break

10:45am-12.30pm Research Design Discussion Sessions

12: 30pm – 2:00pm pm Lunch

2:00pm – 3:30pm Contextualizing and extending prior research  
Nicholas Weller, University of Southern California

This session will discuss how to use large-N methods to conceptualize prior research when scholars are building directly on results from other studies. In particular, we will consider issues related to knowledge accumulation across multiple case studies.


Recommended


3:30pm - 4:00pm Coffee Break

4:00pm - 5:30pm Pathway analysis/mixed method research and measurement

Nicholas Weller, University of Southern California

This session introduces participants to use of mixed-method research in measurement. We will review the basic concerns related to measurement and then delve in to a variety of ways that mixed-methods research can improve our ability to measure nettlesome concepts.


• 20.3.2. Chapter 4 from Statistics in Political Science, read the entire chapter; focus on pp. 82-90 and 104-107.

Recommended

Thursday, June 26 Module 21 Challenges of Medium-N Analysis I – David Collier, Bear Braumoeller, and Christopher Krogslund

This module explores challenges of medium-N analysis, i.e., of research focused on roughly 10 to 70 cases. Charles Ragin has strongly recommended this scope of inquiry as lending itself to combining close knowledge of cases with systematic comparison.

There is some disagreement as to whether—over the past two decades—medium-N analysis has been neglected or has prospered. Yet clearly, a sharp contrast is evident in the unequal development of relevant analytic tools. We have seen major advances in methods both for the qualitative analysis of small numbers of cases, and for large-N research. By contrast, medium-N methods are in a state of flux and evolution.

This deficit is unfortunate, given that (a) many substantive questions are most productively addressed with medium-N data sets; (b) focusing on an intermediate number of cases can yield findings of substantial generality (i.e., more cases!), while still being anchored in strong case knowledge; and (c) Developing and refining tools for medium-N analysis can productively expand opportunities for research that is attentive to case knowledge, context and causal complexity—for example, interactions and asymmetric causation. The lectures and readings for this module will examine both the debates of the past two decades regarding methods for medium-N work, and promising tools that require further development.

8:45am - 10:15am. Framing Recent and Current Debates on Medium-N Methods. David Collier

Among the methodological debates of the past 20 years, two that are especially relevant to IQMR have focused on (a) the application of a conventional “quantitative template” to qualitative research, as proposed in 1994 with the publication of King, Keohane, and Verba’s Designing Social Inquiry; and (b) research strategies for medium-N analysis that seek to combine case knowledge and systematic comparison – very centrally involving a spectrum of the set-theoretic comparative method (STCM). Charles Ragin’s QCA is the most distinguished and creative contribution to this tradition, and the acronyms QCA and STCM (which includes QCA) are both used below, according to which is most relevant to the immediate context of discussion.

To provide a framework for IQMR’s two modules on medium-N analysis, this first session focuses on (a) selections from Brady and Collier, Rethinking Social Inquiry, and (b) a brief essay by David Collier.


10:15-10:45am Coffee Break

10:45am-12.30pm Research Design Discussion Sessions

12:30pm – 2:00pm Lunch

2:00pm – 3:30pm Simulation Tests and Evaluation of Medium-N Methods
David Collier, University of California, Berkeley
Christopher Krogslund, University of California, Berkeley

A substantial literature has emerged that employs simulation tests to evaluate methods for medium-N analysis in terms of the stability and validity of findings. This literature has focused centrally on the set-theoretic comparative method (to reiterate, STCM), and it includes contributions from both inside and outside of that tradition. The readings cover key issues regarding simulations.

1. Garson offers a brief introduction to simulations.

2. Krogslund, Choi, and Poertner provide a full example of a simulation test.

3. A valuable idea in contemporary reasoning about causal inference is the concept of the underlying “data generating process” (DGP), together with the insight that causal assessment consists of using real-world data to make inferences about the DGP. The idea of the DGP can be introduced into simulation tests, and it represents a particularly illuminating form of assessment.

4. In using simulations to evaluate any method, finding tests that are well-matched to the method is a challenge. A debate has emerged over how to assess the match to the procedures of STCM, but unfortunately some of the key statements this debate are not yet available from the authors. This reading illustrates the major challenges of such assessment.


3:30pm - 4:00pm Coffee Break

4:00pm - 5:30pm Models for Analyzing Causal Interactions.
Bear Braumoeller, Ohio State University
David Collier, University of California, Berkeley

In medium-N analysis, and indeed in all forms of research, a fundamental priority is to gain insight into causal interactions – i.e., the effect of one explanatory factor is contingent on other factors. This unit explores the analysis of interactions.

1. Braumoeller provides an overview of this topic, focusing on four models of interactions and the trade-offs among them.

2. Ragin discusses the treatment of interactions in STCM, involving combinations of conditions—a perspective that is one of the four modes discussed in (1).

3. Franzese offers a concise summary (as of several years ago) of interaction terms in quantitative studies that have appeared in leading political science journals.

4. Tanner provides excellent examples of interactions in policy evaluation research.

5. Kam and Franzese is a standard text on interactions in quantitative research.

6. Note that the STCM perspective on interactions—specifically combinations of conditions—is also treated in reading for other IQMR modules


Recommended


8:45am - 10:15am: Introduction to GIS: GIS, not as quantitative as you might assume

This module will introduce participants to GIS as a tool for qualitative research, present basic GIS terminology and concepts and the basic functions of ESRI’s ArcGIS software suite, particularly those functions that are most commonly used by researchers who use GIS in their post-positivist/feminist research.


Recommended:


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 visualization and analytical functions such as building and querying attribute tables, selecting map features, and symbolizing data.


Recommended:


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

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

This module will review the types and sources of data that are available for GIS users, the ethics of mapping certain data, how metadata can be used to communicate qualitative information, and data overlay analysis.


Recommended:


All causal claims have counterfactual implications. They generate statements about what is likely to happen if certain variables were to assume different values. This module focuses on the uses of counterfactuals in historical interpretation, with the primary aim of assessing the utility of counterfactuals in supporting causal inferences. In the first session Jack Levy discusses the importance of counterfactuals, various types of counterfactuals, and the criteria for evaluating the utility of counterfactuals. In the second session Frank Harvey applies these and related criteria to the 2003 Iraq War. In the third session Jack Levy examines some of the counterfactuals of the First World War, and Frank Harvey explores the policy relevance of counterfactual analysis, the contributions the approach can make to narrowing the gap between theory and policy, and the value of projectibility when assessing competing counterfactual claims.

8:45am - 10:15am: Counterfactuals: Uses, Types, and Criteria for Evaluation
Jack S. Levy, Rutgers University

We distinguish between “plausible world” and “miracle” counterfactuals and between idiographic and nomothetic counterfactuals, and note the potential role of counterfactuals in facilitating new ways of thinking and exposing logical inconsistencies and moral double standards. We then focus on idiographic, plausible world counterfactuals. We develop methodological criteria for evaluating the utility of these counterfactuals in analyzing how history might have taken a different course and in assessing the validity of causal inferences in particular historical episodes.


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

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).
2:00pm - 3:30pm Comparative Counterfactual Analysis: A Case Study of the 2003 Iraq War
Frank P. Harvey, Dalhousie University

We discuss the contributions of comparative counterfactual analysis and explore theory-based linkages between historical evidence (compiled across multiple levels of analysis) and the relative strengths and weaknesses of competing theories and causal claims about the onset of the Iraq war. The presentation will focus on the need to engage both confirming and disconfirming evidence when assessing the quality of any necessary condition theory, and will discuss the relative strengths of path dependence as an alternative explanation of US/UK decision-making from 2002-2003 that challenges conventional accounts.


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

4:00pm - 5:30pm Applications: The First World War; Post-Iraq War Intelligence Reform; Projectibility and Continuity in US Foreign Policy.
Jack S. Levy, Rutgers University and Frank P. Harvey, Dalhousie University

This session has two parts. First, we use the criteria developed in the last two sessions to explore some famous “what if’s” of the First World War. Would the war still have occurred if Austrian Archduke Franz Ferdinand had not been assassinated, or if Germany had abandoned the Schlieffen Plan and adopted instead an eastern-oriented “defensive” military strategy toward Russia, or if Britain had clearly signaled in advance its intentions to intervene in a continental war? Second, we examine the policy relevance of counterfactual analysis with specific emphasis on post-Iraq war intelligence reform, and discuss the value of projectibility when assessing the quality of competing counterfactual claims, focusing specifically on continuity in US foreign policy across the Clinton, Bush and Obama administrations.


**Recommended Reading for Counterfactuals Module**


Gary Goertz and Jack S. Levy, eds., *Explaining War and Peace: Case Studies and Necessary Condition Counterfactuals* (Routledge, 2007).


Friday, June 27 Module 24 Challenges of Medium-N Analysis II – David Collier, Burt L. Monroe, Bear Braumoeller, and Christopher Krogslund

This module continues the discussion of medium-N methods, focusing both on (a) the wider discussion of these methods, and (b) two clusters of methods that show promise for addressing a medium-N: Correlation and Regression Trees (CART) and resampling methods.

8:45am - 10:15am. Alternative Approaches to Boolean Inference.
David Collier, University of California, Berkeley
Burt L. Monroe, Pennsylvania State University

Qualitative Comparative Analysis has been formulated for evaluating complex causal conditions in the small and medium-N settings common in comparative politics and sociology. One line of critical commentary has centered the unusual features of Boolean inference, but in fact these issues are isomorphic to problems faced in genetics and other fields that are "scientific." This unit focuses instead on the concern that QCA does not generate useful Boolean inferences in any setting, and also that Boolean inference is poorly suited to small- and medium-N analysis. The present discussion considers serious flaws in QCA and introduces alternative approaches to Boolean inference, including those developed in operations research and bioinformatics.


Background Reading:


10:15-10:45am Coffee Break
Research Design Discussion Sessions

10:45am-12.30pm Research Design Discussion Sessions

12: 30pm – 2:00pm pm Lunch

2:00pm – 3:30pm Resampling Methods
Bear Braumoeller, Ohio State University
David Collier, University of California, Berkeley

Over many years, methodologists have developed a number of tools—called resampling methods—that can increase analytic leverage in situations where the size of the N is sufficiently small as to raise questions about the reliability of findings. Some of these tools have clever, metaphorical names: Jackknife and Bootstrap; others more conventional names—e.g., cross-validation; and also names that are tongue-twisters—e.g., non-parametric combination of dependent tests (NPC).

These tools show great promise for strengthening medium-N analysis, but questions arise. For example, what sorts of hypotheses can they test? Which are most promising for medium-N analysis, and under what circumstances? Is their focus on randomization-based rather than population-based inference problematic for social science applications that emphasize external validity? How should the contribution of permutation tests be assessed, given the answers to these questions?


Recommended

- 24.2.4. Thomas M. Carsey and Jeffery J. Harden, Monte Carlo Simulation and Resampling Methods for Social Science (Sage, 2013).

3:30pm - 4:00pm Coffee Break
The decision-tree learning methods called CART (Classification and Regression Trees) and “Random Forests” (CART) appear well-suited to medium-N data, because they: (a) Provide valuable transparency that allows the analysts to readily mobilize case knowledge, while at the same time benefitting from highly systematized analytic procedures; (b) Can readily accommodate both categorical and continuous data and do not require data transformations that can lead to loss of information; and (c) Are not unduly influenced—in contrast to some other classificatory algorithms—by the higher levels of error routinely found in social science data.

The following issues are addressed in this unit: Given that CART and Random Forests are routinely treated as a “data mining” method, a research tradition quite removed from the larger spectrum of methods considered here, do they in fact contribute to the goals that motivate these modules? Are they well-suited to medium-N analysis? Can they address contextual effects, interaction, and asymmetric causation?


Recommended


Friday, June 27 Module 25  Geographic Information Systems II: Exploring GIS Analytic Capabilities – Jonnell Robinson

8:45am - 10:15am: Geocoding and XY Coordinate Data

This module will explain geocoding (plotting street addresses) and coordinate-based data such as GPS waypoints, as well as common tools for point data analysis such as buffering and labeling.


Recommended:


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 Digitizing and Editing

This module will demonstrate “heads-up” digitizing, or turning print images and scanned maps into a GIS map, and editing map features manually in ArcGIS.

Recommended:


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

**4:00pm - 5:30pm Projections and Map Design**

This module will cover projections and coordinate systems, map design, integrating narrative and photos with GIS, and a discussion about how to further hone GIS skills.


Recommended:

Archival and Interview Research with Primary Sources: What Do You Need to Know, How Do You Know Where to Look, and How Do You Get What You Need?

In this module, we will discuss how political scientists decide they need to use primary records of policy making—archives, interviews, and published primary sources—in their research. This includes how one prepares for, structures, conducts, and manages the information flow from archival visits, interviews or structured examination of published materials. We focus on practical research skills scholars can use, and judgments they must make in everyday research. We conclude with a discussion of making qualitative research transparent.

8:45am - 10:15am Selecting and Preparing for Archival and Interview Research

This session highlights the practical trade-offs between different types of textual and interview research and the ways in which one must prepare for them. It focuses on issues to think about before you start your research. We will talk about different types of repositories, briefly explain how to use the Freedom of Information Act, and strategies for maximizing the output of interviews.


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 Structuring Your Data Collection: Making Sure You Can Use What You Find

This session will address concerns that arise during your research. We will discuss hands-on electronic strategies for structuring, organizing, and storing your oral and documentary data so that you can easily and systematically access it as you move to the analysis and writing phase of your project. The process of structuring your data begins before you leave for the archives, and informs how you conduct your research in the archives and your analysis of documents when you get home.

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

4:00pm – 5:30pm Transparency in Qualitative Research

This session focuses on analyzing your data after you gather it, as well as making it available for other scholars to examine and utilize in the future. In addition to discussing the uses of historical research for building theoretical arguments, we will discuss how different scholars can read documents differently, and also how documents can be used in thinking about counterfactuals. We will also introduce participants to the emerging debate about practical research standards for transparency and replicability of qualitative work: active citations, data archiving, etc.

- 26.3.1. Andrew Moravcsik, “Active Citation: A Precondition for Replicable Qualitative Research,” *PS: Political Science and Politics* 43(1) (January 2010): 29-35.