

This document refers to the 2018 Institute for Qualitative and Multi-Method Inquiry. The 2019 version will be posted as soon as it is available.

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Outline for IQMR 2018

Date	Sessions/Modules
6/18	Unified (whole institute) sessions on different approaches to qualitative analysis (U1 (Elman), U2 (Bennett), U3 (Seawright), U4 (Wedeen), and U5 (Elman))
6/19	Multimethod Research I (Seawright) m1 OR Designing and Conducting Fieldwork I (Kapiszewski and MacLean) m2 OR Interpretive Methods I (Wedeen and Mazzarella) m3
6/20	Multimethod Research II (Seawright) m4 OR Designing and Conducting Fieldwork II (Kapiszewski and MacLean) m5 OR Interpretive Methods II (Mazzarella and Sunder Rajan) m6
6/21	Natural Experiments (Dunning and Hidalgo) m7 OR Archives and Elite Interviews (Goldgeier, Moravcsik, and Saunders) m8 OR Interpretation and History I (Dodman and Grant) m9
6/22	Natural Experiments (Dunning and Hidalgo) m10 OR Qualitative Data Management and Sharing (Kapiszewski, Karcher and Kirilova) m11 OR Interpretation and History II (Dodman and Grant) m12
6/23	Break
6/24	Break

Date	Sessions/Modules
6/25	Causal Inference from Causal Models I (Jacobs) m13 OR Comparative Methods in Qualitative Research I (Goertz) m14 OR Geographic Information Systems (GIS) I (Robinson) m15 Ethnographic Methods I (Pachirat and Schaffer) m16
6/26	Causal Inference from Causal Models II (Jacobs) m17 OR Comparative Methods in Qualitative Research II (Mahoney) m18 OR Geographic Information Systems (GIS) II (Robinson) m19 OR Ethnographic Methods II (Pachirat and Schaffer) m20
6/27	Computer Assisted Text Analysis I (Lowe) m21 OR QCA/fs I (Ragin and Rohlfing) m22 OR Within-Case and Small-N Analysis I OR (Bennett, Fairfield, and Waldner) m23 OR Ethnographic Methods III (Pachirat and Schaffer) m24

Date	Sessions/Modules
6/28	Computer Assisted Text Analysis II (Lowe) m25 OR QCA/fs II (Ragin and Rohlfing) m26 OR Within-Case and Small-N Analysis II (Bennett, Fairfield, and Waldner) m27 OR Ethnographic Methods IV (Pachirat and Schaffer) m28
6/29	Social Network Analysis (Larson) m29 OR QCA/fs III (Ragin and Rohlfing) m30 OR Within-Case and Small-N Analysis III (Bennett, Fairfield, and Waldner) m31 OR Comparative Historical Analysis (Kreuzer) m32

Institute for Qualitative and Multi-Method Research – June 18-29, 2018

Schedule and Reading List

[Print version: June 12, 2018]

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 (6/18).

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

Choosing Which Modules to Take

While several of the 32 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 18 Comparative Methods in Qualitative Research II. (It is also possible to take Module 19 Geographic Information Systems (GIS) II without Module 15 Geographic Information Systems (GIS) I, but *only* if you already have some familiarity with GIS.)

Modules 16, 20, 24 and 28 (Ethnographic Methods I, II, III and IV) should be considered as a single unit, and accordingly can only be selected together (i.e. participants cannot take only one or some of those modules).

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

Modules 1 and 4 (Multimethod Research I and II), Modules 7 and 10 (Natural Experiments I and II), Modules 13 and 17 (Causal Inference from Causal Models I and II), Modules 21 and 25 (Computer Assisted Text Analysis I and II), and Module 29 (Social Network Analysis).

Modules 2 and 5 (Designing and Conducting Fieldwork I and II), Module 8 (Archives and Elite Interviews), and Module 11 (Qualitative Data Management).

Modules 14 and 16 (Comparative Methods in Qualitative Research I and II) and Modules 22, 26, and 30 (QCA/fs I, II and III).

Modules 3 and 6 (Interpretive Analysis I and II), Modules 9 and 12 (Interpretation and History), and Modules 16, 20, 24 and 28 (Ethnographic Methods I, II, III, and IV).

Books to Purchase or Otherwise Obtain

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

Manuscripts in Press or in Progress

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

Revisions:

May 30: added note to 14-2-1 that first edition is not a substitute.

Monday, June 18

Unified Sessions

Colin Elman, Andrew Bennett, Jason Seawright, Lisa Wedeen

U1 8:30am - 9:15am – Introduction

Colin Elman, Syracuse University

U2 9:15am - 10:30am – 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

10:30am - 11:00am – Coffee Break

U3 11:00am - 12:15pm – Multi-Method Research

Jason Seawright, Northwestern University

- U.3.1. Seawright, Jason. (2016) [Better Multimethod Design: The Promise of Integrative Multimethod Research](https://doi.org/10.1177/1065912907313077) *Security Studies* 25(1): 42-49 (<https://bit.ly/2mfmGxS>)
- U.3.2. Seawright, J., & Gerring, J. (2008). Case selection techniques in case study research: A menu of qualitative and quantitative options. *Political Research Quarterly*, 61(2), 294-308. DOI: 10.1177/1065912907313077

12:15pm - 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.
- 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.
- 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 – The Institutional Context of Scholarly Research

Colin Elman, Syracuse University

- U.5.1. Colin Elman, John Gerring, and James Mahoney, Introduction and Conclusion from *The Production of Knowledge: Enhancing Progress in Social Science*, manuscript.

Tuesday, June 19

Module 1 – Multimethod Research I

Jason Seawright

This module discusses the challenge of causal inference, and ways that multi-method research designs can contribute to causal inference. We will differentiate between traditional, triangulation designs that offer relatively little advantage, and integrative multi-method designs that directly strengthen causal inference. All of this will be structured around a discussion of multi-method designs that use regression-type methods as the quantitative component of the causal inference.

8:45am - 10:15am – Causal Inference in Multi-Method Research

This session frames problems of multi-method research design in terms of the goal of causal inference. Is there one concept of causation, or are there many? If more than one exist, are there distinctive qualitative and quantitative concepts of causation that do not overlap? If they do overlap, how can qualitative and quantitative tools for causal inference best be aligned to avoid redundancy or irrelevancy?

- 1.1.1. Lieberman, E. S. (2005). Nested analysis as a mixed-method strategy for comparative research. *American Political Science Review*, 99(03), 435-452. DOI: [10.1017/S0003055405051762](https://doi.org/10.1017/S0003055405051762)
- 1.1.2. Seawright, J. (2016). *Multi-method social science: Combining qualitative and quantitative tools*. Cambridge University Press. Chapters 1-2 (book to purchase)

Recommended:

- 1.1.3. Goertz, G. (2016). Multimethod Research. *Security Studies*, 25:1, 3-24, DOI: 10.1080/09636412.2016.1134016
- 1.1.4. Freedman, D.A. (2008). On Types of Scientific Enquiry: The Role of Qualitative Reasoning. *In The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 300-18.

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 – Combining Regression and Case Studies

This session looks closely at the challenges of combining case studies with the most common quantitative tool in the social sciences, regression. It offers research designs for testing assumptions connected with measurement, confounding, and the existence of a hypothesized causal path.

- 1.2.1. Seawright, J. (2016). *Multi-method social science: Combining qualitative and quantitative tools*. Cambridge University Press. Chapter 3. (book to purchase)

Recommended:

- 1.2.2. Small, M. L. (2011). How to conduct a mixed methods study: Recent trends in a rapidly growing literature. *Annual Review of Sociology*, 37, 57-86. DOI: [10.1146/annurev.soc.012809.102657](https://doi.org/10.1146/annurev.soc.012809.102657)
- 1.2.3. Niedzwiecki, S., and Nunnally, D. (2017). Mixed-methods research in the study of welfare states. *PS, Political Science & Politics*, 50 (4): 1028-31.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Case Selection

This session asks how cases should best be selected from a larger population. We will review a range of case-selection rules and evaluate them based on their contribution to the process of case-study discovery.

- 1.3.1. Seawright, J. (2016). *Multi-method social science: Combining qualitative and quantitative tools*. Cambridge University Press. Chapter 4. (book to purchase)

Recommended:

- 1.3.2. Nielsen, R. A. (2016). Case selection via matching. *Sociological Methods & Research*, 45(3), 569-597. DOI: [10.1177/0049124114547054](https://doi.org/10.1177/0049124114547054)
- 1.3.3. Harbers, I., and Ingram, M. C. (2017). Geo-nested analysis: Mixed-methods research with spatially dependent data. *Political Analysis* 25 (3): 289-307.

Tuesday, June 19

Module 2 – Designing and Conducting Fieldwork I: Preparing for Fieldwork and Operating in the Field

Diana Kapiszewski and Lauren MacLean

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

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

- 2.1.1. 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)
- 2.1.2. 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)
- 2.1.3. Hauck, R. J. et al. (2008). Symposium on Protecting Human Research Participants, IRBs, and Political Science Redux. *PS: Political Science & Politics*, 41(3), 475-511. See in particular contributions by Mitchell Seligson, Dvora Yanow, and Peri Schwartz-Shea.

Additional Reference Material

- 2.1.4. Collier, D. (1999) Data, Field Work and Extracting New Ideas at Close Range. *APSA-CP Newsletter*, 10(1), 1-2, 4-6.
- 2.1.5. Wood, E. (2007). Field Methods. *The Oxford Handbook of Comparative Politics* Oxford: Oxford University Press. Chapter 5.
- 2.1.6. 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.

- 2.1.7. Loaeza, S., Stevenson, R., & Moehler, D. C. (2005). Symposium: should everyone do fieldwork?. *APSA-CP*, 16(2), 8-18.
- 2.1.8. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). A Historical and Empirical Overview of Field Research in the Discipline. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 2. (book to purchase)

10:15am - 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 preparations for fieldwork, securing funding, networking to obtain contacts and interviews, negotiating institutional affiliation, and developing a data-collection plan.

- 2.2.1. 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)
- 2.2.2. 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.
- 2.2.3. Altman, M. (2009). Funding, funding. *PS: Political Science & Politics*, 42(03), 521-526.
DOI: 10.1017/S1049096509090830

Additional Reference Material

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

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Operating in the Field

Diana Kapiszewski, Georgetown University

Lauren M. MacLean, Indiana University

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

- 2.3.1. Kapiszewski, D., MacLean, L. M., & Read, B. L. (2015). *Managing in the Field: Logistical, Social, Operational, and Ethical Challenges*. Field research in political science: practices and principles. Cambridge University Press. Chapter 1. (book to purchase)
- 2.3.2. Ahram, A. I., & Goode, J. P. (2016). Researching authoritarianism in the discipline of democracy. *Social Science Quarterly*, 97(4), 834-849. DOI: 10.1111/ssqu.12340

Additional Reference Material:

- 2.3.3. Fuji, L.A. (2013). *Working with Interpreters*. Interview research in political science. Cornell University Press.
- 2.3.4. Cammett, M. (2013) *Positionality and Sensitive Topics: Matched Proxy Interviewing as a Research Strategy*. Interview Research in Political Science. Cornell University Press.
- 2.3.5. 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).
- 2.3.6. Karlan, D., & Appel, J. (2016). *Failing in the field: what we can learn when field research goes wrong*. Princeton University Press. 17-70.

Tuesday, June 19

Module 3 – Interpretive Methods I

Lisa Wedeen and William Mazzarella

This module provides students with an introduction to different modes of discourse analysis. Participants will learn to "read" texts while becoming familiar with contemporary thinking about interpretation, narrative, and social construction. In the first sessions we shall explore: Foucault's "interpretive analytics"; and Wittgenstein's understanding of language as activity and its relevance to ordinary language-use analysis (including theories of "performativity"). In the final session we turn to an analysis of ideology.

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?

- 3.1.1. Pitkin, H.F. (1972). *Wittgenstein and Justice: On the Significance of Ludwig Wittgenstein for Social and Political Thought*. University of California Press, 169-192.
- 3.1.2. Wedeen, L. (2008). *Peripheral Visions: Publics, Power, and Performance in Yemen*. University of Chicago Press. Chapter 2, chapter 3, and conclusion. (Book to purchase)
- 3.1.3. Wittgenstein, L. (2001). *The Philosophical Investigations*, G. E. M. Anscombe, trans. Blackwell Publishers. Paragraphs 1-33; paragraph 154; pages 194-195.

10:15-10:45am Coffee Break

10:45am-12.30pm Research Design Discussion Sessions

12: 30pm – 2:00pm Lunch

2:00pm – 3:30pm 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.

- 3.2.1. Foucault, M. (1977). Nietzsche, Genealogy, History. In *Language, Counter-Memory, Practice: Selected Essays and Interviews*, ed. DF Bouchard, Cornell University Press, 139-164.
- 3.2.2. Foucault, M. (1990). The history of sexuality: An introduction, volume I. Trans. Robert Hurley. New York: Vintage. 1-35 and 92-114.
- 3.2.3 King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton University Press. (Please bring this text to class)

Recommended:

- 3.2.4. Dreyfus, H. L., & Rabinow, P. (2014). *Michel Foucault: Beyond structuralism and hermeneutics*. University of Chicago Press, Part Two.

3:30pm - 4:00pm Coffee Break

4:00pm - 5:30pm – Ideology

William Mazarella, University of Chicago

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)?

- 3.3.1. Althusser, L. (2006). Ideology and ideological state apparatuses (notes towards an investigation). *The anthropology of the state: A reader*, 9(1), 86-98.
- 3.3.2. Horkheimer, M. (1976). Traditional and critical theory. *Critical theory: Selected essays*, 188-204.

Recommended/Further:

- Roland Barthes, 'Myth Today'
- Pierre Bourdieu, 'Preliminaries,' from *The Field of Cultural Production*
- Michel Foucault, 'The Subject and Power' in Michel Foucault: Beyond Structuralism and Hermeneutics
- Immanuel Kant, 'What is Enlightenment?' in *Philosophical Writings*
- Claude Lévi-Strauss, 'The Effectiveness of Symbols' in *Structural Anthropology*
- Georg Lukács, 'Reification and the Consciousness of the Proletariat'
- Herbert Marcuse, 'The Affirmative Character of Culture,' in *The Essential Marcuse*
- Karl Marx, 'Preface to a Contribution to the Critique of Political Economy'
- Edward Sapir, 'Symbolism,' in *Encyclopedia of the Social Sciences*
- Peter Sloterdijk, 'Part One – Sightings: Five Preliminary Reflections' in *Critique of Cynical Reason*
- Raymond Williams, 'Hegemony' and 'Structures of Feeling' in *Marxism and Literature*

- Slavoj Zizek, The Sublime Object of Ideology

Wednesday, June 20

Module 4 – Multimethod Research II

Jason Seawright

This module extends the idea of integrative multi-method research by exploring designs that strengthen causal inferences based on random assignment and on process tracing, as well as designs that increase the value of methods for conceptualization and measurement.

8:45am - 10:15am – Random Assignment and Multi-Method Research

This session looks at how multi-method research works in the context of random (or as-if random) assignment, exploring how to design case studies in conjunction with experimental or natural-experimental research. It considers assumptions about independence, realism, and the causal history of the treatment variable specifically in the context of these designs.

- 4.1.1. Seawright, J. (2016). *Multi-method social science: Combining qualitative and quantitative tools*. Cambridge University Press. Chapters 6-7 (book to purchase)
- 4.1.2. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapter 11

Recommended:

- 4.1.3. Freedman, D. A. (1991). Statistical models and shoe leather. *Sociological methodology*, 291-313. DOI: [10.2307/270939](https://doi.org/10.2307/270939)

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 – Improving Process-Tracing Arguments with Quantitative Tools

This session asks what tools from statistics and machine learning can add to causal inferences based on process tracing. It considers three designs: using a quantitative component to strengthen a weak link in a process-tracing chain, using comparative experiments to measure the outcome for comparative-historical analysis, and using machine learning to discover more of the relevant range of alternative hypotheses.

- 4.2.1. Seawright, J. (2016). *Multi-method social science: Combining qualitative and quantitative tools*. Cambridge University Press. Chapter 8 (book to purchase)
- 4.2.2 Bennett, A. (2015). Appendix: Disciplining Our Conjectures: Systematizing Process Tracing with Bayesian Analysis. *Process Tracing: From Metaphor to Analytic Tool*. Cambridge: Cambridge University Press.

Recommended:

- 4.2.3. Siroky, D. S. (2009). Navigating random forests and related advances in algorithmic modeling. *Statistics Surveys*, 3, 147-163. DOI: [10.1214/07-SS033](https://doi.org/10.1214/07-SS033)

- 4.2.4. Henrich, J., Heine, S., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33(2-3), 61-83. DOI: [10.1017/S0140525X0999152X](https://doi.org/10.1017/S0140525X0999152X)

This citation includes a collection of wonderful and highly relevant comments by other authors.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Concepts and Measurement in Multi-Method Research

This session asks whether there can be value added from multi-method research designs focused on conceptualization and measurement. We discuss assumption-testing case-study designs in conjunction with psychometric measurement models, as well as case studies focused on finding meaning in conjunction with cluster analysis.

- 4.3.1. Seawright, J., & Koivu, K. (2018). Multi-Method Concept Formation, Measurement, and Theory-Building. Manuscript.
- 4.3.2. Seawright, J., & Collier, D. (2014). Rival strategies of validation tools for evaluating measures of democracy. *Comparative Political Studies*, 47(1), 111-138. DOI: [10.1177/0010414013489098](https://doi.org/10.1177/0010414013489098)

Recommended:

- 4.3.3. Adcock, R. & Collier, D. (2001). Measurement validity: A shared standard for qualitative and quantitative research. *American Political Science Review*, 95(3): 529-546. DOI: [10.1017/S0003055401003100](https://doi.org/10.1017/S0003055401003100)

Wednesday, June 20

Module 5 – Designing and Conducting Fieldwork II: Collecting and Analyzing Data

Diana Kapiszewski and Lauren MacLean

This module discusses a range of data-collection techniques and offers multiple strategies for engaging in analysis in the field. We emphasize that the most productive fieldwork entails data collection, data analysis, and research design. Each session of this module is conducted with the understanding that participants have carefully read the assigned materials. The instructors will present key points drawing on the readings, other published work on field research, and the experiences they and others have had with managing fieldwork's diverse challenges. Interaction and discussion in small and large groups is encouraged.

8:45am - 10:15am – More-Interactive Forms of Data Collection

Diana Kapiszewski, Georgetown University

Lauren M. MacLean, Indiana University

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

- 5.1.1. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Site-Intensive Methods: Ethnography and Participant Observation. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 7. (book to purchase)
- 5.1.2. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Surveys in the Context of Field Research. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 8. (book to purchase)
- 5.1.3. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Experiments in the Field. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 9. (book to purchase)

Additional Reference Material:

- 5.1.4. Ellen Pader, E. (2006) Seeing with an Ethnographic Sensibility: Explorations Beneath the Surface of Public Policies. *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Routledge.
- 5.1.5. Wedeen, L. (2010). Reflections on ethnographic work in political science. *Annual Review of Political Science*, 13, 255-272. DOI: [10.1146/annurev.polisci.11.052706.123951](https://doi.org/10.1146/annurev.polisci.11.052706.123951)
- 5.1.6 Kubik, J. (2009). Ethnography of politics: foundations, applications, prospects. *Political ethnography: What immersion contributes to the study of power*, 25-52.
- 5.1.7. Brady, H. E. (2000). Contributions of survey research to political science. *PS: Political Science & Politics*, 33(01), 47-58. DOI: [10.2307/420775](https://doi.org/10.2307/420775)
- 5.1.8. Schaeffer, N. C., & Presser, S. (2003). The science of asking questions. *Annual review of sociology*, 29(1), 65-88. DOI: [10.1146/annurev.soc.29.110702.110112](https://doi.org/10.1146/annurev.soc.29.110702.110112)

- 5.1.9. Sudman, S., & Bradburn, N. M. (1982). Asking questions: a practical guide to questionnaire design.
- 5.1.10. 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 – Interviewing

Diana Kapiszewski, Georgetown University

Lauren M. MacLean, Indiana University

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

- 5.2.1. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Interviews, Oral Histories, and Focus Groups. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 6. (book to purchase)
- 5.2.2. Bleich, E. & Pekkanen, R. (2013) How to Report Interview Data. *Interview Research in Political Science*. Cornell University Press.
- 5.2.3. Soss, J. (2006). Talking our way to meaningful explanations. Interpretation and method: Empirical research methods and the interpretive turn, 127-149.

Additional Reference Material:

- 5.2.4. Leech, B. & Goldstein, K. (2002) Symposium: Interview Methods in Political Science. *PS: Political Science and Politics* 35(4), 663-672.
- 5.2.5. Short, S.E., Perecman, E., & Curran S.R. (2006) Focus Groups. A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods. Sage.
- 5.2.6. Rubin, H. & Rubin, I. (2005). *Qualitative Interviewing. The Art of Hearing Data*, 2nd ed. Sage. Chapters 6-9.
- 5.2.7. Tansey, O. (2007). Process tracing and elite interviewing: a case for non-probability sampling. *PS: Political Science & Politics*, 40(04), 765-772. DOI: [10.1017/S1049096507071211](https://doi.org/10.1017/S1049096507071211)

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Analyzing, Re-Tooling, and Assessing Progress

Diana Kapiszewski, Georgetown University

Lauren M. MacLean, Indiana University

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

- 5.3.1. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Analyzing, Writing, and Retooling in the Field. *Field Research in Political Science: Practices and Principles* (Cambridge University Press, 2015). Chapter 10. (book to purchase)
- 5.3.2. Diana Kapiszewski, Lauren M. MacLean, and Benjamin L. Read, "Reconceptualizing Field Research," Unpublished manuscript.
- 5.3.3. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Fieldnotes in Ethnographic Research (Fragments de texte)*. University of Chicago Press.

Additional Reference Material:

- 5.3.4. 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.
- 5.3.5. McDermott, R. et al. (2010). Symposium: Data Collection and Collaboration. *PS: Political Science and Politics*, 43(1), 15-58.

Wednesday, June 20

Module 6 – Interpretive Methods II

William Mazzarella and Kaushik Sunder Rajan

8:45am - 10:15am – The Energetics of Mass Society

William Mazzarella, University of Chicago

Most social science, including the analysis of ideology, grapples with meaning. What do things mean? To whom do they mean what they mean? Talking meaning means talking ‘culture’ and ‘identity.’ But alongside questions of meaning, we need to ask: ‘how is it that we have not just meaning but *meaning that matters?*’ What makes meaning stick? What makes it resonate? Whether we call it ‘affect,’ ‘aesthetics,’ or something else – social and political analysis needs ways of thinking critically and creatively about the *energies* that animate social life.

- 6.1.1. Mazzarella, W. *The Mana of Mass Society*. ‘Introduction’ and Chapters 1 and 2. Forthcoming.

Recommended/Further readings

- Roland Barthes, ‘The Rhetoric of the Image’ (from *Image, Music, Text*)
- Jean Baudrillard, ‘Sign-Function and Class Logic’ (from *For a Critique of the Political Economy of the Sign*)
- Walter Benjamin, ‘The Work of Art in the Age of its Technological Reproducibility (Second Version)’ in *Selected Writings, Vol 3*
- John Berger, *Ways of Seeing*
- Dick Hebdige, *Subculture*
- Siegfried Kracauer, ‘The Mass Ornament,’ in *The Mass Ornament: Weimar Essays*
- Karl Marx, ‘The 1844 Economic and Philosophical Manuscripts’ in *The Marx-Engels Reader*
- W J T Mitchell, *Iconology*
- Jacques Rancière, ‘The Aesthetic Revolution and its Outcomes: Emplotments of Autonomy and Heteronomy’ in *New Left Review* 14 (March-April 2002)
- Susan Sontag, *On Photography*
- Michael Taussig, *Defacement*

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-si(gh)ted ethnography I

Kaushik Sunder Rajan, University of Chicago

This session explores the notion of multi-sited ethnography as it has developed in the discipline of anthropology since the mid-1980s. It will pose a fundamental problem for contemporary anthropological research: how does a method (ethnography) that depends upon intimate, contingent, experience-proximal interactions help elucidate macro-structural issues of global political economy? The session will make the argument that multi-sited ethnography is not a

literalist methodology as much as it is a conceptual topology: i.e. the challenge of a multi-sited sensibility is not so much the literal one of following things around to multiple physical sites as much as it is one of conceptualizing research design across scales and locales.

- 6.2.1. George Marcus and Michael M.J. Fischer, *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*, Chapter 4: “Taking Account of World Historical Political Economy: Knowable Communities in Larger Systems”
- 6.2.2. Kim Fortun, “Ethnography in Late Industrialism”. *Cultural Anthropology* 27 (3): 446-464 [2012]
- 6.2.3. Douglas Holmes and George Marcus, “Cultures of Expertise and the Management of Globalization: Towards the Re-functioning of Ethnography”. In Aihwa Ong and Stephen Collier (eds). *Global Assemblages: Technology, Politics and Ethics as Anthropological Problems*.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm Multi-si(gh)ted ethnography II

Kaushik Sunder Rajan, University of Chicago

This session develops the notion of multi-sited ethnography beyond the discipline of anthropology, by thinking of the ethnographic in relation to the literary, the photographic and the political. How can literature be read as “imaginary ethnography”? And how to think about the relationship between site and sight? Both sets of questions ask us to extend the concern with multi-sitedness beyond questions of scale and locale (the concerns of the previous session) to those of perspective.

- 6.3.1. Gabriele Schwab, “Introduction” to *Imaginary Ethnographies: Literature, Culture and Subjectivity*
- 6.3.2. Shawn Michelle Smith, *At the Edge of Sight*, Chapter 7: “Afterimages: Abu Ghraib”
- 6.3.3. Nahal Naficy, “The Dracula Ballet: A Tale of Fieldwork in Politics” in George Marcus and James Faubion, *Fieldwork is not what it used to be*.

Thursday, June 21

Module 7 – Natural Experiments I

Thad Dunning and Daniel Hidalgo

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

What are natural experiments? We review the concept of natural experiments and discuss their strengths and limitations through a survey of recent examples from political science and economics. We introduce a common formal framework for understanding and assessing natural experiments.

- 7.1.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapters 1-4. (Book to purchase)
- 7.1.2. 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. DOI: [10.1162/qjec.122.1.209](https://doi.org/10.1162/qjec.122.1.209)
- 7.1.3. Hinnerich, B. T., & Pettersson-Lidbom, P. (2014). Democracy, redistribution, and political participation: Evidence from Sweden 1919–1938. *Econometrica*, 82(3), 961-993. DOI: [10.3982/ECTA9607](https://doi.org/10.3982/ECTA9607)
- 7.1.4 Sances, M. W. (2016). The Distributional Impact of Greater Responsiveness: Evidence from New York Towns. *The Journal of Politics*, 78(1), 105-119. DOI: [10.1086/683026](https://doi.org/10.1086/683026)

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

We critically assess natural-experimental research using an evaluative framework based on (1) the plausibility of as-if random assignment and (2) the credibility of causal and statistical assumptions. We discuss formal tools for assessing designs on these criteria, such as sensitivity analyses, non-parametric bounds, and robustness tests.

- 7.2.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapters 5-6. (Book to purchase)
- 7.2.2 Rosenbaum, P. (2010). *Design of Observational Studies*. Springer. Chapter 3
- 7.2.3 Blattman, C., & Annan, J. (2010). The consequences of child soldiering. *The review of economics and statistics*, 92(4), 882-898. DOI: [10.1162/REST_a_00036](https://doi.org/10.1162/REST_a_00036)

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.

- 7.3.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapter 7. (Book to purchase)
- 7.3.2. Ferwerda, J. & Miller, N. (2014). [Political Devolution and Resistance to Foreign Rule: A Natural Experiment](#). *American Political Science Review* 108(3), 642-660. (<https://bit.ly/2JyHXMi>)
- 7.3.3. 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. (<https://bit.ly/2zMezSW>)

Thursday, June 21

Module 8 – Archival Research and Elite Interviews

James Goldgeier, Andrew Moravcsik, and Elizabeth Saunders

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.

- 8.1.1. Greenstein, F. I., & Immerman, R. H. (1992). What did Eisenhower tell Kennedy about Indochina? The politics of misperception. *The Journal of American History*, 79(2), 568-587. DOI: [10.2307/2080047](https://doi.org/10.2307/2080047)
- 8.1.2. Thies, C. G. (2002). A pragmatic guide to qualitative historical analysis in the study of international relations. *International Studies Perspectives*, 3(4), 351-372. DOI: [10.1111/1528-3577.t01-1-00099](https://doi.org/10.1111/1528-3577.t01-1-00099)
- 8.1.3. Lustick, I. S. (1996). History, historiography, and political science: Multiple historical records and the problem of selection bias. *American Political Science Review*, 90(03), 605-618. DOI: [10.2307/2082612](https://doi.org/10.2307/2082612)
- 8.1.4. Trachtenberg, M. (2006) *The Craft of International History*. Princeton University Press. [Appendix I](#) and [Appendix II](#). Available at

(<https://bit.ly/2Lqfk8K>)

(<https://bit.ly/2zQGlhd>)

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 – DART and the Recent Transparency Debate in Political Science

This session addresses concerns that arise when presenting research. Researchers, methodologists, journals, funders and regulators are encouraging scholars to make their evidence, interpretations and research procedures more transparent, as is increasingly the norm for journalists, government officials, policy analysts, bloggers, and scholars in other academic disciplines. Active citation, a system of digitally enabled appendices, is the most viable general strategy to cost-effectively increase the transparency of qualitative work. Data Access and Research Transparency (DART), an informal initiative designed to enhance the openness of political science research, has generated considerable support in the profession, but also intense criticism and opposition. In this session, we will conduct an open debate on the merits of transparency norms and their optimal form. Participants are encouraged to read carefully so as to engage fully in the debate.

- 8.3.1. "Guidelines for Data Access and Research Transparency in Qualitative Political Science," (*Draft Document of APSA Ethics Committee Report*, 2013).
- 8.3.2. Isaac, J. C. (2015). For a more *public* political science. *Perspectives on Politics*, 13(02), 269-283. DOI: [10.1017/S1537592715000031](https://doi.org/10.1017/S1537592715000031)
- 8.3.3. Moravcsik, A. (2016). Qualitative transparency: pluralistic, humanistic and policy-relevant. *International History and Politics Newsletter* (APSA) 1(2), 12-18.

Recommended:

- 8.3.4. Lupia, A., & Elman, C. (2014). Openness in political science: Data access and research transparency. *PS: Political Science & Politics*, 47(01), 19-42. DOI: [10.1017/S1049096513001716](https://doi.org/10.1017/S1049096513001716)
- 8.3.5. Moravcsik, A. (2014). One norm, two standards: realizing transparency in qualitative political science. *The Political Methodologist*, 22(1), 3-9.
- 8.3.6. Moravcsik, A. (2014). Trust, but verify: The transparency revolution and qualitative international relations. *Security Studies*, 23(4), 663-688. DOI: [10.1080/09636412.2014.970846](https://doi.org/10.1080/09636412.2014.970846)
- 8.3.7. Website: "[Qualitative Transparency Deliberations on Behalf of the APSA Section for Qualitative and Multi-Method Research](https://bit.ly/2NoC4Ug)" at (<https://bit.ly/2NoC4Ug>)
- 8.3.8. Büthe, T., & Alan, J. (2015). Symposium: Transparency in Qualitative and Multi-Method Research. *Qualitative & Multi-Method Research* 13(1).

Thursday, June 21

Module 9 – Interpretation and History I Discourse Analysis and Intellectual History

Thomas Dodman, Columbia University and Daragh Grant, Harvard University

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

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

8:45am - 10:15am – Session 1: Interpretive debates in intellectual history

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

- 9.1.1. Skinner, Q. (1969). Meaning and understanding in the history of ideas. *History and theory*, 8(1), 3-53. DOI: [10.2307/2504188](https://doi.org/10.2307/2504188).
- 9.1.2. Koselleck, R. (2011). Introduction and prefaces to the *Geschichtliche Grundbegriffe*. *Contributions to the History of Concepts*, 6(1), 1-37. DOI: [10.3167/choc.2011.060102](https://doi.org/10.3167/choc.2011.060102)
- 9.1.3. Koselleck, R. (1969). Historical criteria of the modern concept of revolution. R. Koselleck, *Futures Past: On the Semantics of Historical Time*, New York: Columbia University Press, 2004, 43-57.

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: Practical exercise (Syracuse University Library)

During this session, you will be asked to work collaboratively (in groups of up to 4 participants) to develop a history of a particular concept. You will use the resources available to you at Syracuse University Library and online to investigate the meaning of the concept in question, how it has changed over time, and the kinds of conceptual challenges that these changes pose for scholars doing historical work. We would ask you to make note not only of this concept history, but also of the challenges you faced when attempting to investigate it. Naturally, the limited time you will have available to complete this task will pose a significant constraint, but the goal is for you to come face to face with some of the challenges of this kind of work. Groups will be able to choose one of four concepts, which we will hand out in the first session of the day. We hope that by the third session the similarities and divergences in your respective experiences will allow for a fruitful debriefing and discussion of the methods of intellectual history.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Session 3: Debrief and further discussion

Participants will have some time at the beginning of this session to finish writing up their findings from the morning. We will then discuss the exercise in the light of the morning's readings and of Hayden White's analysis of the various ways in which you might "employ" your research findings.

- 9.3.1. White, H. (1973). Introduction: The Poetics of History. *Metahistory: The Historical Imagination in 19th-Century Europe*. Baltimore: Johns Hopkins University Press, 1-42.

Suggested further readings:

- J.L. Austin, *How to do Things with Words* (Cambridge: Harvard University Press, 1962).
- Pierre Bourdieu, *Language and Symbolic Power*, ed. by John Thompson, trans. by Gino Raymond and Matthew Adamson (Cambridge: Polity, 1991), 107-137.
- R. G. Collingwood, *An Autobiography* (Oxford: Oxford University Press, 1951), 27-43.
- Reinhardt Koselleck, "Begriffsgeschichte and Social History," in *Futures Past: On the Semantics of Historical Time*, trans. by Keith Tribe (New York: Columbia University Press, 2004), 75-92.
- Reinhardt Koselleck, *The Practice of Conceptual History: Timing History, Spacing Concepts*, trans. by Todd Samuel Presner and others (Stanford: Stanford University Press, 2002).
- Dominick LaCapra, "Rethinking Intellectual History and Reading Texts," in *Rethinking Intellectual History: Texts, Contexts, Language* (Ithaca: Cornell University Press, 1983), 23-71.
- Melvin Richter, "Begriffsgeschichte and the History of Ideas," *Journal of the History of Ideas*, 48 (1987): 247-263.
- Quentin Skinner, "The rise of, challenge to, and prospects for a Collingwoodian approach to the history of political thought," in *The History of Political Thought in National Context*, eds.

Dario Castiglione and Iain Hampsher-Monk (Cambridge: Cambridge University Press, 2001), 175-88.

Friday, June 22

Module 10 – Natural Experiments II

Thad Dunning and Daniel Hidalgo

8:45am - 10:15am – Enhancing the Credibility of Natural Experiments

We discuss how to bolster the credibility of natural experiments in the design-stage. In particular, we will focus on the role of “ex-ante” approaches to increasing the credibility of our inferences, such as the use of pre-analysis plans, results-blind review, and sample splitting. How can qualitative methods be integrated into efforts to increase research transparency?

- 10.1.1. Christensen, G. & Miguel, M. (Forthcoming). Transparency, Reproducibility, and the Credibility of Economics Research. *Journal of Economics Literature*.
- 10.1.2. Findley, M. G., Jensen, N. M., Malesky, E. J., & Pepinsky, T. B. (2016). Can results-free review reduce publication bias? The results and implications of a pilot study. *Comparative Political Studies*, 49(13), 1667-1703. DOI: [10.1177/0010414016655539](https://doi.org/10.1177/0010414016655539)
- 10.1.3. Hidalgo, F. D., Canello, J., & Lima-de-Oliveira, R. (2016). Can politicians police themselves? Natural experimental evidence from Brazil’s audit courts. *Comparative Political Studies*, 49(13), 1739-1773. DOI: [10.1177/0010414015626436](https://doi.org/10.1177/0010414015626436)
- 10.1.4. Hidalgo, F.D. (2017). Purges: The Legacy of Dictatorship in Brazilian Politics. Manuscript.

10:15am - 10:45am – Coffee Break

10:45am - 12:15pm – Design Your Own Natural Experiment

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

12: 15pm - 2:00pm – Lunch

2:00pm - 3:30pm – Multi-Method Research and Natural Experiments

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.

- 10.3.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapter 11. (Book to purchase)

3:30pm - 4:00pm – Coffee Break

Further Readings by Topic (for both Modules 7 and 10)

Standard Natural Experiments:

- Christopher Blattman, “From Violence to Voting: War and Political Participation in Uganda” *American Political Science Review* 103(2) (May 2009): 231-247.

- Raghavendra Chattopadhyay and Esther Duflo, “Women as Policy Makers: Evidence from a Randomized Experiment in India,” *Econometrica* 72(5) (September 2004): 1409-1443.
- Daniel Doherty, Donald Green, and Alan Gerber, “Personal Income and Attitudes toward Redistribution: A Study of Lottery Winners,” *Political Psychology* 27(3) (June 2006): 441-458.
- Claudio Ferraz and Frederico Finan, “Exposing Corrupt Politicians: The Effect of Brazil’s Publicly Released Audits on Electoral Outcomes,” *Quarterly Journal of Economics* 123(2) (May 2008): 703-745.
- Susan Hyde, “The Observer Effect in International Politics: Evidence from a Natural Experiment,” *World Politics* 60(1) (October 2007): 37–63.
- Jason Lyall, “Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from Chechnya,” *Journal of Conflict Resolution* 53(3) (June 2009): 331-362.
- Daniel N. Posner, “The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi,” *American Political Science Review* 98(4) (November 2004): 529-545.

Regression-Discontinuity Designs:

- Thad Dunning and Janhavi Nilekani, “[Ethnic Quotas and Political Mobilization: Caste, Parties, and Distribution in Indian Village Councils.](https://bit.ly/2O1ZQGr)” Working paper, Department of Political Science, Yale University (2010). Available at (<https://bit.ly/2O1ZQGr>)
- David S. Lee, “Randomized Experiments from Non-random Selection in U.S. House Elections,” *Journal of Econometrics* 142(2) (February 2008): 675-697.
- Amy Lerman, “Bowling Alone (With my Own Ball and Chain): The Effects of Incarceration and the Dark Side of Social Capital.” Manuscript, Department of Politics, Princeton University (2008).
- Donald L. Thistlewaite and Donald T. Campbell, “Regression-discontinuity Analysis: An Alternative to the Ex-post Facto Experiment,” *Journal of Educational Psychology* 51(6) (December 1960): 309-317.

Instrumental-Variables Designs:

- Edward Miguel, Shanker Satyanath, and Ernest Sergenti, “Economic Shocks and Civil Conflict: An Instrumental Variables Approach,” *Journal of Political Economy* 112(4) (August 2004): 725-753.

Analysis and Design:

- Joshua D. Angrist and Alan B. Krueger, “Instrumental Variables and the Search for Identification: From Supply and Demand to Natural Experiments,” *Journal of Economic Perspectives* 15(4) (Fall 2001): 69-85.
- Henry Brady and David Collier, eds., *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, 2nd ed. (Rowman & Littlefield, 2010).
- Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi-Experimental Designs for Research* (Houghton Mifflin Co., 1963).
- Thad Dunning, “Improving Causal Inference: Strengths and Limitations of Natural Experiments,” *Political Research Quarterly* 61(2) (June 2008): 282-293.

- Thad Dunning, "Model Specification in Instrumental-Variables Regression," *Political Analysis* 16(3) (July 2008): 290-302.
- Thad Dunning, "Natural and Field Experiments: The Role of Qualitative Methods," *Qualitative Methods Newsletter* 6(2) (2008).
- David Freedman, *Statistical Models: Theory and Practice* (Cambridge University Press, 2005).
- David Freedman, Robert Pisani, and Roger Purves, *Statistics*, 4th ed. (W.W. Norton & Co., 2007), Chapter 1 ("Controlled Experiments") and Chapter 2 ("Observational Studies").
- Donald P. Green, Terence Y. Leong, Holger L. Kern, Alan S. Gerber, and Christopher W. Larimer, "Testing the Accuracy of Regression Discontinuity Analysis Using Experimental Benchmarks," *Political Analysis* 17(4) (October 2009): 400-417.
- Allison J. Sovey and Donald P. Green, "Instrumental Variables Estimation in Political Science: A Readers' Guide," *American Journal of Political Science* 55(1) (January 2011): 188-200.

Qualitative Methods:

- Kripa Ananthpur, Kabir Malik, and Vijayendra Rao, "The Anatomy of Failure: An Ethnography of a Randomized Trial to Deepen Democracy in Rural India." June 2014
- Christopher Blattman, Tricia Gonwa, Julian Jamison, Katherine Rodrigues, and Margaret Sheridan. "Measuring the Measurement Error: A Method to Qualitatively Validate Survey Data". November 2014.
- Elizabeth Levy Plaluck. "The Promising Integration of Qualitative Methods and Field Experiments". *Annals of the American Academy of Political and Social Sciences*". 628 March 2010.

Friday, June 22

Module 11 – Managing and Sharing Qualitative Data, Making Qualitative Research Transparent

Diana Kapiszewski, Sebastian Karcher, and Dessi Kirilova

Research data management -- developing a data management plan when designing a research project and handling research materials systematically throughout the research lifecycle -- is a critical aspect of empirical research. Effectively managing data makes research more robust and prolongs the period during which data remain useful. It also facilitates sharing data with the broader research community (as funders, publishers, and academic associations increasingly require), and makes research based on them more transparent. This module equips participants with a range of strategies for effectively managing qualitative data. We also highlight the benefits of sharing data (including enhanced citation and collaboration, and the catalyzing of secondary analysis), consider some perceived barriers to data sharing, and demonstrate appropriate techniques for overcoming them. Finally, we discuss how making qualitative research more transparent (i.e., clearly conveying how data were generated and analyzed to produce inferences and interpretations) helps scholars to showcase the strength of their work, and we introduce strategies for achieving research transparency in qualitative inquiry. The module includes numerous exercises and practical applications to consolidate knowledge and encourage interaction among participants. Participants will benefit most if they have an actual research project, including its data-generation issues and challenges, in mind.

8:45am - 10:15am – Managing Data

Dessi Kirilova, Qualitative Data Repository

We introduce the notion of the “research lifecycle” to demonstrate that research data can prove useful far beyond the research project through which they were generated. We consider the importance of planning data management when designing research projects and examine the strategies and techniques required to manage data effectively, both for the benefit of the immediate project and to give them a longer life beyond it. In particular, students will receive guidance on developing a Data Management Plan (DMP). Additionally, we use examples of real research projects to establish what types of protocols are needed at key stages of the research cycle, and to identify trigger points at which data sharing considerations come into play. Finally, we discuss briefly the role of describing and contextualizing data in order for them to be reusable, and consider the issues that need to be addressed in order to manage data safely.

- 11.1.1. Corti, L., Van den Eynden, V., Bishop, L., & Woollard, M. (2014). *Managing and sharing research data: a guide to good practice*. Sage. Available at: <http://www.data-archive.ac.uk/media/2894/managingsharing.pdf>
- 11.1.2. Qualitative Data Repository. (2017) “Managing Data” (including all sub-screens). Available at: <https://qdr.syr.edu/guidance/managing>

10:15am - 10:45am – Coffee Break

10:45am – 12:15pm – Sharing Qualitative Data

Diana Kapiszewski, Georgetown University and Qualitative Data Repository
Dessi Kirilova, Qualitative Data Repository

We discuss the benefits of sharing qualitative data, and best practices for addressing the ethical, legal, and logistical challenges of doing so. We consider issues of rights management (who owns “your” data?) – and copyright concerns and how they can be addressed; we also discuss “fair use” of copyrighted data. We describe the advantages of sharing data in an institutional venue, including curation and long-term availability of data; we also introduce the Qualitative Data Repository (www.qdr.org). Students are encouraged to consider questions of ethics and rights in relation to their own projects.

- 11.2.1. Bishop, L. (2009). Ethical sharing and reuse of qualitative data. *Australian Journal of Social Issues*, 44(3), 255.
- 11.2.2. Tsai, A. C., Kohrt, B. A., Matthews, L. T., Betancourt, T. S., Lee, J. K., Papachristos, A. V., & Dworkin, S. L. (2016). Promises and pitfalls of data sharing in qualitative research. *Social Science & Medicine*, 169, 191-198. DOI: [10.1016/j.socscimed.2016.08.004](https://doi.org/10.1016/j.socscimed.2016.08.004)
- 11.2.3. Wutich, A., & Bernard, H. R. (2016). Sharing qualitative data & analysis. With whom and how widely?: A response to 'Promises and pitfalls of data sharing in qualitative research'. *Social science & medicine (1982)*, 169, 199. DOI: [10.1016/j.socscimed.2016.09.041](https://doi.org/10.1016/j.socscimed.2016.09.041)
- 11.2.4. Qualitative Data Repository. (2017) “[Participant Protection, Informed Consent, Data Sharing,](#)” *QDR Blog, February 9*. Available at: (<https://bit.ly/2NsLe1M>).
- 11.2.5. [Resource on Fair Use](#) Available at: (<https://bit.ly/2eStCMp>)

12: 15pm - 2:00pm – Lunch

2:00pm - 3:30pm – Making Qualitative Research Transparent

Diana Kapiszewski, Georgetown University and Qualitative Data Repository
Sebastian Karcher, Qualitative Data Repository

Research transparency comprises production transparency (clearly describing the processes through which data were generated) and analytic transparency (clearly indicating how data were analyzed and how they support claims, conclusions, inferences and interpretations in scholarship). In this session we consider the ongoing debate in political science over making qualitative research transparent, and discuss the merits and limitations a new approach to qualitative research transparent, Annotation for Transparent Inquiry (ATI). Finally, we consider the meaning and challenges of “replicating” qualitative research.

- 11.3.1. Elman, C., & Kapiszewski, D. (2014). Data access and research transparency in the qualitative tradition. *PS: Political Science & Politics*, 47(01), 43-47. DOI: [10.1017/S1049096513001777](https://doi.org/10.1017/S1049096513001777)
- 11.3.2. Moravcsik, A. (2014). Transparency: The revolution in qualitative research. *PS: Political Science & Politics*, 47(01), 48-53. DOI: [10.1017/S1049096513001789](https://doi.org/10.1017/S1049096513001789)

- 11.3.3. Saunders, E. N. (2011). *Leaders at war: how presidents shape military interventions*. Cornell University Press. DOI: [10.5064/F68G8HMM](https://doi.org/10.5064/F68G8HMM)

Active Citation Compilation, QDR:10048. Syracuse, NY: Qualitative Data Repository [distributor].

3:30pm - 4:00pm – Coffee Break

Further Reference:

Managing Data

- ICPSR (2014) 'Framework for Creating a Data Management Plan', University of Michigan. Available at: <http://www.icpsr.umich.edu/icpsrweb/content/datamanagement/dmp/framework.html>
- Corti, L., Van den Eynden, V., Bishop, L. and Woollard, M. (2014) *Managing and Sharing Research Data: A Guide to Good Practice*, London: Sage. ISBN: 978-1-44626-726-4.
- Corti, L. and Thompson, P. (2012) 'Secondary analysis of archived data' in J. Goodwin (ed.) *SAGE: Secondary Data Analysis* London: Sage Publications Ltd (<http://repository.essex.ac.uk/2444/>)

Sharing Data:

<http://methods.sagepub.com/video/what-is-secondary-analysis-of-qualitative-data>

- Clark, A. (2006) "Anonymising Research Data," ESRC National Centre for Research Methods, Working Paper 7/06. Available at: http://eprints.ncrm.ac.uk/480/1/0706_anonymising_research_data.pdf
- Schrag, Zachary. (2017) "A social scientist's guide to the Final Rule". *Institutional Review Blog* Post. January 19. Available at: <http://www.institutionalreviewblog.com/2017/01/a-social-scientists-guide-to-final-rule.html>
- Kirilova, Dessi and Sebastian Karcher. (2017) "Rethinking Data Sharing and Human Participant Protection in Social Science Research: Applications from the Qualitative Realm." Working paper available at: <https://osf.io/preprints/socarxiv/9n7w8/>

Making Qualitative Research Transparent

- Qualitative Data Repository. (2017) "Annotations for Transparent Inquiry at a Glance." Available at: <https://qdr.syr.edu/guidance/ati-at-a-glance>
- Handlin, Samuel. (2015) Data for: "The Politics of Polarization: Governance and Party System Change in Latin America, 1990-2010." Working Paper 401, November 2014. Notre Dame, IN: The Kellogg Institute for International Studies, University of Notre Dame. ATI Project, QDR:10065. Syracuse, NY: Qualitative Data Repository [distributor]. Available at: <https://via.hypothes.is/https://kellogg.nd.edu/publications/workingpapers/WPS/401.pdf#annotations:query:user:qdr@hypothes.is>
- The (DA-RT) Data Access and Research Transparency Joint Statement (<http://www.dartstatement.org>)
- Saunders, Elizabeth N. 2014. "Transparency without Tears: A Pragmatic Approach to Transparent Security Studies Research." *Security Studies* 23 (4): 689–98. doi:10.1080/09636412.2014.970405.

- Qualitative Transparency Deliberations (<https://www.qualtd.net/>)

Friday, June 22

Module 12 – Interpretation and History Interpretive Methods for Archival and Historical Research

Thomas Dodman, Columbia University and Daragh Grant, Harvard University

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

8:45am - 10:15am – Session 1: History as social science: The study of structures and events

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?

- 12.1.1. Sewell Jr., W.H. (2005) Three Temporalities: Toward an Eventful Sociology. *Logics of History: Social Theory and Social Transformation*. Chicago: University of Chicago Press, 81-123.
- 12.1.2. Sahlins, M. (1985) Structure and History. *Islands of History*. Chicago, University of Chicago Press, 136-56.

10:15am - 10:45am – Coffee Break

10:45am - 12:15pm – Session 2: The Politics of Historical Interpretation

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

- 12.2.1. Trouillot, M.R. (1995) The Power in the Story. *Silencing the Past: Power and the Production of History*. Boston: Beacon Press, 1-31.
- 12.2.2. Goswami, M. (2002) [Rethinking the Modular Nation Form: Toward a Sociohistorical Conception of Nationalism](#). *Comparative Studies in Society and History* 44, No.4, 770-99. (<https://bit.ly/2uKC7lw>)
- 12.2.3. Scott, D. (2004). *Conscripts of Modernity: The Tragedy of Colonial Enlightenment*. Durham: Duke University Press, 23-57.

12:15pm - 2:00pm – Lunch

2:00pm - 3:30pm – Session 3: Practical challenges of archival research

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

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

- 12.3.1. Ginzburg, C. (1979). Clues. *Theory and Society*, 7(3), 273-288. DOI: [10.1007/BF00207323](https://doi.org/10.1007/BF00207323)
- 12.3.2. Stoler, A. L. (2002). Colonial archives and the arts of governance. *Archival science*, 2(1-2), 87-109. DOI: [10.1007/BF02435632](https://doi.org/10.1007/BF02435632)

3:30pm - 4:00pm – Coffee Break

Suggested further readings

- Arlette Farge, *The Allure of the Archives*, trans. Thomas Scott-Railton (New Haven: Yale University Press, 2013).
- Constantin Fasolt, *The Limits of History* (Chicago: University of Chicago Press, 2004).
- Carlo Ginzburg, "Checking the Evidence: The Judge and the Historian," *Critical Inquiry* 18 (1991): 79-92.
- Jan E. Goldstein, *Hysteria Complicated by Ecstasy: The Case of Nanette Leroux* (Princeton: Princeton University Press, 2011).
- Jan E. Goldstein, "Toward an Empirical History of Moral Thinking: The Case of Racial Theory in Mid-Nineteenth-Century France," *American Historical Review* 120 (2015): 1-27.
- Randolph Head, "Knowing the State: The Transformation of Political Knowledge in Swiss Archives, 1450-1770," *Journal of Modern History* 75 (2003): 745-82.
- Joan W. Scott, "Evidence of Experience," in *Questions of Evidence: Proof, Practice, and Persuasion across the Disciplines*, eds. James Chandler, Harry Harootunian and Arnold Davidson (Chicago: University of Chicago Press, 1994) 363-387.
- William H. Sewell Jr., "History, Theory, and Social Science," in *Logics of History*, 1-21.
- William H. Sewell Jr., "A Theory of the Event: Marshall Sahlins's 'Possible Theory of History,'" in *Logics of History*, 197-224.
- William H. Sewell Jr., "Historical Events as Transformations of Structures: Inventing Revolution at the Bastille," in *Logics of History*, 225-270.
- Carolyn Steedman. "Something She Called a Fever: Michelet, Derrida, and Dust." *American Historical Review* 106 (2001): 1159-80.
- Ann Laura Stoler, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* (Princeton: Princeton University Press, 2009).

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

Monday, June 25

Module 13 – Causal Inference from Causal Models I

Alan Jacobs, University of British Columbia

This module will explore how we can use causal models to design and implement qualitative and mixed-method empirical strategies of causal inference. A great deal of recent methodological progress in the social sciences has focused on how features of a research design – such as randomization by the researcher or by nature – can allow for causal identification with minimal assumptions. Yet, for many of the questions of greatest interest to social scientists and policymakers, randomization or its close equivalents are unavailable. We are, in short, often forced to rely on beliefs about how the world works – that is, on models. Based on a book-in-progress by Macartan Humphreys and Alan Jacobs, this module will examine how we can engage in systematic model-based causal inference. Specifically, we will explore how researchers can encode their prior knowledge in a probabilistic causal model (or Bayesian network) and an associated directed acyclic graph (DAG), use the model to make research design choices (including selecting cases and choosing observations), and draw inferences about causation at the level of both individual cases and populations, using both qualitative and quantitative data.

8:45am - 10:15am – What is a Causal Model?

In this session, we will learn the “nuts and bolts” of causal models and their graphical counterparts, directed acyclic graphs (DAGs). How can we formalize our beliefs about relationships in a given domain in the form of a causal model? What does and does not need to be specified when writing down a causal model? What are the rules for visually representing causal dependencies in a DAG? How can a more detailed causal model underwrite, or imply, a less-detailed one? And how can we represent causal estimands of interest – such as a case-level causal effect, a causal pathway, or an average causal effect – within a causal model?

- 13.1.1. Humphreys, M. & Jacobs, A. Integrated Inferences. Manuscript in progress. Chapters 1, 2, and 4

Recommended

- 13.1.2. Humphreys, M. & Jacobs, A. Integrated Inferences. Manuscript in progress. Chapter 3.
Pearl, Judea. (2009). *Causality: Models, Reasoning, and Inference*. Second Edition. New York: Cambridge University Press. This book brings together the seminal work on causal models and DAGs, and the Humphreys/Jacobs manuscript draws heavily on the framework that Pearl and colleagues have developed. The book is a vast treatise, so I leave it to students to explore as they see fit.

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 – What Can Causal Graphs Tell Us?

In this session, we will examine what we can learn about research design from a graphical representation of a causal model. In particular, we will explore the property of “d-separation,” which allows one to read relations of conditional independence off of the structure of a properly constructed DAG. We will then assess how understanding relations of conditional independence can help us identify potentially informative pieces of data for a given causal estimand – that is, how causal models can help us figure out what it is we want to observe.

- 13.2.1. Humphreys, M. & Jacobs, A. Integrated Inferences. Manuscript in progress. Chapter 5 - section 5.1.

3:30pm - 4:00pm Coffee – Break

4:00pm - 5:30pm – Make Your Own Model

In this session, students will have a chance to write down their own causal models and draw the associated DAGs, formally encoding their own beliefs about causal relationships in a domain of interest to them. This will be an opportunity to work through some of the choices that researchers confront when constructing causal models.

Monday, June 25

Module 14 – Comparative Methods in Qualitative Research I

Gary Goertz

Modules 14 and 18 cover many classic and standard topics of qualitative methodology, with a special focus on within-case causal inference and multimethod research. The topics include conceptualization, process tracing, counterfactual analysis, comparative-historical analysis. The sessions use logic and set theory as a foundation for discussing and elucidating qualitative methods.

8:45am - 10:15am 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. It also provides an introduction to logic and set theory as the core of the qualitative approach.

- 14.1.1. Gary Goertz and James Mahoney. 2012. *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*, chapters 1-6. Princeton: Princeton University Press. (book to purchase)
- 14.1.2. Schneider, C., and C. Wagemann. 2012. *Set-theoretic methods for the social sciences: a guide to qualitative comparative analysis*. chapters 2-3. Cambridge: Cambridge University Press.

Recommended:

- 14.1.3. Thiem, A., Baumgartner, M. and Bol, D. 2015. Still lost in translation: a correction of three misunderstandings between configurational comparativists and regressional analysts. [Comparative Political Studies 49\(6\) 742-774](https://doi.org/10.1017/XPS.2015.1) (<https://bit.ly/2zSrDGC>)

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 Social Science Concepts

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

- 14.2.1. Goertz, G. 2018. "Social science concepts, revised and expanded edition" chapters 1--3, 9. Manuscript.

Please note that this is a draft of a complete revision to the 2005 edition, and the earlier book is not a substitute for this updated reading.

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

4:00pm - 5:30pm Multimethod Research, Causal Mechanisms, and Case Studies

Gary Goertz, University of Notre Dame

This session will explore the linkage between multimethod research, causal mechanisms and case studies. In particular, it analyses the logic of case selection for multimethod research when the goal is to investigate causal mechanisms. It also discusses core forms of generalization and the systematic use of case studies to test theories.

- 14.3.1. Goertz, G. 2017. *Multimethod Research, Causal Mechanisms, and Case Studies: An Integrated Approach* chapters 1—3, 7. Princeton: Princeton University Press. (book to purchase)
- 14.3.2. Gary Goertz and James Mahoney. 2012. *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*, chapter 15. Princeton: Princeton University Press. (book to purchase)

Monday, June 25

Module 15 – Geographic Information Systems I: Introduction to GIS as a Qualitative Research Method

Jonnell Robinson, Syracuse University

8:45am - 10:15am – Introduction and Case Studies in Qualitative GIS

This session will introduce participants to GIS as a tool for qualitative and multi-method 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 social scientists.

- 15.1.1. Dennis Jr, S. F. (2006). Prospects for qualitative GIS at the intersection of youth development and participatory urban planning. *Environment and Planning A*, 38(11), 2039-2054. DOI: [10.1068/a3861](https://doi.org/10.1068/a3861)
- 15.1.2. ESRI. [What is GIS?](https://bit.ly/2FFnBir) (https://bit.ly/2FFnBir, accessed April 2018)
- 15.1.3. Sturgis, S. (2015). [Kids in India are sparking urban planning changes by mapping slums. Atlantic Citylab.](https://bit.ly/2L3Kq6R) (https://bit.ly/2L3Kq6R, accessed April 2018)
- 15.1.4. Wridt, P. (2010). A qualitative GIS approach to mapping urban neighborhoods with children to promote physical activity and child-friendly community planning. *Environment and Planning B: Planning and Design*, 37(1), 129-147. DOI: [10.1068/b35002](https://doi.org/10.1068/b35002)

Further:

- Meghan Cope and Sarah Elwood. *Qualitative GIS: A Mixed Methods Approach*. Thousand Oaks, California: SAGE Publications Inc., 2009. Print.
- William J. Craig, Trevor M. Harris, and Weiner Daniel. *Community Participation and Geographic Information Systems*. London/ New York, New York: Taylor & Francis Inc., 2002. Print.
- Steven J. Steinberg. *GIS: Geographic Information Systems for the Social Sciences: Investigating Space and Place*. Thousand Oaks, California: SAGE Publications, 2006. Print.

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.

- 15.2.1. Batty, B. (2003). Using Geographical Information Systems. *In Key Methods in Geography*. London: SAGE Publications, 409-423.
- 15.2.2. Maantay, J., Ziegler, J., & Pickles, J. (2006). *GIS for the urban environment*. Redlands, CA: Esri Press.

- 15.2.3. Mitchel, A. (1999). The ESRI Guide to GIS Analysis. Volume 1: Geographic Patterns and Relationships. Pages 9-19.

Further:

- David Allen. GIS Tutorial 2: Spatial Analysis Workbook, 10.1 Edition. Redlands, California: ESRI Press Inc., 2013. Print.
- David W. Allen and Jeffery M. Coffey. GIS Tutorial 3: Advanced Workbook, 10.0 Edition. Redlands, California: ESRI Press Inc., 2010. Print.).
- Gorr L. Wilpen and Kristen S. Kurland. GIS Tutorial 1: Basics Workbook, 10.1. Edition. Redlands, California: ESRI Press Inc., 2013. Print.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – GIS Data Sources 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, how metadata can be used to communicate qualitative information, and data overlay analysis.

- 15.3.1. Jung, J. K., & Elwood, S. (2010). Extending the qualitative capabilities of GIS: computer-aided qualitative GIS. *Transactions in GIS*, 14(1), 63-87. [DOI: 10.1111/j.1467-9671.2009.01182.x](https://doi.org/10.1111/j.1467-9671.2009.01182.x)
- 15.3.2. Rambaldi, G., Chambers, R., McCall, M., & Fox, J. (2006). Practical ethics for PGIS practitioners, facilitators, technology intermediaries and researchers. *Participatory learning and action*, 54(1), 106-113.
- 15.3.3. Steinberg, S. and Steinberg, S. (2006) GIS for the Social Sciences: Investigating Place and Space. Thousand Oaks: SAGE Publications. Chapter 2.

Further:

- Ian N. Gregory, A Place in History: A guide to using GIS in historical research. 2nd. Belfast, Northern Ireland: Centre for Data Digitisation and Analysis, 2005. Web. 4 Apr. 2014
- Mark Monmonier. How to Lie With Maps. 2. Chicago, Illinois: University of Chicago Press, 1996. Print.

Monday, June 25

Module 16 – Ethnographic Methods I

Timothy Pachirat and Fred Schaffer

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

8:45am - 10:15am – Introduction to Ethnography

Timothy Pachirat, University of Massachusetts, Amherst

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

- 16.1.1. Geertz, C. (1973). Thick description: toward an interpretive theory of culture” in *The Interpretation of Cultures*. Basic Books.
- 16.1.2. Schatz, E. (2009). Ethnographic immersion and the study of politics, and What kind(s) of ethnography does political science need? In Schatz, E. ed., *Political Ethnography: What Immersion Contributes to the Study of Power*. University of Chicago Press, 1-22, 303-318.

10:15am - 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 – What is Ethnographic Interviewing?

Fred Schaffer, University of Massachusetts, Amherst

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

- 16.2.1. Heyl, B.S. (2001). Ethnographic Interviewing. In Paul Atkinson, Amanda Coffey, Sara Delamont, John Lofland and Lyn Lofland, eds., *Handbook of Ethnography*. Sage, 369-383.
- 16.2.2. Schaffer, F.C. (2016). *Elucidating Social Science Concepts: An Interpretivist Guide*. Routledge. Read the entire book, but pay special attention to pp. 1-64 and 89-98. [Book to purchase]
- 16.2.3. Schaffer, F.C. (2014) Thin Descriptions: The Limits of Survey Research on the Meaning of Democracy. *Polity* (2014) 46(3), 303-330. DOI: [10.1057/pol.2014.14](https://doi.org/10.1057/pol.2014.14)

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Ordinary Language Interviewing I

Fred Schaffer, University of Massachusetts, Amherst

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

Tuesday, June 26

Module 17 – Causal Inference from Causal Models II

Alan Jacobs, University of British Columbia

8:45am - 10:15am – Process Tracing from a Causal Model

In this session, we will learn how we can carry out process-tracing with causal models. We will see how we can use within-case information, together with a model, to draw inferences about what would or did cause the outcome in a given case. We will see how a model-based approach to process tracing provides an explicit and theoretically disciplined procedure for determining which pieces of within-case evidence are informative and how their observation should shift causal beliefs. Moreover, while the “process tracing” metaphor implies the examination of a causal chain between X and Y, we will see that informative observations may come from many different parts of a causal network. We will work through a substantive application of the approach to the question of inequality’s effect democratization, drawing on theoretical arguments by Boix (2003), Acemoglu and Robinson (2005), and Ansell and Samuels (2014) and on data from Haggard and Kaufman (2012).

- 17.1.1 Hall, PA. 2003. "Aligning Ontology and Methodology in Comparative Politics." Pp. 373-404 in *Comparative Historical Analysis in the Social Sciences*, edited by James Mahoney and Dietrich Rueschemeyer. New York: Cambridge University Press. (*Focus on Hall’s account of “systematic process analysis”*).
- 17.1.2. Bennett, A., & Checkel, J. T. (Eds.). (2014). *Process tracing: from metaphor to analytic tool*. Cambridge University Press, Chapter 1 and appendix
- 17.1.3. Humphreys, M. & Jacobs, A. Integrated Inferences. Manuscript in progress. Chapter 5 (remainder) and Chapter 7.
- 17.1.4. Ansell, B. W., & Samuels, D. J. (2014). *Inequality and Democratization*. Cambridge University Press. Chapter 4.
- 17.1.5. Haggard, S., & Kaufman, R. R. (2012). Inequality and regime change: Democratic transitions and the stability of democratic rule. *American Political Science Review*, 106(03), 495-516. DOI: [10.1017/S0003055412000287](https://doi.org/10.1017/S0003055412000287)

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 – Mixed-Method Inference from a Causal Model

In this session, we will see how mixed-method inference can be grounded in a causal-model-based approach. The session will examine how we can use causal models to draw inferences about population-level causal relations (such as average causal effects) from any combination of qualitative and quantitative data. This session will address the approach to mixing methods presented in Humphreys and Jacobs (2015) and how that approach can itself be grounded in a causal-model framework.

- 17.2.1. Humphreys, M., & Jacobs, A. M. (2015). Mixing methods: A bayesian approach. *American Political Science Review*, 109(04), 653-673. DOI: [10.1017/S0003055415000453](https://doi.org/10.1017/S0003055415000453)
- 17.2.2. Seawright, J. (2016) *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. New York: Cambridge University Press, Chapter 1.
- 17.2.3. Humphreys, M. & Jacobs, A. Integrated Inferences. Manuscript in progress. Chap. 8.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Causal Models and Research Design Choices

In this session, we will explore the variety of ways in which causal models can help us make research-design choices. These include figuring out which pieces of within-case evidence to examine (i.e., identifying from which observations we can learn the most), selecting cases for process tracing, and striking the optimal balance between quantitative breadth and qualitative depth in a mixed-method project.

- 17.3.1. Humphreys, M. & Jacobs, A. Integrated Inferences. Manuscript in progress. Chapter 6, Chapter 9, and Chapter 10

Recommended:

- 17.3.2. Lieberman, E. S. (2005). Nested analysis as a mixed-method strategy for comparative research. *American Political Science Review*, 99(03), 435-452. DOI: [10.1017/S0003055405051762](https://doi.org/10.1017/S0003055405051762)
- 17.3.3. Seawright, J., & Gerring, J. (2008). Case selection techniques in case study research: A menu of qualitative and quantitative options. *Political Research Quarterly*, 61(2), 294-308. DOI: [10.1177/1065912907313077](https://doi.org/10.1177/1065912907313077)
- 17.3.4. Herron, M. C., & Quinn, K. M. (2016). A careful look at modern case selection methods. *Sociological Methods & Research*, 45(3), 458-492. DOI: [10.1177/0049124114547053](https://doi.org/10.1177/0049124114547053)

Tuesday, June 26

Module 18 – Comparative Methods in Qualitative Research II

James Mahoney

This module develops a set-theoretic approach for analyzing actual (or token) causality. With actual causation, one is interested in testing propositions about the causes of specific outcomes in particular cases (e.g., the proposition that, “Russian meddling was an important cause of Trump’s electoral victory”). The module first defines different types of actual causes and develops a framework for assessing causal importance using actual causes. Attention then turns to the development of three set-theoretic methods for studying actual causation: sequence analysis, set-theoretic tests, and counterfactual analysis.

8:45am - 10:15am Causal Sequence Analysis

James Mahoney, Northwestern University

This session considers: (1) set-theoretic methods that leverage sequences and over-time processes for assessing causal importance; and (2) temporal concepts, such as critical event and path dependence, that frame sequence analysis.

- 18.1.1. James Mahoney, Erin Kimball, and Kendra Koivu, “The Logic of Historical Explanation in the Social Sciences,” *Comparative Political Studies* 42:1 (January 2009), pp. 114-146. <https://doi.org/10.1177/0010414008325433>
- 18.1.2. Laura García-Montoya and James Mahoney, “The Logic of Critical Event Analysis,” Manuscript, Northwestern University, June 2018.

Recommended:

- 18.1.3. James Mahoney and Rachel Sweet Vanderpoel, “Set Diagrams and Qualitative Research,” *Comparative Political Studies* 48:1 (January 2015), pp. 65-100. <https://doi.org/10.1177/0010414013519410>
- 18.1.4. Gary Goertz and James Mahoney, *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012), chapters 1-2. (book to purchase)

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 Set-Theoretic Process Tracing

James Mahoney, Northwestern University

This session provides a framework, based on logic and set theory, for the pursuit of process tracing and the use of process-tracing tests in within-case causal inference.

- 18.2.1. Mahoney, James, “The Logic of Process Tracing Tests in the Social Sciences,” *Sociological Methods and Research* 41:4 (November 2012), 570-597. <https://doi.org/10.1177/0049124112437709>

- 18.2.2 Barrenechea, Rodrigo, and James Mahoney, "A Set-Theoretic Approach to Bayesian Process Tracing," *Sociological Methods and Research*, forthcoming. <https://doi.org/10.1177/0049124117701489>

Recommended:

- 18.2.3. Gary Goertz and James Mahoney, *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012), chapters 7-8. (book to purchase)

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

4:00pm - 5:30pm Counterfactual Analysis

James Mahoney, Northwestern University

This session provides a framework, based on logic and set theory, for the use of counterfactual causal analysis in qualitative research.

- 18.3.1. James Mahoney and Rodrigo Barrenechea, "The Logic of Counterfactual Analysis in Case-Study Explanation," *British Journal of Sociology*, forthcoming. <https://doi.org/10.1111/1468-4446.12340>

Recommended:

- 18.3.2. Gary Goertz and James Mahoney, *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012), chapter 9. (book to purchase)

Tuesday, June 26

Module 19 – Geographic Information Systems II

Jonnell Robinson, Syracuse University

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

This session will introduce open source geovisualization and analysis tools including Open Street Map, Google My Maps, and QGIS.

- 19.1.1. Haklay, M., & Weber, P. (2008). [Openstreetmap: User-generated street maps. IEEE Pervasive Computing](https://doi.org/10.1109/MP.2008.4468000), 7(4), 12-18. (<https://bit.ly/2LtZAyy> , accessed April 2018).
- 19.1.2. Sarah Elwood, Michael F. Goodchild and Daniel Z. Sui. “Researching Volunteered Geographic Information: Spatial Data, Geographic Research, and New Social Practice.” *Annals of the Association of American Geographers* 2012:102(3) 571-590.
- 19.1.3. Goodchild, M. F., & Glennon, J. A. (2010). Crowdsourcing geographic information for disaster response: a research frontier. *International Journal of Digital Earth*, 3(3), 231-241. DOI: [10.1080/17538941003759255](https://doi.org/10.1080/17538941003759255)

Further:

- Liu, S. B., & Palen, L. (2010). The new cartographers: Crisis map mashups and the emergence of neogeographic practice. *Cartography and Geographic Information Science*, 37(1), 69-90. DOI: [10.1559/152304010790588098](https://doi.org/10.1559/152304010790588098)

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 – GIS Data Collection: Digitizing Archival Maps, Collecting GPS Point Locations, Counter and Sketch Mapping, and Spatial Data Repositories

This session will demonstrate valuable data collection techniques for archival research, field work, participatory and community-based mapping, as well as the availability and accessibility of spatial data through data repositories. “Heads-up” digitizing, or turning print maps into a digital GIS map, integrating GPS data into GIS, and sketch map digitization will be demonstrated. Downloading spatial data from web-based repositories for integration into GIS will also be discussed.

- 19.2.1 Heasley, L. (2003). Shifting boundaries on a Wisconsin landscape: Can GIS help historians tell a complicated story?. *Human Ecology*, 31(2), 183-213. DOI: [10.1023/A:1023928728978](https://doi.org/10.1023/A:1023928728978)
- 19.2.2. Peluso, N. L. (1995). Whose woods are these? counter-mapping forest territories in Kalimantan, Indonesia. *Antipode*, 27(4), 383-406. DOI: [10.1111/j.1467-8330.1995.tb00286.x](https://doi.org/10.1111/j.1467-8330.1995.tb00286.x)

Further:

- William J. Craig, Trevor M. Harris, and Weiner Daniel. Community Participation and Geographic Information Systems. London/ New York, New York: Taylor & Francis Inc., 2002.

Print.

- Ian N. Gregory, A Place in History: A guide to using GIS in historical research. 2nd. Belfast, Northern Ireland: Centre for Data Digitisation and Analysis, 2005.
http://www.researchgate.net/profile/Ian_Gregory2/publication/228725974_A_place_in_history_A_guide_to_using_GIS_in_historical_research/links/547726620cf29afed614470b.pdf.(accessed April 2018).
- John Pickles, Ground Truth: The Social Implications of Geographic Information Systems. New York, New York: The Guilford Press, 1995. Print.
- Denis Wood, The Power of Maps. New York, New York: The Guilford Press, 1992. Print.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Map Design

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

- 19.3.1. Buckley, A., Field, K., & Esri. Making a Meaningful Map. ESRI - GIS Mapping Software, Solutions, Services, Map Apps, and Data.

<http://www.esri.com/news/arcuser/0911/making-a-map-meaningful.html> (accessed April 2018).

- 19.3.2 Cynthia Brewer, Mark Harrower and The Pennsylvania State University. COLORBREW 2.0: color advice for cartography.
<http://colorbrewer2.org/#type=sequential&scheme=BuGn&n=3> (accessed April 2018).

Further:

- Cynthia A. Brewer, Designing better maps: a guide for GIS users. Redlands, California: ESRI Press, Inc., 2005.
- Heather MacDonald and Alan Peters. Urban Policy and the Census. Redlands, California: ESRI Press, Inc. 2011. Print.
- Andy Mitchell, The ESRI Guide to GIS Analysis: Geographic Patterns & Relationships. 1. Redlands, California: ESRI Press, Inc., 1999. Print.
- Andy Mitchell, The ESRI Guide to GIS Analysis: Spatial Measurements & Statistics. 2. Redlands, California: ESRI Press, Inc., 2005. Print.
- Andy Mitchell, The ESRI Guide to GIS Analysis: Modeling Suitability, Movement, and Interaction. 3. Redlands, California: ESRI Press, Inc., 2012. Print.

- Mark Monmonier, *Mapping it Out: Expository Cartography for the Humanities and Social Sciences*. Chicago, Illinois: University of Chicago Press, 1993. Print.

Tuesday, June 26

Module 20 – Ethnography II

Timothy Pachirat and Fred Schaffer

8:45am - 10:15am – Ordinary Language Interviewing II

Fred Schaffer, University of Massachusetts, Amherst

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

10:15am - 10:45am – Coffee Break

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

12:30pm – 1:30pm – Lunch

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

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

4:00pm - 4:30pm – Break

4:30pm – 6:00pm – Interviewing Debriefing

Fred Schaffer, University of Massachusetts, Amherst

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

Wednesday, June 27

Module 21 – Computer Assisted Text Analysis I

William Lowe, with Asya Magazinnik and Lauren Mattioli

These two modules are about using computers to systematically analyze text, typically as precursor, successor, or complement to a qualitative analysis. We'll discuss and practice classical dictionary-based content analysis and its newer incarnation topic modeling, consider how to classify large numbers of documents by topic, and show how to project their contents into rhetorical spaces for understanding and visualization. Along the way we'll scrape texts from the web, and discuss good ways to integrate text analysis into a variety of research designs.

We'll presume a grasp of basic mathematical and statistical concepts and a willingness to follow along with the computational parts. The module mostly uses R and its packages. Expertise in R is not required, although some prior experience may be helpful. If there is interest we can also run a very short introduction to R prior to the course for those who've not met it before.

If you choose this module you should bring a laptop and be ready to install some software beforehand. We'll circulate a handout with software prerequisites before the course and if you have any problems you can meet with us at 8pm the day before in the lobby of the Sheraton hotel and we'll try to sort them out.

8:45am - 10:15am – Session 1

In the first session we'll introduce text analysis as a problem of measurement and then discuss dictionary-based content analysis in old and new style. We will focus on identifying model assumptions, learn how to deploy the output effectively in subsequent analyses, see how to validate them, and maybe even fix them when they fail.

- 21.1.1. J. Grimmer, J., & Stewart, B. M. (2013). Text as data: The promise and pitfalls of automatic content analysis methods for political texts. *Political analysis*, 267-297. DOI: [10.1093/pan/mps028](https://doi.org/10.1093/pan/mps028)
- 21.1.2. Laver, M., & Garry, J. (2000). Estimating policy positions from political texts. *American Journal of Political Science*, 619-634. DOI: [10.2307/2669268](https://doi.org/10.2307/2669268)

Recommended:

- 21.1.3. Benoit K., et al. (2016). Crowd-sourced text analysis: Reproducible and agile production of political data. *American Political Science Review*.

DOI: [10.1017/S0003055416000058](https://doi.org/10.1017/S0003055416000058)

- 21.1.4. Bara, J., Weale, A., & Biquelet, A. (2007). Analysing parliamentary debate with computer assistance. *Swiss Political Science Review*, 13(4), 577-605. DOI: [10.1002/j.1662-6370.2007.tb00090.x](https://doi.org/10.1002/j.1662-6370.2007.tb00090.x)
- 21.1.5. Soroka, Stuart and Lori Young. 2012. "[Affective News: The Automated Coding of Sentiment in Political Texts](#)" *Political Communication* 29: 205-231 (<https://bit.ly/2NZdomk>)

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

We'll show how to use a variety of text analysis tools for dictionary-based content analysis by replicating some of the analyses in the readings.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Session 3

In this session we'll introduce topic models, the probabilistic generalization of the content analysis dictionaries in the previous session, and consider their advantages and disadvantages for understanding large bodies of text. We'll also introduce document classification methods that automate the process of assigning documents into categories from a typology using labelled examples instead of a manually constructed dictionary or codebook,.

- 21.3.1. Blei, D. M. (2012). Probabilistic topic models. *Communications of the ACM*, 55(4), 77-84. DOI: [10.1145/2133806.2133826](https://doi.org/10.1145/2133806.2133826)
- 21.3.2. Lucas et al. (2015) [Computer assisted text analysis for comparative politics. *Political Analysis* 23:254-277](https://doi.org/10.1111/j.1740-1461.2007.00113.x) (<https://bit.ly/2Jwk9bD>)

Recommended:

- 21.3.3. Special issue: *Poetics* 41(6), (December 2013)
- 21.3.4. Evans, M., McIntosh, W., Lin, J., & Cates, C. (2007). Recounting the courts? Applying automated content analysis to enhance empirical legal research. *Journal of Empirical Legal Studies*, 4(4), 1007-1039. DOI: [10.1111/j.1740-1461.2007.00113.x](https://doi.org/10.1111/j.1740-1461.2007.00113.x)
- 21.3.5. Roberts, et al (2014) [Topic Models for Open-Ended Survey Responses](https://doi.org/10.1111/j.1740-1461.2007.00113.x) with Application to Experiments *American Journal of Political Science* 58(4) 1064-1082, (<https://bit.ly/2mqYVD9>)

Wednesday, June 27

Module 22 –QCA/fs I

Charles Ragin and Ingo Rohlfing

This module provides an overview of Qualitative Comparative Analysis (QCA) and fuzzy sets, including instruction in use of fsQCA software and RStudio. Topics include: necessary/sufficient causation, causal complexity, counterfactual analysis, and crisp-set and fuzzy-set configurational analysis using truth tables. Special attention is given to (a) the assessment of set-theoretic consistency and coverage, and (b) the phenomenon of limited diversity and how QCA enables researcher to employ counterfactual reasoning.

8:45am - 10:15am Introduction to Qualitative Comparative Analysis (QCA)

Charles Ragin, University of California, Irvine

This session introduces QCA, especially its use as a tool for deciphering and unraveling causal complexity. QCA uses set-analytic procedures that are consistent with common practices in case-oriented comparative research. The key difference is that with QCA it is possible to examine an intermediate number of cases—too many for conventional case-oriented analysis.

- 22.1.1. Charles C. Ragin, *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. University of Chicago Press, 2008, chapters 1-3. (book to purchase)
- 22.1.2. Carsten Q. Schneider and Claudius Wagemann, *Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis* (Cambridge University Press, 2012), Chapter 2, pp. 42-55. (book to purchase)

Recommended:

- 22.1.3. 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.
- 22.1.4. Axel Marx, Benoit Rihoux and Charles Ragin, “The origins, development, and application of Qualitative Comparative Analysis: the first 25 years.” *European Political Science Review*, 2013.

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 Constructing and Analyzing Truth Tables

Charles Ragin, University of California, Irvine

This session describes the procedures for constructing and analyzing truth tables. Truth tables are at the heart of any QCA. We first explain how not only crisp, but also fuzzy sets can be represented in a truth table. Then we explain the logic of identifying sufficient terms for the outcome, using logical minimization.

- 22.2.1. Charles C. Ragin, “Boolean approach to qualitative comparison.” *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. University of California Press, 1987, Chapter 6
- 22.2.2 Carsten Q. Schneider and Claudius Wagemann, *Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis* (Cambridge University Press, 2012), Chapter 4, pp. 92-116. (book to purchase)

Recommended:

- 22.2.3. Ragin, Charles and Lisa Amoroso. *Constructing Social Research, Second Edition* (Pine Forge Press, 2011), Chapter 6, pp. 135-161.
- 22.2.4. Rihoux, Benoit and Charles Ragin. *Configurational Comparative Methods* (Sage, 2009), Chapter 3, pp. 33-68.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm Counterfactual Analysis: A Set-Analytic Approach

Charles Ragin, University of California, Irvine

This session further elaborates truth table analysis. One of the key features of qualitative research is its reliance on counterfactual analysis. Surprisingly, most qualitative researchers are unaware that they conduct counterfactual analysis “on the fly,” and the analytic process remains hidden and implicit. With QCA, counterfactual analysis is made explicit in the form of the distinction between “easy” versus “difficult” versus “untenable” counterfactual claims. The examination of counterfactual analysis in QCA illustrates the theory and knowledge dependence of empirical social science.

- 22.3.1. Charles C. Ragin, *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. University of Chicago Press, 2008, chapters 8-9. (book to purchase)
- 22.3.2. Carsten Q. Schneider and Claudius Wagemann, *Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis* (Cambridge University Press, 2012), Chapters 7 and 8, pp. 178-217. (book to purchase)
- Recommended:
22.3.3. Charles C. Ragin, Extensions of Boolean methods of qualitative comparison. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. University of California Press, 1987, Chapter 7, pp. 103-124.

Wednesday, June 27

Module 23 – Within-Case and Small-N Analysis I

Andrew Bennett, Tasha Fairfield, and David Waldner

8:45am - 10:15am Qualitative Causal Inference

David Waldner, University of Virginia

- 23.1.1. David Waldner, "Process Tracing and Causal Mechanisms," in Harold Kincaid, ed., *The Oxford Handbook of Philosophy of Social Science*. (Oxford University Press, 2012), pp. 65-84.
- 23.1.2. David Waldner, "Invariant Causal Mechanisms," *Qualitative & Multi-Method Research* 14 (Spring/Fall 2016): 28-33.

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 Examples of Qualitative Causal Inference from Comparative Politics & International Relations

David Waldner, University of Virginia

- 23.2.1. David Waldner, "What Makes Process Tracing Good?" in Andrew Bennett and Jeffrey Checkel, *Process Tracing: From Metaphor to Analytic Tool* pp. 126-152 (chapter 5). (book to purchase)
- 23.2.2. David Waldner, "Process Tracing and Qualitative Causal Inference," *Security Studies* 24 (2015): 239-250.

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

4:00pm - 5:30pm Practical Steps in Process Tracing and Introduction to Bayesian Process Tracing

Andrew Bennett, Georgetown University

- 23.3.1. Bennett, A., & Checkel, J. T. (Eds.). (2014). *Process tracing: from metaphor to analytic tool*. Cambridge University Press, Chapter 1 (book to purchase)
- 23.3.2. Bennett, A. (2015). Appendix: Disciplining Our Conjectures: Systematizing Process Tracing with Bayesian Analysis. In Bennett, A., & Checkel, J. T. (Eds.) *Process Tracing: From Metaphor to Analytic Tool*. Cambridge: Cambridge University Press. (book to purchase)

Wednesday, June 27

Module 24 – Ethnography III

Timothy Pachirat and Fred Schaffer

8:45am - 10:15am – Ethics and Praxis in Participant Observation I

Timothy Pachirat, University of Massachusetts, Amherst

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

- 24.1.1. Emerson, R.M., Fretz, R.I., & Shaw, L.L. (1995). *Writing Ethnographic Fieldnotes*. University of Chicago Press. (book to purchase)
- 24.1.2. Pachirat, T. (2018). *Among Wolves: Ethnography and the Immersive Study of Power*. Routledge. (book to purchase)

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 – Ethics and Praxis in Participant Observation II

Timothy Pachirat, University of Massachusetts, Amherst

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

- 24.2.1. Emerson, R.M., Fretz, R.I., & Shaw, L.L. (1995). *Writing Ethnographic Fieldnotes*. University of Chicago Press. (book to purchase)
- 24.2.2. Pachirat, T. (2018). *Among Wolves: Ethnography and the Immersive Study of Power*. Routledge. (book to purchase)

3:30pm - 3:40pm – Coffee Break

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

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

6:00pm - 8:30pm – Fieldnote Writing

Participants use this time to write up a set of fieldnotes based on jottings taken in their fieldsites.

Thursday, June 28

Module 25 – Computer Assisted Text Analysis II

William Lowe, with Asya Magazinnik and Lauren Mattioli

8:45am - 10:15am – Session 1

In this practical session, we show how to use open source tools to fit and interpret topic models, and suggest a workflow for automated document classification.

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

In this session we look at text scaling models. These try to place texts and their words in a substantively interpretable space based on differential word usage. We discuss how to fit and interpret such models, how to think about the ‘dimensionality’ of a discourse, and what important discourse features are left out or abstract away. We will pay particular attention to the extent to which simplifying model assumptions are reasonable, especially given the institutional structures from which documents are often retrieved.

- 25.2.1. Slapin, J. B., & Proksch, S. O. (2008). A scaling model for estimating time-series party positions from texts. *American Journal of Political Science*, 52(3), 705-722. DOI: [10.1111/j.1540-5907.2008.00338.x](https://doi.org/10.1111/j.1540-5907.2008.00338.x)
- 25.2. Caliskan, A., Bryson, J. J., & Narayanan, A. (2017). Semantics derived automatically from language corpora contain human-like biases. *Science*, 356(6334), 183-186. DOI: [10.1126/science.aal4230](https://doi.org/10.1126/science.aal4230)

Recommended:

- 25.2.3. Proksch, S. O., & Slapin, J. B. (2010). Position taking in European Parliament speeches. *British Journal of Political Science*, 40(03), 587-611. DOI: [10.1017/S0007123409990299](https://doi.org/10.1017/S0007123409990299)
- 25.2.4. Lowe, W., Benoit, K., Mikhaylov, S., & Laver, M. (2009, September). [Scaling Policy Positions From Coded Units of Political Texts](https://bit.ly/2JzL32F). In *general conference of the European Consortium of Political Research (ECPR), Potsdam*. (<https://bit.ly/2JzL32F>)

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Session 3

In the practical session, we show how to scale texts and visualize their content.

Time permitting we may also discuss how to harvest text data from the web, deal with non-English language content, and solve other practical problems that arise in text analysis.

Thursday, June 28

Module 26 –QCA/fs II

Charles Ragin and Ingo Rohlfing

This module discusses various advanced issues in using set-analytic methods: (a) calibrating set membership, (b) constructing macro-conditions, and (c) set-analytic multi-method research. In the final session we review several applications of set-analytic methods.

8:45am - 10:15am Calibrating Fuzzy Set Membership

Charles Ragin, University of California, Irvine

Almost all cross-case evidence can be represented in terms of fuzzy sets. Unlike “variables,” fuzzy sets must be calibrated, and the calibration of fuzzy sets relies heavily on external knowledge, not on inductively derived statistics like means and standard deviations. This use of external knowledge provides the basis for a much tighter coupling of theoretical concepts and empirical analysis.

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

Recommended:

- 26.1.2. Charles C. Ragin, *Fuzzy-Set Social Science*, University of Chicago Press, 2000, chapter 6, pp. 149-180.
- 26.1.3. Basurto, Xavier, and Johanna Speer. 2012. “Structuring the Calibration of Qualitative Data as Sets for Qualitative Comparative Analysis (QCA).” *Field Methods* 24(2): 155-74.

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 – Recap and introduction to QCA using RStudio

Ingo Rohlfing, University of Cologne,

This session and the next one will familiarize students with *R* packages such as *QCA* and *SetMethods*. We introduce the functions with which all the analytic steps can be performed that have been introduced so far and are yet to come. The packages needed for running QCA in *R* are developed on a continuous basis. For this reason, we assign as readings online manuals and documentations for the packages we need. If you are not familiar with *R*, you can find many excellent introductions to *R* on the internet. The manual by Eva Thomann also gives a short introduction to basic commands in *R*. I will distribute guidelines on how to install *R*, *RStudio* and the packages in advance of the module.

Note: Adrian Dusa and Alrik Thiem published a book on *Qualitative Comparative Analysis with R* in 2013. This book is outdated because of the rapid development of software.

- [26.2.1](https://bit.ly/2uGdV3u). (<https://bit.ly/2uGdV3u>)

- [26.2.2.](https://bit.ly/2NopFiW) (https://bit.ly/2NopFiW) Work in progress by Adrian Dusa, documenting the implementation of QCA with the *QCA* package

Recommended:

- 26.2.3. [Introductions to R](https://bit.ly/1FORUxq) (https://bit.ly/1FORUxq) (examples; you find many more [online](https://bit.ly/2mpo8xw), https://bit.ly/2mpo8xw)

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Empirical application

Ingo Rohlfing, University of Cologne

This session reviews one application of set-analytic methods. Our goal is to illustrate the utility and flexibility of the approach, as well as its tight coupling with theoretical concepts. We include a large-N application to illustrate issues in applying QCA using R to such data.

- 26.3.1. Kuehn, D., Croissant, A., Kamerling, J., Lueders, H., & Strecker, A. (2016). Conditions of civilian control in new democracies: An empirical analysis of 28 'third wave' democracies. *European Political Science Review*, 1-23. DOI: [10.1017/S1755773916000011](https://doi.org/10.1017/S1755773916000011)

Thursday, June 28

Module 27 – Within-Case and Small-N Analysis II

Andrew Bennett, Tasha Fairfield, and David Waldner

8:45am - 10:15am Bayesian Reasoning for Qualitative Research: Methodological Foundations and Applications

Tasha Fairfield, London School of Economics

Bayesian probability provides a rigorous methodological foundation for qualitative research that mirrors how we intuitively use evidence to develop and evaluate alternative explanations. We will introduce the fundamentals of Bayesian probability and explain how Bayesianism differs from the frequentist framework that underpins causal inference in most large-N research. We will then discuss how Bayesian analysis can be explicitly applied in qualitative research, as well as prospects for improving traditional case study narratives with heuristic Bayesian reasoning.

- 27.1.1. Fairfield, T., & Charman, A.E. (2017). "Explicit Bayesian Analysis for Process Tracing," *Political Analysis* 25 (3):363-380.
- 27.1.2. Fairfield, T. (2013). "Going Where the Money is: Strategies for Taxing Economic Elites in Unequal Democracies. *World Development*, 47, 42-57.

NOTE: Please skim pp. 42–45 as needed and read only the Chilean cases, pp. 47–49.

Recommended:

- 27.1.3. "Appendix. Evidence and Alternative Explanations: A Bayesian Approach to Process Tracing," in Fairfield, T., & Garay, C. (2017). Redistribution under the right in Latin America: electoral competition and organized actors in policymaking. *Comparative Political Studies*, 0010414017695331.

NOTE: This appendix provides an introduction to Bayesian reasoning using minimal mathematics. It may be helpful to skim the article before reading the appendix.

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 Bayesian Reasoning for Qualitative Research: Exercises

Tasha Fairfield, London School of Economics

Participants will break into groups and practice applying Bayesian reasoning to examples that use hypotheses and evidence drawn from well-known qualitative case studies. We will examine the potential for Bayesian reasoning to help scholars pinpoint disagreements and build consensus on causal inferences.

We will use an online worksheet in Qualtrix. You will be given the url and password for the worksheet in class.

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

4:00pm - 5:30pm Discussion of Student Examples of Qualitative Causal Inference.

David Waldner, University of Virginia

This session will be devoted to discussing and providing constructive feedback on students' examples of causal inference in their own work. Students have the option of sending (to daw4h@virginia.edu) an example of causal inference that they are working on, including both a causal graph and a corresponding event history map. These need not be fully complete, and not all of the relevant evidence needs to have been gathered yet for the event history map, but students should aspire to draft a causal graph and event history map that are as complete as possible, and any additional evidence to be sought in the future should be in principle accessible (see Waldner, "What Makes Process Tracing Good?," listed above, pp. 137-141 for an explicated example). Students can submit their examples (typically about one page of text and one powerpoint slide or photo of a hand-drawn causal diagram) any time from now until the evening of June 27, which follows David Waldner's related module presentations earlier that day. Graphs and event-history maps can be drawn in Word, PowerPoint, LaTeX, or drawn by hand (neatly and legibly) and then photographed.

We will have time to discuss about six – eight examples in class, so for any examples we don't have time to get to students are encouraged to seek out David Waldner for informal feedback at lunches, breaks, etc: he will be widely available. David will choose the list of examples, and circulate the submitted materials for these examples and the order in which they will be discussed, on the evening of June 27 (keeping in mind that we may not have time to get to every example on the list). The students whose examples will be discussed should be prepared to give a *very* brief (5 minutes, max) introduction of their example, highlighting any issues they are still working on or struggling with, such as alternative ways to model the hypothesized process, graphs of alternative explanations, and event history maps for alternative explanations.

Thursday, June 28

Module 28 – Ethnographic Methods IV

Timothy Pachirat and Fred Schaffer

9:15am - 10:15am – Fieldsite Group Review 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)

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Fieldsite Group Discussions and Presentations

Timothy Pachirat, University of Massachusetts, Amherst

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

3:30pm - 4:00pm – Coffee Break

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

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

Friday, June 29

Module 29 – Social Network Analysis

Jenn Larson

This module serves as an introduction to the empirical study of social networks. It begins with the very basics, covering ways to describe positions within networks and networks as a whole. Next, it surveys recent empirical research that explores the role of networks in outcomes such as development, protests, and conflict, and identifies many open questions across the social sciences. Finally, it presents an overview of tools that researchers can use to gather original network data in the field.

8:45am - 10:15am Introduction to Social Network Analysis

This session introduces the terminology of social network analysis. It focuses on node- and network-level features, both how to describe them precisely and what they mean substantively.

- 29.1.1. Jackson, Matthew O. "Chapter 2: Representing and Measuring Networks." In *Social and Economic Networks*, pages 20–51. Princeton University Press, 2010.
- 29.1.2. Siegel, David A. "Social Networks in Comparative Perspective." *PS: Political Science and Politics*, 44(1): 51-54, 2011.

Recommended:

- 29.1.3. Borgatti, Stephen P. "Centrality and Network Flow." *Social Networks*, 27(1): 55-71, 2005.
- 29.1.4. Apicella, Coren L., Marlowe, Frank W., Fowler, James H., Christakis, Nicholas A. "Social Networks and Cooperation in Hunter-Gatherers." *Nature* 481(7382): 497-501, 2012.

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

10:45am - 12:15pm Relevance of Social Network Analysis

This session presents an overview of empirical research that examines the relevance of session one's network features in the real world. It highlights many open questions and flags research designs that could help to answer them.

- 29.2.1. Larson, Jennifer M. and Lewis, Janet I. "Ethnic Networks." *American Journal of Political Science* 61(2): 350-364, 2017.
- 29.2.2 Cruz, Cesi, Labonne, Julien, and Querubín, Pablo, "Politician Family Networks and Electoral Outcomes: Evidence from the Philippines." *American Economic Review* 107(10): 3006-3037, 2017.

Recommended:

- 29.2.3. Granovetter, Mark S. "The Strength of Weak Ties." *American Journal of Sociology* 1360-1380, 1973.

- 29.2.4. González-Bailón, Sandra and Wang, Nina. “Networked Discontent: The Anatomy of Protest Campaigns in Social Media.” *Social Networks* 44: 95-104, 2016.

12: 15pm - 2:00pm Lunch.

2:00pm - 3:30pm Collecting Network Data in the Field

This session serves as a primer on collecting original social network data via surveys in field settings. It covers a variety of design issues, including which ties to measure and how to do so.

- 29.3.1. Larson, Jennifer M. and Lewis, Janet I. “[Measuring Networks in the Field](https://bit.ly/2JycFVP),” Working Paper, 2018. Available at (<https://bit.ly/2JycFVP>).

Recommended:

- 29.3.2. Marsden, Peter V. “Chapter 2: Recent Developments in Network Measurement” in *Models and Methods in Social Network Analysis*. Eds. Peter J. Carrington, John Scott, and Stanley Wasserman. Cambridge University Press, 2005.
- 29.3.4. Larson, Jennifer M., Lewis, Janet I., and Rodríguez, Pedro. “[From Chatter to Action: How Social Networks Inform and Motivate in Rural Uganda](https://bit.ly/2JycFVP),” Working Paper, 2018. Available at (<https://bit.ly/2JycFVP>).

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

4:00pm – 5.00pm Institute Conclusion

Friday, June 29

Module 30 – QCA/fs III: Integrating Truth Table Analyses and Process Tracing

Ingo Rohlfing

This module presents the combination of truth table analyses and follow-up process tracing. We spell out the principles and practices of set-theoretic Multi-Method Research (MMR) using the SetMethods R package. We continue using the study by Kuehn et al. for illustration (see the previous day).

8:45am - 10:15am –Set-Theoretic Multi-Method Research: Variants and types of cases

Ingo Rohlfing, University of Cologne

This session explains the principles and some (computer-aided) practices of combining the truth table analysis aspect of QCA with follow-up within-case analyses of purposefully selected cases. We discuss which cases, based on a cross-case pattern discerned with QCA, are typical and which ones are deviant. We also spell out which of the potentially many typical and deviant cases should be chosen for either single-case or comparative within-case analysis and what the analytic goal of process tracing can (and cannot) be in these different forms of comparison. We will use a set of functions in the update R package *SetMethods*.

- 30.1.1. Schneider, C. Q., & Rohlfing, I. (2013). Combining QCA and Process Tracing in Set-Theoretic Multi-Method Research. *Sociological Methods and Research*, 42(4), 559-597. DOI: [10.1177/0049124113481341](https://doi.org/10.1177/0049124113481341)
- 30.1.2. Beach, Derek and Ingo Rohlfing (2018): Integrating cross-case analyses and process tracing in set-theoretic research: Strategies and parameters of debate. *Sociological Methods & Research* 47 (1): 3-36.

Recommended:

- 30.1.3. Ragin, C. C., & Schneider, G. A. (2011). Case-oriented theory building and theory testing. *The Sage handbook of innovation in social research methods*, 150-66.
- 30.1.4. Rohlfing, I., & Schneider, C. Q. (2013). Improving Research On Necessary Conditions: Formalized Case Selection for Process Tracing after QCA. *Political Research Quarterly*, 66(1), 220-235. DOI: [10.1177/1065912912468269](https://doi.org/10.1177/1065912912468269)

10:15am - 10:45am – Coffee Break

10:45am - 12:15pm – Set-theoretic Multi-Method Research: The Role of Disjunctions and Conjunctions and Fuzzy Sets

At the beginning of this session, we will finish the discussion of how to combine QCA with process tracing. The second half of the session introduces the notion of theory evaluation and juxtaposes it with that of hypothesis testing. Theory evaluation is a tool both for updating theoretical hunches held prior to running a QCA and for identifying cases for within-case analysis.

- 30.2.1. Schneider, C. Q. & Rohlfing, I. (2017). The Importance of Test Severity and Conjunctions for Case Selection in Set-theoretic Multimethod Research. *Typescript*.

12:15pm - 2:00pm – Lunch

2:00pm - 3:30pm – Generalization in Set-Theoretic MMR and Recap: What makes a good QCA study?

Ingo Rohlfing, University of Cologne

This session discusses generalization strategies and challenges of process tracing insights in set-theoretic MMR.

- 30.3.1. Beach/Siewert (2018): Causal heterogeneity and mechanisms in set-theoretic MMR. Typescript.
- 30.3.2. Williams, Timothy and Sergio M. Gemperle (2016): Sequence will tell! Integrating temporality into set-theoretic multi-method research combining comparative process tracing and qualitative comparative analysis. *International Journal of Social Research Methodology* 20 (2): 121-135.

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

4:00pm – 5.00pm Institute Conclusion

Friday, June 29

Module 31 – Within-Case and Small-N Analysis III

Andrew Bennett, Tasha Fairfield, and David Waldner

8:45am - 10:15am Typological Theorizing and Case Selection

Andrew Bennett, Georgetown University

- 31.1.1. Bennett, A. (2013) chapter excerpt on typological theory from Checkel, J. T. (Ed.). (2013). *Transnational dynamics of civil war*. Cambridge University Press.

Recommended:

- 31.1.2. George, A. L., & Bennett, A. (2005). Case studies and theory development in the social sciences. MIT Press. Chapter 11 (book to purchase)

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

10:45am - 12:15pm Exercises and Examples of Process Tracing and Typological Theorizing

Andrew Bennett, Georgetown University

Read and prepare the “Homework Exercises” and “Six in Class Exercises”

- 31.2.1. Read [David Collier exercises on process tracing](https://bit.ly/2NtvWdt), at: (<https://bit.ly/2NtvWdt>).

In addition to discussing some of the examples in the readings listed for this session, the session provides an opportunity for students to submit and receive constructive feedback on an example of a typological theory or of Bayesian process tracing from their own work. For an example of a typological theory, see the Bennett chapter in *Transnational dynamics of civil war* assigned in the previous session, and for examples of Bayesian process tracing, see the Bennett Appendix assigned Wednesday, June 27 and/or the Fairfield and Charman “Explicit Bayesian Analysis” article assigned June 28.

Students have the option of sending (to bennetta@georgetown.edu) an example (typically about one page of text and/or one powerpoint slide) any time from now until June 17. We will have time to discuss only a handful of student examples in class, so for any examples we don't have time to get to students are encouraged to seek out Andy Bennett for informal feedback at lunches, breaks, etc. Andy will choose the list of examples, and circulate the submitted materials for these examples and the order in which they will be discussed, by June 22 (keeping in mind that we may not have time to get to every example on the list). The students whose examples will be discussed should be prepared to give a very brief (5 minutes, max) introduction of their example, highlighting any issues they are still working on.

12: 15pm - 2:00pm Lunch.

2:00pm - 3:30pm Hypothesis Generation and Iterative Research: Exercises and Guidelines

Tasha Fairfield, University of Virginia

In this final session, we will talk about hypothesis generation and the Bayesian logic of iterative research that goes back and forth between theory development, data collection, and data analysis. Most of our time will be devoted to in-class exercises.

Recommended:

- 31.3.1. Fairfield, T., & Charman, A.E. (forthcoming), “The Bayesian Foundations of Iterative Research in Qualitative Social Science: A Dialogue with the Data.”

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

4:00pm – 5.00pm Institute Conclusion

Friday, June 29

Module 32 – Comparative Historical Analysis

Marcus Kreuzer

I use comparative historical analysis (CHA) as a broad umbrella term that encompasses the work of any scholar investigating big, macro-historical questions. This definition thus includes the classics in historical sociology, American Political Development, historical institutionalism, sequence analysis, parts of the literatures on the state, democratization, origins of welfare state and anybody else interested in temporal dynamics or historical processes. The most interesting works in this tradition draw on and configure two distinct elements of time: objective, clock-like time and more social, historical time. Our first task, therefore, will be to differentiate these two key temporal units of CHA because they are rarely fully explicated and frequently even confused. Once time and history are conceptually differentiated, we will explore how they are used to describe temporal sequences as well as historical processes (which are two distinct analytical categories) Finally, we survey the temporal mechanisms used in CHA to explain temporal sequences and historical processes. We will also explore how those temporal mechanisms differ from experimental or co-variational notions of causality. The reading list covers a vast and complex intellectual territory. Students should contact me for a separate annotated reading list that contextualizes the readings in order to help students better see the connections among them.

Supplemental Background Readings:

Mahoney, James, and Dietrich Rueschemeyer. 2003. *Comparative Historical Analysis in the Social Sciences*. Cambridge: Cambridge University Press: 3-38.

Mahoney, James, and Kathleen Thelen, eds. 2015. *Advances in Comparative Historical Analysis: Resilience, Diversity, and Change*. Cambridge: Cambridge University Press: 3-36.

8:45am-10:15am: Varieties of Time in CHA

CHA is principally interested in time and yet struggles to conceptually differentiate among different notions of time, particularly objective, clock-like time and more social, historical time. These readings all address this problem and thus are fundamental. But they struggle and muddle different notions of time and so much of our discussion will focus on "un-muddling" their discussions of time. They are also distinct from more efforts to define CHA in methodological terms. These articles hint at the limitations of such efforts because it is difficult to settle on a methodology if you don't first sort through the prior ontological question about the nature of time.

- 32.1.1. Paul Pierson. 2004. *Politics in Time* (Princeton: Princeton University Press): 1-10. (Don't read 10-17 yet)
- 32.1.2. Bartolini, S. (1993). On Time and Comparative Research. *Journal of Theoretical Politics*, 5(2), 131–167. [Skim 136 till 139, skip 154-67]
- 32.1.3. Aminzade, R. (1992). Historical Sociology and Time. *Sociological Methods and Research*, 20(4), 456–480.

- 32.1.4. Sorokin Pitirim A, & Merton Robert K. (1937). Social Time: a Methodological and Functional Analysis. *American Journal of Sociology*, 42(5), 615–629.

10:15 - 10:45am – Coffee Break

10:45pm - 12:15pm - Historical Processes and Paced Sequences

The fundamental distinction between time and history also entails two distinct ways of analyzing temporality itself. One strand of CHA compares cases across time and analyzes historical processes and their qualitative changes. (i.e. Capoccia & Ziblatt, Sewell) Another strand of CHA compares time across cases and focuses primarily on sequences and their varying tempi and durations. (i.e. Falleti & Mahoney) These readings elaborate on this difference between historical processes and the variations in sequential patterns. The Ekiert and Hanson reading also discusses multiple concurrent historical processes.

- 32.2.1. Capoccia, G., & Ziblatt, D. (2010). The Historical Turn in Democratization Studies. *Comparative Political Studies*, 43(8–9), 931–43. (We will read 342-68 in the next session)
- 32.2.2. Falleti, T. G., & Mahoney, J. (2015). The Comparative Sequential Method. In J. E. Mahoney & K. Thelen (Eds.), *Advances in Comparative Historical Analysis: Resilience, Diversity, and Change* Cambridge: Cambridge University Press: 211-25 (skip 225 to 39)
- 32.2.3. Ekiert, G., & Hanson, S. E. (2003). Time, space, and institutional change in Central and Eastern Europe. In G. Ekiert & S. Hanson (Eds.), *Capitalism and Democracy in Central and Eastern Europe* Cambridge: Cambridge University Press: 1-30. [skip 31-48]
- 32.2.4. Sewell, William H. 2009. *Logics of History: Social Theory and Social Transformation*. University of Chicago Press: 1-21

12:15pm - 2:00pm – Lunch

2:00pm - 3:30pm – Temporal Causal Mechanisms

How do the ontological properties of time affect the methodologies and modes of causal analysis that are appropriate for CHA? This set of readings identify a wide range of temporal mechanisms used to explain temporal patterns and historical processes. Two readings (Pierson 2004, Lieberson) also contrast those mechanisms with more standard versions of causal explanations.

- 32.3.1. Paul Pierson. 2004. *Politics in Time* (Princeton: Princeton University Press): 10-17. (Note: You already read pp. 1-10)
- 32.3.2. Capoccia, G., & Ziblatt, D. (2010). The Historical Turn in Democratization Studies. *Comparative Political Studies*, 43(8–9), 942-46. [Skip rest of article.]
- 32.3.3. Pierson, P. (2003). Big, Slow-Moving and Invisible: Macrosocial Processes in the Study of Comparative Politics. In J. Mahoney & D. Rueschemeyer (Eds.), *Comparative Historical Analysis in the Social Sciences*. Cambridge: Cambridge University Press: 177-207.

- 32.3.4. Mahoney, J., & Thelen, K. (2010). A Theory of Gradual Institutional Change. In *Explaining institutional change: Ambiguity, agency, and power* (pp. 1–38). Cambridge ; New York: Cambridge University Press: 1-38.
- 32.3.5. Lieberman, Stanley. 1985. *Making It Count: The Improvement of Social Theory and Research*. Berkeley: University of California Press: 63-78. [Skim 79-86]

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

4:00pm – 5.00pm Institute Conclusion