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Module 16 – Designing and Conducting Fieldwork I: Preparing for Fieldwork and Operating in the Field

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Module 17 – Social Network Analysis I

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Module 18 – Ethnographic Methods I

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Tuesday, June 25

Module 20 – Designing and Conducting Fieldwork II: Collecting and Analyzing Data

Tuesday, June 25

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<td>Module 34 – Understanding Research-Related Trauma: Why it's Important to Talk About</td>
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Institute for Qualitative and Multi-Method Research – June 17-28, 2019

Schedule and Reading List

There are three types of institute sessions: (1) Unified (whole institute) sessions; (2) research design discussion groups; and (3) elective modules. The unified sessions are on the first Monday (6/17).

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

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

Choosing Which Modules to Take

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

Modules with higher numbered suffixes (e.g. Computer Assisted Text Analysis II and III) 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 5 The Logic of Qualitative Research II. (It is also possible to take Module 12 Geographic Information Systems (GIS) II without Module 8 Geographic Information Systems (GIS) I, but only if you already have some familiarity with GIS.)

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

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

Modules 1 and 4 (Multimethod Research I and II), Modules 7 and 11 (Natural Experiments I and II), Modules 15 and 19 (Causal Inference from Causal Models I and II), and Modules 23, 27 and 31 (Computer Assisted Text Analysis I, II and III).

Modules 16 and 20 (Designing and Conducting Fieldwork I and II), Module 24 (Archives and Elite Interviews), and Module 28 (Qualitative Data Management).

Modules 2 and 5 (The Logic of Qualitative Research I and II) and Modules 9 and 13 (QCA/fs I and II).

Modules 3 and 6 (Interpretative Analysis I and II), Modules 10 and 14 (Interpretation and History), and Modules 18, 22, 26 and 30 (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


5/22: Added video to 24.1.3 (For entire video from which this extract was drawn, see: Video of Caro WORKING)

5/23: Added readings for Loyle and Simoni, Module 34

5/23: Minor revisions to Mahoney’s readings for Module 2 and Module 5

5/25: Revised Lowe modules 23, 27 and 31


5/30: Updated Kapiszewski, Karcher, and Kirilova’s Module 28

6/9: revised timing on Tuesday 6/25

6/11: revised timing on Friday 6/28, and added instructions from David Waldner to Module 33.
## Outline for IQMR 2019

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<th>Date</th>
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<tr>
<td>6/17</td>
<td>Unified (whole institute) sessions on different approaches to qualitative analysis (U1, U2, U3, U4, and U5) <em>Wedeen, Seawright, Mahoney, Elman.</em></td>
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| 6/18  | Multimethod Research I (*Seawright*) m1  
OR  
The Logic of Qualitative Research I (*Mahoney and Goertz*) m2  
OR  
Interpretive Methods I (*Wedeen* and *Mazzarella*) m3 |
| 6/19  | Multimethod Research II (*Seawright*) m4  
OR  
The Logic of Qualitative Research II (*Mahoney and Goertz*) m5  
OR  
Interpretive Methods II (*Mazzarella* and *Majumdar*) m6 |
| 6/20  | Natural Experiments (*Dunning and Hidalgo*) m7  
OR  
Geographic Information Systems (GIS) I (*Robinson*) m8  
OR  
QCA/fs (*Schneider and Thomann*) m9  
OR  
Interpretation and History I (*Dodman and Grant*) m10 |
| 6/21  | Natural Experiments (*Dunning and Hidalgo*) m11  
OR  
Geographic Information Systems (GIS) II (*Robinson*) m12  
OR  
QCA/fs (*Schneider and Thomann*) m13  
OR  
Interpretation and History II (*Dodman and Grant*) m14 |
<p>| 6/22  | Break |</p>
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<td>6/23</td>
<td>Break</td>
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<tr>
<td>6/24</td>
<td>Causal Models (<strong>Jacobs</strong>) m15</td>
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<td>Designing and Conducting Fieldwork I (<strong>Kapiszewski and MacLean</strong>) m16</td>
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<td>Network Analysis (<strong>Larson</strong>) m17</td>
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<td>Ethnographic Methods I (<strong>Pachirat and Schaffer</strong>) m18</td>
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<td>6/25</td>
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<td>Network Analysis (<strong>Larson</strong>) m21</td>
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<td>Ethnographic Methods II (<strong>Pachirat and Schaffer</strong>) m22</td>
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<td>6/26</td>
<td>Computer Assisted Text Analysis I (<strong>Lowe</strong>) m23</td>
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<td>Archives and Elite Interviews (<strong>Goldgeier, Moravcsik, and Saunders</strong>) m24</td>
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<td>Within-Case and Small-N Analysis (<strong>Bennett, Fairfield, and Waldner</strong>) m25</td>
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<td>Ethnographic Methods III (<strong>Pachirat and Schaffer</strong>) m26</td>
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<td>Qualitative Data Management and Sharing (<strong>Kapiszewski, Karcher and Kirilova</strong>) m28</td>
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<td></td>
<td>Within-Case and Small-N Analysis (<strong>Bennett, Fairfield, and Waldner</strong>) m29</td>
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<td></td>
<td>Ethnographic Methods IV (<strong>Pachirat and Schaffer</strong>) m30</td>
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<td>6/28</td>
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<td>OR</td>
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<td>OR</td>
<td>Within-Case and Small-N Analysis <em>(Bennett, Fairfield, and Waldner)</em> m33</td>
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<td>Mitigating Research Related Trauma <em>(Loyle and Simoni)</em> m34</td>
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Monday, June 17

Unified Sessions

Colin Elman, James Mahoney, Jason Seawright, Lisa Wedeen, Gary Goertz

U1 8:30am - 9:15am – Introduction
Colin Elman, Syracuse University

U2 9:15am - 10:30am – Case Study and Small-N Methods
James Mahoney, Northwestern University

• U.2.1. James Mahoney, James. 2010. AFTER KKV: The New Methodology of Qualitative Research, World Politics 62(1) January: 120-47. DOI: doi.org/10.1017/S0043887109990220

10:30am - 11:00am – Coffee Break

U3 11:00am - 12:15pm – Multi-Method Research
Jason Seawright, Northwestern University


12:15pm - 2:15pm – Lunch

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


3:30pm - 4:00pm – Coffee Break

U5 4:00pm - 5:15pm – Roundtable
James Mahoney, Jason Seawright, Lisa Wedeen, Gary Goertz
Tuesday, June 18

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?


Recommended:


10:15am - 10:45am – Coffee Break

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

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – 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.

Recommended:


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.


Recommended:


Tuesday, June 18

Module 2 – The Logic of Qualitative Research I

Gary Goertz and James Mahoney

Modules 2 and 5 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, and sequence analysis. The sessions use logic and set theory as a foundation for discussing and elucidating qualitative methods.

8:45am - 10:15am  session 1: 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.


Recommended:


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

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

12: 30pm - 2:00pm  Lunch

2:00pm - 3:30pm session 2: Social Science Concepts

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

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  session 3: 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.


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

Tuesday, June 18

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?


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.

  Practice: Selected Essays and Interviews, ed. DF Bouchard, Cornell University Press, 139-164.
- 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 

3:30pm - 4:00pm Coffee Break

4:00pm - 5:30pm – Ideology
William Mazzarella, 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)?

  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’
- 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 19

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.


Recommended:

10:15am - 10:45am – Coffee Break

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

12:30pm - 2:00pm – Lunch

2:00pm - 3:30pm – 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.


Recommended:
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.


Recommended:

Module 5 continues to explore the logic of qualitative methodology. The focus of this module is on causal analysis. The first session develops a set-theoretic approach to counterfactual analysis built around causal necessity and causal sufficiency. The second session considers the place of qualitative research on causal mechanism in the context of multimethod research. A final session provides tools for assessing the relative importance of causal factors in qualitative research.

8:45am - 10:15am session 1: 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.


Recommended:

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

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

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Session 2: 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.


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

4:00pm - 5:30pm session 3: Causes and Causal Importance
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.


Recommended:
- 5.3.4. 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)
Wednesday, June 19

Module 6 – Interpretive Methods II
William Mazzarella and Rochona Majumdar

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.

  ‘Introduction’ and Chapters 1 and 2. (book for purchase).

Recommended/Further readings
- Jean Baudrillard, ‘Sign-Function and Class Logic’ (from For a Critique of the Political Economy of the Sign)
- John Berger, Ways of Seeing
- Dick Hebdige, Subculture
- Karl Marx, ‘The 1844 Economic and Philosophical Manuscripts,’ The Marx-Engels Reader
- W J T Mitchell, Iconology
- 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 Fiction Film: Methods
Rochona Majumdar, University of Chicago

These two sessions are meant as an introduction into the ways in which film can be analyzed by scholars. As the most important mass medium of the twentieth century, film has often been used by researchers interested in questions of democracy and dictatorship, minority and majoritarian politics, gender and race based politics. The first session centers around fiction film from the days of early, silent cinema to the era to classical Hollywood. The second one moves
into the realm of documentaries. We will be attentive to formal and historical reading of films as well as cinema's evidentiary status.

- 6.2.2. Tom Gunning, "An Aesthetic of Astonishment: Early Film and the (In)Credulous Spectator"

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm Documentary Film: Analysis and Methods

Rochona Majumdar, University of Chicago

Thursday, June 20

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.*


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.*


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.*

  doi.org/10.1017/S0003055414000240

  doi.org/10.1017/S1537592716002863
Thursday, June 20

Module 8 – Geographic Information Systems I: Introduction to GIS as a Qualitative Research Method

Jonnell Robinson

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

This session will introduce participants to Geographic Information Systems (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.

- 8.1.1. ESRI. What is GIS? (accessed April 2019)
- 8.1.2. Sam Sturgis. Kids in India are sparking urban planning changes by mapping slums. Atlantic Citylab. 2015. (accessed April 2018)

Further:

10:15am - 10:45am – Coffee Break

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

12: 30pm - 2:00pm – Lunch
2:00pm - 3:30pm – Basic GIS Functions

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


Further:


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. Downloading spatial data from web-based repositories for integration into GIS will also be demonstrated.


Further:


Thursday, June 20

Module 9 – QCA/fs I

Carsten Q. Schneider and Eva Thomann

This module provides an overview of Qualitative Comparative Analysis (QCA) and fuzzy sets, including instruction in use of RStudio. Topics include: necessary/sufficient causation, causal complexity, set calibration, 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 treatment of inconsistencies.

8:45am - 10:15am Introduction to Qualitative Comparative Analysis (QCA)
Eva Thomann, University of Exeter

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. This means that the use of QCA seems plausible whenever the research focusses on identifying necessary and/or sufficient conditions for the outcome of interest. QCA is rooted in set theory, fuzzy/Boolean algebra, and INUS theories of causation. We illustrate the basic logic based on an example of an applied QCA on the conditions for implementing unpopular social reforms.


Recommended:

10:15am - 10:45am – Coffee Break

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

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm Calibrating Set Membership and Parameters of Fit
Eva Thomann, University of Exeter

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


Recommended:

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm   Constructing and Analyzing Truth Tables
Carsten Q. Schneider, Central European University

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.


Recommended:
- 9.3.4. Rihoux, Benoit and Charles Ragin. *Configurational Comparative Methods* (Sage, 2009), Chapter 3, pp. 33-68.
Thursday, June 20
Module 10 – 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 Reinhardt Koselleck and the techniques of Begriffsgeschichte (or concept history). We will consider, among other things, how one goes about reconstructing the questions that a given author is asking? what are illocutionary acts and why do they matter? to what extent are texts and the ideas they formulate related to specific historical contexts? and how do texts relate to practices of power and domination? We will also investigate What is a concept? how does it come into being? and in what relation to the social world? In both cases, we will try to ascertain what are the advantages and limitations of this approach to discourse analysis, a conversation that will continue into the final session of the day.


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 “emplot” your research findings.


Suggested further readings


Module 11 – 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?


10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – 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.

12:30pm - 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.


3:30pm - 4:00pm – Coffee Break and start the weekend

Further Readings by Topic (for both Modules 7 and 11)

Standard Natural Experiments:


**Regression-Discontinuity Designs:**


**Instrumental-Variables Designs:**


**Analysis and Design:**


**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


Friday, June 21
Module 12 – Geographic Information Systems II
Jonnell Robinson

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

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


Further:
- 12.1.7. Training material and tutorials for QGIS: Click Link (Accessed May 2019)

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – 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 and integrating GPS data into GIS will be demonstrated.


Further:


**12:30pm - 2:00pm – Lunch**

**2:00pm - 3:30pm – Map Design**

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


Further:


3:30pm - 4:00pm – Coffee Break and start the weekend
Module 13 – QCA/fs II

Carsten Q. Schneider and Eva Thomann

This module discusses various advanced issues in using set-analytic methods: (a) the phenomenon of limited diversity and how QCA enables researcher to employ counterfactual reasoning, (b) applying the procedure in RStudio, and (c) set-analytic multi-method research and the interpretation of QCA results, based on empirical applications.

8:45am - 10:15am Counterfactual Analysis: A Set-Analytic Approach
Carsten Q. Schneider, Central European University

This session further elaborates truth table analysis by integrating the key challenge of limited empirical diversity. 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.


Recommended:


10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Recap and introduction to QCA using RStudio
Eva Thomann, University of Exeter

This session and the next one will familiarize students with the R packages such as QCA (Dusa 2018) and SetMethods (Oana and Schneider 2018). We introduce the functions with which all the analytic steps can be performed that have been introduced so far and are yet to come. Because package development is ongoing, we also assign as readings online manuals and package documentations. Participants not familiar with R can find many excellent introductions to R on the internet. Guidelines on how to install R, RStudio, and the packages will be distributed in advance of the module.


Recommended:

• Introductions to R (examples; you find many more online)
  o www.datacamp.com
  o tutorials.iq.harvard.edu
  o www.evathomann.com

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Set-theoretic multi-method research and interpretation
Carsten Q. Schneider, Central European University, and Eva Thomann, University of Exeter

This session deals generally with the interpretation of QCA results and the possibilities to integrate theory and case knowledge in this process—as an important part of QCA as an approach. We discuss the tools of set-theoretic multi-method research, standards of good practice and the existence of various approaches to QCA. These issues are illustrated with an empirical example study.


Recommended:

3:30pm - 4:00pm – Coffee Break and start the weekend
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?


10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – 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.


12:30pm - 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.


Suggested further readings


3:30pm - 4:00pm – Coffee Break and start the weekend
Monday, June 24

**Module 15 – 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?*


*Recommended*


- 15.1.3. 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.


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 24

Module 16 – 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.


Additional Reference Material

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.


Additional Reference Material


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.


Additional Reference Material


Module 17 – Social Network Analysis I

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. The second module, Social Network Analysis II, will then walk a researcher through the tools to actually use the network data gathered—how to store it, visualize it, describe it, and analyze it.

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.


Recommended:

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

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

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm 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.


Recommended:


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

4:00pm – 5.30pm 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.


Recommended:


Monday, June 24
Module 18 – 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.


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.


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 25

Module 19 – 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).


10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – 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.


12: 30pm - 2:00pm – Lunch
2:00pm - 3:30pm – 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.


Recommended:

3:30pm - 4:00pm – Coffee Break
Tuesday, June 25

Module 20 – 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.


Additional Reference Material:

**10:15am - 10:45am – Coffee Break**

**10:45am - 12:30pm – 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.


**Additional Reference Material**


**12:30pm - 2:00pm – Lunch**

**2:00pm - 3:30pm – 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.

• 20.3.2. Diana Kapiszewski, Lauren M. MacLean, and Benjamin L. Read, “Reconceptualizing Field Research,” Unpublished manuscript.


Additional Reference Material


3:30pm - 4:00pm – Coffee Break
Tuesday, June 25

**Module 21 – Social Network Analysis II**

**Jenn Larson**

Social Network Analysis I taught how to think about the importance of networks and how to design a study to collect relevant network information from the field. This module assumes you have network data and teaches the first stages of analyzing it. It begins by presenting tools for storing network data and representing the network with pictures using Gephi. Then it will offer two sessions devoted to analyzing the network in R. These sessions assume no background in R and will cover how to measure the node and network attributes covered in Social Network Analysis I and how to assess the significance of patterns that appear in the network.

**8:45am - 10:15am Visualizing Network Data**

This session will cover how to store network data collected in the field and how to visualize the measured network(s). We will use the opensource software called Gephi to make our network visualizations. We’ll pay special attention to making figures that help us as researchers notice meaningful patterns in the data and that can serve as polished representations of our data in published research.


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

**10:45am - 12:30pm Working with Network Data Part I**

This session presents basic tools for analyzing networks in R. It assumes no background in R—we will start with the very basics. It will teach ways to calculate node and network level attributes (degree, centrality, path lengths, etc.).

- 21.2.1. Download R, available at [This Link](http://This Link)
- 21.2.2. Download RStudio, available at [This Link](http://This Link)
- 21.2.3. Chapter 1, A quick reminder of R Basics, in Ognyanova, Katherine. “Network Analysis and Visualization with R and igraph.” Available at [This Link](http://This Link)

**12:30pm - 2:00pm Lunch.**

**2:00pm - 3:30pm Working with Network Data Part II**

This session will wrap up the presentation of basic tools for calculating node and network level attributes. Then it will present more advanced tools for characterizing patterns in the network. Should we be surprised by the number of ties connecting friends of friends in our data? Are the many ties connecting people who share some attribute a coincidence? If we had surveyed more nodes, would our results be different?
• 21.3.1. Chapter 3, “The iGraph Library,” in Eubank, Nick. *Spatial Network Analysis.* Available at [This Link](#).

Recommended:

• 21.3.2. Chapter 2, Networks in igraph, in Ognyanova, Katherine. “Network Analysis and Visualization with R and igraph.” Available at [This Link](#).

3:30pm - 4:00pm Coffee Break.
Tuesday, June 25

Module 22 – 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 - 1:00pm – Interviewing Fieldwork Exercise

Participants go to fieldsites (around campus or at the Carousel Center Mall) to conduct ordinary language interviews.

1:00pm – 2:00pm – Lunch

2:00pm - 2:45pm – Write up
Participants write-up their main findings.

2:45pm - 3:30pm 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.

3:30pm - 4:00pm – Coffee Break
Wednesday, June 26

Module 23 – Computer Assisted Text Analysis I

William Lowe, with Zenobia Chan and Leah Rosenstiel

These three 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, show how to project their contents into rhetorical spaces for understanding and visualization, and practice scraping texts from the web. Along the way we will discuss the uses of document classifiers and information extraction systems from computational linguistics, pointing out the various ways in which a computer-assisted text analysis can be usefully integrated into a wider research project.

The practical elements of the course are important and will inevitably involve some programming. We will be using R in a browser-based RStudio environment that has been set up for the course and will assume at least a small amount of prior experience with the language. (If you can select a subset of observations from a data frame, that will be a sufficient starting point). More experienced participants are welcome to install R and the packages we use in the course on their own machines; we will do our best to support you.

8:45am - 10:15am – Session 1

In the first session we’ll introduce text analysis as a measurement problem, examine the challenges of treating ‘text as a data’, consider the assumptions we are committing ourselves to by applying different text models, and discuss how and under what conditions we should expect them to apply.


Recommended:

10:15am - 10:45am – Coffee Break
10:45am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Session 2

In this session we will introduce the R tools for exploring texts, using the quanteda package. These tools will allow us to explore text in a more qualitative fashion, e.g. filtering and restructuring document collections, constructing simple frequency counts, inferring domain vocabulary, and examining ‘key words in context’, an important tool for validating more sophisticated models. Time permitting, we will explore some more linguistically-oriented tools from computational linguistics, for part of speech tagging, named entity recognition, and parsing.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Session 3

In this session we will introduce ‘classical’ content analysis using dictionaries and its statistic generalization, topic modeling, with particular focus on the tradeoffs each method makes with respect to measurement error and between exploratory and confirmatory text analysis.


Recommended:

- 23.3.3. Special issue: Poetics 41(6), (December 2013)


Module 24 – 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.

8:45am - 10:15am – Strategies for Archival Research

This session highlights the practical trade-offs between different types of textual 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 and explain how to use the Freedom of Information Act.


3. Caro, Robert A. (2019). *The Secrets of Lyndon Johnson’s Archives: On a Presidential Paper Trail* The New Yorker, January 21, 2019. On Caro, see also this short video clip: www.c-span.org (For longer video from which this extract was drawn, see: /www.c-span.org/)


   Appendix I: Identifying the Scholarly Literature

   Appendix II: Working with Primary Sources


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 – Organizing Archival Data - 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 – Strategies for Conducting Elite Interviews

This session will consider when elite interviews are appropriate for your research, how to prepare for these interviews, and what to expect during the interview process itself. The focus of this session is on conducting interviews that can complement your archival research, with a particular emphasis on interviewing individuals who appear in the document collections you are using and/or participated in the historical events you are studying.

Wednesday, June 26

Module 25 – Within-Case and Small-N Analysis I
Andrew Bennett, Tasha Fairfield, and David Waldner

8:45am - 10:15am Practical Steps in Process Tracing and Introduction to Bayesian Process Tracing
Andrew Bennett, Georgetown University


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: 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.


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

Recommended:

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

3:30pm - 4:00pm Coffee Break.
Participants will break into groups and practice applying Bayesian reasoning to hypotheses and evidence drawn from a published qualitative case study. 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. The url will be available on Blackboard, and password for the first question will be given in class.
Wednesday, June 26

Module 26 – 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.


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.


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 27

Module 27 – Computer Assisted Text Analysis II
William Lowe, with Zenobia Chan and Leah Rosenstiel

8:45am - 10:15am – Session 1
In this practical session, we show how to use R to apply content analysis dictionaries and fit and interpret topic models. We will also show how to connect the topic proportions to document-level covariates in order to ‘explain’ topic prevalence.

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 interpretably 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.


Recommended:

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.
Thursday, June 27

**Module 28 – Managing and Sharing Qualitative Data**

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 the data more transparent. This module equips participants with a range of strategies for effectively managing qualitative data. It considers the benefits of, and challenges entailed in, sharing qualitative data, and offers strategies to address the latter. Finally, we discuss different approaches that social scientist have used to effectively share their qualitative research data.

**8:45am - 10:15am – Managing Data**

Dessi Kirilova, Qualitative Data Repository; Sebastian Karcher, 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 from actual 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, including describing and contextualizing data for reuse beyond an immediate project. Finally, we consider some best practices for keeping your data safe and secure. We recommend that participants have a research project with data generation in mind to get the maximum benefit from this session.

  
  Available at: http://www.data-archive.ac.uk/media/2894/managingsharing.pdf
  
  Available at: https://qdr.syr.edu/guidance/managing

**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 – Sharing Qualitative Data in Practice**

Diana Kapiszewski, Georgetown University/Qualitative Data Repository; Dessi Kirilova, Qualitative Data Repository; Sebastian Karcher, Qualitative Data Repository
We discuss the benefits of, and practical concerns about, sharing qualitative data, and consider best practices for addressing the ethical, legal, and logistical challenges that sharing data can entail. How do obtaining informed consent from participants, and the IRB/ethics board process more generally, relate to data sharing? How does copyright affect your ability to share data and how can you share data when they are under copyright? Finally, how can you share sensitive data while maintaining the confidentiality and safety of your participants?

- 28.2.5. Resource on Fair Use Available at: www.copyright.gov

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Approaches to Sharing Qualitative Data
Diana Kapiszewski, Georgetown University/Qualitative Data Repository; Sebastian Karcher, Qualitative Data Repository

- 28.3.3. From the Qualitative Transparency Deliberations (QTD - https://www.qualtd.net/) read the final report(s) that most closely corresponds with your own work

Further Reference

Managing Qualitative Data
• Qualitative Data Repository and Social Science Research Council (2019). **Managing Qualitative Research Data. Online course**

**Sharing Qualitative Data in Practice**

• Bishop, Libby. (ND) “What is secondary analysis of qualitative data?” Video available at: [Video Link](#)


**Approaches to Sharing Qualitative Data**

• O’Brien, Bridget, Ilene Harris, Thomas Beckman, Darcy Reed, and David Cook. 2014. “Standards for Reporting Qualitative Research: A Synthesis of Recommendations.” *Academic Medicine* 89 (9): 1245–51. [doi.org/10.1097/ACM.0000000000000388](doi.org/10.1097/ACM.0000000000000388)

8:45am - 10:15am Hypothesis Generation and Iterative Research
Tasha Fairfield, London School of Economics

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.


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 Qualitative Causal Inference
David Waldner, University of Virginia


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

4:00pm - 5:30pm Examples of Qualitative Causal Inference from Comparative Politics & International Relations
David Waldner, University of Virginia

Thursday, June 27

Module 30 – 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 28

Module 31 – Computer Assisted Text Analysis III
William Lowe, with Zenobia Chan and Leah Rosenstiel

8:45am - 10:15am – Session 1

In this session we discuss sources of text as data, emphasizing the importance of knowing how the text was generated for successful measurement using text analytical tools. Often, a major challenge in text analysis projects is data acquisition and processing, either because of unfriendly source material, e.g. PDFs and scanned documents, complex application interfaces (APIs), or badly structured institutional web pages. This session lays out the technical background necessary to work with web-based material, introduces useful tools and sketches solutions to common types of problem.
Optional reading for reference:

10:15am - 10:45am – Coffee Break

10:45am - 12:15pm – Session 2

In this practical session we will show how to access data from organizational APIs and how to scrape text and other content from web pages.

12:15pm - 2:00pm – Lunch

2:00pm - 3:30pm – Session 3

In this session we will wrap up any remaining text-related issues that have come up over previous sessions, then open the floor for a group discussion of participants’ projects and problems, and hopefully crowd-source some solutions.

3:30pm - 4:00pm – Coffee Break

4:00pm – 5:00pm Institute Conclusion
Module 32 – Comparative Historical Analysis (CHA)
Marcus Kreuzer

I use comparative historical analysis (CHA) as a broad umbrella term that encompasses the works of any scholar investigating big, macro-historical questions. This definition includes the classics in historical sociology, American Political Development, historical institutionalism, constructivist approaches in IR, global history, post-colonial studies, the literature on the state, democratization, comparative political economy, origins of welfare state, and basically anybody interested in temporal dynamics or historical processes. While I cast a wide thematic net, I employ narrower analytical focus by defining CHA in terms of two specific notions 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 explicated, they will help us to understand the relationship of CHA relative to other methodologies as well as to explicate three strands of CHA: macro-causal analysis, developmental analysis, and deep history. The rest of the module expands on these three strands of CHA which are based on Skocpol and Somers’ famous CHA typology. Macro-causal analysis has developed a range of interesting time spotting strategies that help to explicate the temporal pre-suppositions of what Paul Pierson calls short/short explanations. This time spotting helps to identify a wide range of confounders and thereby assists updating theories and developing stronger tests. Developmental analysis, in turn, compares different historical contexts in order to understand in what ways the past is different from present or remains entangled with it. It plays a crucial role in elucidating concepts by paying close attention to their historical boundary conditions. It has developed a number of periodization strategies in order to explicate more fully historical continuities and discontinuities. Finally, deep history evolved out of the French Annals school and uses time series data in order to explore long-term secular trends. Its analysis of these provides an important role in identifying structural breaks, shorter-term fluctuations, and specifying long-term historical base conditions.

Supplemental Background Readings:

8:45am-10:15am: session 1: The Temporal Foundations of CHA

CHA is principally interested in time and yet struggles to conceptually differentiate among different notions of time. Scholars like Ronald Aminzade or Anna Gryzmala-Buse have compiled excellent inventories of various elements of time. On close inspection, those elements of time cluster into two distinct notions of time: objective, clock-like, measurable time and more social, qualitative, historical time. This session explicates these two elements of time and shows how
the three strands of macro-causal analysis configure these two notions of time in distinct ways and thus allows us to update Skocpol and Sumers famous CHA typology.


10:15 - 10:45am – Coffee Break

10:45am - 12:15pm – session 2: Analyzing Causes: Macro-Causal Analysis

Macro-causal analysis is the oldest and most distinguished strand of CHA. It was pioneered by Barrington Moore and explains cross-sectional variations in terms of complex, long-term, historically contextual causal pathways. It focuses on causes and how to configure them in compelling broader theories. Macro-causal analysis has evolved since Moore as more recent scholars follow up on Pierson’s call to pay closer attention to the time-scale of theories and explore how elongating the time scales of short/short explanations draws attention to important confounders. I refer to this elongating of time scales as time spotting because macro-causal analysis has developed a broad range of strategies to explicate the temporal assumptions of theories. (Capoccia & Ziblatt, Falleti & Mahoney) This foregrounding of these temporal assumptions plays a crucial role in identifying a range of confounders that macro-causal analysis in turn uses to update their theories.


12: 15pm - 2:00pm – Lunch

2:00pm - 3:30pm – session 3: Analyzing Events: Developmental Analysis and Trends: Deep History

American Political Development or constructivism in IR lack cross-sectional variations to explain and instead are more focused on identifying qualitative changes across time. They consequently have developed a number of strategies for comparing historical contexts across time and exploring the continuities and discontinuities among them. Their work consequently
focused on developing periodization schemes, developmental typologies, and elucidating the historical boundary conditions of concepts. Deep history, in turn, has its roots in the Annals School, demography and economic history. It frequently uses time series data to explore long-term secular trends and how they structure more short-term, event-driven outcomes.


3:30pm - 4:00pm – Coffee Break

4:00pm – 5.00pm Institute Conclusion
Friday, June 28

Module 33 – Within-Case and Small-N Analysis III
Andrew Bennett, Tasha Fairfield, and David Waldner

8:45am - 10:15am 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. On the evening of the 27th, David will meet with students for one-on-one consultation to help develop causal graphs and event-history maps based on the principles and examples discussed in the two class sessions earlier on the 27th. For the morning session on Friday the 28th, David will select approximately six-eight examples for further in-class discussion and more guidance on how to conduct process tracing using causal graphs and event-history maps.

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

10:45am - 12:15pm Typological Theorizing and Case Selection
Andrew Bennett, Georgetown University


Recommended:

12:15pm - 2:00pm Lunch.

2:00pm - 3:30pm Exercises and Examples of Process Tracing and Typological Theorizing
Andrew Bennett, Georgetown University

Read and prepare the “Homework Exercises” and “Six in Class Exercises”
- 33.2.1. Read David Collier exercises on process tracing

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.

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

4:00pm – 5:00pm Institute Conclusion
Module 34 – Understanding Research-Related Trauma: Why it’s Important to Talk About

Cyanne E. Loyle and Alicia Simoni

Despite dynamic discussions of research methods within the Social Sciences, there has been comparatively scarce attention paid to the possibility and effect of research-related trauma—the trauma experienced by individuals working on issues and data related to violence and death. In this module we will discuss the many research activities which can put scholars and our research teams directly at risk for this form of trauma. We will consider ways to identify trauma, understand its impacts, and potentially mitigate its effects for our teams, our colleagues, and ourselves. Time will be allotted for discussion of specific research projects and proposals from session participants.

8:45am - 10:15am WHAT IS RESEARCH RELATED TRAUMA
Cyanne E. Loyle and Alicia Simoni

In our first session we will provide an introduction and motivation for the importance of engaging with research-related trauma. We will begin by defining the phenomenon and discussing the current state of training for social scientists. This session will include an overview of what trauma is, including an understanding of the breadth of potentially trauma producing experiences. We will specifically engage with a broad discussion of research-related trauma and the possibility for vicarious trauma across a range of research methodologies. This session will also include a discussion of the possible impacts of research related trauma on our research.


Recommended:

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

10:45am - 12:15pm SIGNS AND SYMPTOMS OF RESEARCH RELATED TRAUMA
Cyanne E. Loyle and Alicia Simoni

In this session we will discuss the signs and symptoms of trauma as well as the importance of understanding and recognizing risk factors and protective factors. This will include a discussion of the impacts of trauma on ourselves, our research assistants (both in country and domestic) and our research subjects. Our discussion of trauma will include engagement with both existing trauma among research subjects as well as the possibility of inflicting trauma on our subjects.

Recommended:

**12: 15pm - 2:00pm  Lunch.**

**2:00pm - 3:30pm  PREVENTION AND MITIGATION OF TRAUMA**

Cyanne E. Loyle and Alicia Simoni

This section will provide participants with hands-on strategies for addressing trauma including prevention and mitigation. There will be an open group discussion about the ways in which participants have encountered and engaged with research-related trauma as well as an opportunity to problem solve strategies and design better research going forward.


• 34.3.2. Bosch, Don. “Moving Towards Suffering and Staying Resilient” Headington Institute. *July 27, 2018*.

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

**4:00pm – 5.00pm Institute Conclusion** (not part of module)