Institute for Qualitative and Multi-Method Research – June 15-26, 2015
Schedule and Reading List (draft as at June 6)

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 (6/15) and the last first Friday (6/26).

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 27 elective modules, of which participants will select eight. That is, for each of the eight days on which there is a choice, participants will select one of the two modules offered as doubles (e.g. modules 4 or 5), as triples (e.g. modules 1, 2 or 3) or as quadruples (e.g. 6, 7, 8 or 9).

| 6/15 | Unified (whole institute) sessions on different approaches to qualitative analysis (U1, U2, U3, U4, and U5) |
| 6/16 | 1) Regression and Case Studies | or | 2) Typologies and Typological Theory | Or | 3) Discourse Analysis |
| 6/17 | 4) Process Tracing | or | 5) Ethnographic Methods I |
| 6/18 | 6) Natural Experiments I | or | 7) Qualitative and Comparative Methods I | or | 8) Archives and Elite Interviews | or | 9) Ethnographic Methods II |
| 6/19 | 10) Natural Experiments II | or | 11) Qualitative and Comparative Methods II | or | 12) Qualitative Data and Research Transparency | or | 13) Ethnographic Methods III |
| 6/22 | 14) Content Analysis I | or | 15) QCA/fs I | Or | 16) Designing and Conducting Fieldwork I |
| 6/23 | 17) Content Analysis II | 18) QCA/fs II | 19) Designing and Conducting Fieldwork II |
| 6/24 | 20) Mixed-method research and causal mechanisms I | or | 21) CAQDAS I | or | 22) Geographic Information Systems (GIS) I | or | 23) Interpretation and History I |
| 6/25 | 24) Mixed-method research and causal mechanisms II | or | 25) CAQDAS II | or | 26) Geographic Information Systems (GIS) II | or | 27) Interpretation and History II |
| 6/26 | Unified (whole institute) sessions |
Choosing Which Modules to Take

While many of the 27 modules can be taken as stand-alone units, there are some limitations on selections.

Modules with higher numbered suffixes (e.g. Content Analysis II) can usually *only* be taken with the first module in the sequence (e.g. Content Analysis I). [That is, while it is often fine to take I and not II in a sequence, it is usually not possible to take II and not I.] The exceptions to this rule are modules 11 Qualitative and Comparative Methods II, and 27 Interpretation and History II. (It is also possible to take Module 26 Geographic Information Systems (GIS) II without Module 21 Geographic Information Systems (GIS) I, but *only* if you already have some familiarity with GIS.)

Modules 5, 9, and 13 (Ethnographic Methods I, II, and III) should be considered as a single unit, and accordingly can *only* be selected together (i.e. participants cannot take only Ethnographic Methods I, or I and II).

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

Module 1 (Regression and Case Studies), Modules 6 and 10 (Natural Experiments I and II), and Modules 20 and 24 (Mixed-method research and causal mechanisms I and II).

Module 3 (Discourse Analysis), Modules 5, 9, and 13 (Ethnographic Methods I, II, and III), and Modules 23 and 27 (Interpretation and History)

Module 8 (Archival Research and Elite Interviews), Module 12 (Qualitative Data and Research Transparency), and Modules 16 and 19 (Designing and Conducting Fieldwork I and II).

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.*
Monday, June 15 Unified Sessions, Andrew Bennett, Colin Elman, Jason Seawright, David Waldner, Lisa Wedeen

U1 9:30am – 10:00am – Introduction
Colin Elman, Syracuse University

U2 10:00am-10:45am Within Case and Small-N Comparisons
Andrew Bennett, Georgetown University


10:45am - 11:15 am Coffee Break

U3 11:15am – 12:00pm Statistical/multi-method Approaches
Jason Seawright, Northwestern University


12:00pm-2:15pm Lunch

U4 2:15pm - 3:00pm The Interpretive Approach to Qualitative Research
Lisa Wedeen, University of Chicago


3:00pm – 3:30pm Coffee Break

U5 3:30-4:15 Interpretivism in an Age of Causal Inference
David Waldner, University of Virginia

• U.5.1. Peter T. Manicas, A Realist Philosophy of Social Science: Explanation and Understanding (Cambridge University Press, 2006): chapter 1, chapter 3 (through top of page 67 only).

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

Lisa Wedeen, Andrew Bennett, Jason Seawright, David Waldner
8:45am - 10:15am Regression and Case Studies  
Jason Seawright, Northwestern University

Most discussions of multi-method research involve combinations of regression and case-study methods. In this session, we discuss research designs that enhance the contribution of such combinations to causal inference. We consider ways that case studies can contribute to the study of causal pathways, but also ways to more directly test key assumptions for causal inference such as measurement validity and the absence of confounding variables. For each goal, we will discuss efficient case selection.

- 1.1.1 Seawright Multi-Method manuscript, Chapters 3-5

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

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

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Multi-Method Designs with Natural Experiments  
Jason Seawright, Northwestern University

While much work on multi-method research focuses on regression-type studies of observational data, quantitative analysis in the social sciences often uses newer techniques that rely on different assumptions for causal inference. In this session, we will discuss multi-method designs in which the qualitative component uses matching, true natural experiments, or instrumental-variables natural experiments. We will focus in particular on ways that qualitative evidence can help test the special assumptions of these methods, as well as on efficient case selection for each.

- 1.2.1 Thad Dunning, *Natural Experiments in the Social Sciences: A Design-Based Approach* (Cambridge University Press, 2012), Chapter 11
- 1.2.2 Seawright Multi-Method manuscript, Chapters 6-7
3:30pm - 4:00pm Coffee Break.

4:00pm - 5:30pm Case Studies and Experiments
Jason Seawright, Northwestern University

While randomized experiments (whether in the field or the laboratory) are the gold standard for causal inference, they do not provide assumption-free causal insights. This last session focuses on effectively combining experiments and qualitative methods. Case-study methods can contribute to experiments by improving measurement, as well as testing key assumptions related to experimental realism and the complex form of independence called SUTVA. Experiments, in turn, can contribute to case studies by serving as a step in a process-tracing chain, by providing a set of contrasting outcomes to explain, or by quantifying effect sizes for causal inferences made qualitatively. We will discuss each of these designs, noting advantages, disadvantages, and practical considerations for each.


- 1.3.2 Seawright Multi-Method manuscript, Chapters 8-9
8:45am - 10:15am  Typologies and Typological Theorizing  
Andrew Bennett, Georgetown University  


Recommended  

- 2.1.3. Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (The MIT Press, 2005), Chapter 11. (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 Typological Theory: Student Analysis of Examples.  
Andrew Bennett, Georgetown University  

This session is designed to be interactive and its success depends on the work students put into preparing for it. Students interested in presenting one or more one-page or one-slide diagrams or typological tables or theories (see the three questions below) for discussion in this session should email their diagram(s) to Professor Bennett at BennettA@Georgetown.edu. Students should read the two assigned articles whether or not they propose to present a diagram. Students are especially encouraged to try question three and email the result to Prof. Bennett.  


Question 1: Try depicting Goldstone’s argument as a typological theory on a single page or powerpoint slide.

Question 2: Try diagramming a typological theory that might improve upon Henry Hale’s theory. What post-2004 cases might you choose to study to further test or develop his theory?

Question 3: Try diagramming a typological theory for the argument in your PhD thesis. Identify where key cases in your population fit in the typology (even if based on preliminary knowledge of the cases). What cases would you select to study and why?

Recommended:


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

4:00pm - 5:30pm Causal Mechanisms
David Waldner, University of Virginia

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

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?

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

10:15-10:45am Coffee Break

10:45am-12:30pm Research Design Discussion Sessions

12: 30pm – 2:00pm Lunch
2:00pm – 3:30pm The Rhetoric of Cinema: Style, History, Politics
James Chandler, University of Chicago

In media cultures that have us increasingly reliant on motion-picture narratives for our sense of historical reality, both the proximate past and the distant, it is incumbent on contemporary scholarship, not least in the social sciences, to cultivate the requisite analytic skills for making sense of what we see. Documentary filmmaking has become more visible than ever, and fiction filmmaking has increased in turn to work is labeled with the claim to be “based on actual [or true, or historical] events,” often involving a mix of documentary footage. This session will undertake to consider what Roland Barthes once called the “reality effect” in the case of films that claim to be making serious historical representations. That is, we will be looking at what might be called the “history effect,” including the “documentary effect,” across a few key examples. But beyond consideration of cinema’s reality effect, or effects, as such, we will also be looking at how filmmakers construct the past in a variety of stylistic registers, and how this different registers codify the past in a variety of ways.


Please also watch the three film associated with these two articles.

3:30pm - 4:00pm Coffee Break

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

This session introduces participants to the techniques of Foucauldian discourse analysis or “interpretive analytics.” Participants will learn how to conduct a discourse analysis, what the underlying assumptions of such an analysis are, and how these techniques can be used to advance political inquiry. The session will consider both the power and limitations of the method, the ways in which it differs from other modes of interpretation, and its advantages over content analysis.


Recommended

Wednesday, June 17 Module 4, Process Tracing, Andrew Bennett and David Waldner

8:45am - 10:15am Process Tracing: A Bayesian Approach
Andrew Bennett, Georgetown University

- 4.1.1. Andrew Bennett, and Jeffrey Checkel, eds., *Process Tracing in the Social Sciences* (Cambridge University Press, 2014), Chapter 1 and the appendix. (Book for 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 Process Tracing and Causal Inference: Theory
David Waldner, University of Virginia


Recommended:


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

4:00pm - 5:30pm Process Tracing Exercises. Split into two groups:

--David Waldner


--Andy Bennett

Overall Description

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

Session 1 (8:45am - 10:15am) Introductions

Part A: Introduction to Ethnography [Pachirat]

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

- 5.1.1. Clifford Geertz, "Thick Description: Toward an Interpretive Theory of Culture" in *The Interpretation of Cultures* (Basic Books, 1973) (assigned as U.4.1)


Part B: Introduction to Ordinary Language Interviewing [Schaffer]

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


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

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

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

In this session participants will learn how to conduct an ordinary language interview, and practice doing one focusing on words of their own choosing. Participants will also learn and practice different strategies for approaching people to interview. By this time, participants will have selected the sites in which they will do their field exercises. Participants will work with their fieldsite groups during this session’s exercises and in the short course’s subsequent exercises.

Session 3 (3:40 - 6:00) Ordinary Language Interviewing Field Exercise and Write-Up [Schaffer]

Participants will go to fieldsites (around campus or at the Destiny USA (formerly the Carousel Center) Mall) to conduct ordinary language interviews. They will then write-up their main findings.
8:45am - 10:15am Introduction to Natural Experiments
Thad Dunning, University of California, Berkeley and
Daniel Hidalgo, Massachusetts Institute of Technology

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


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

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

12:30pm - 2:00pm Lunch.
2:00pm – 3:30pm  Natural Experiments: Quantitative Methods
Thad Dunning, University of California, Berkeley and
Daniel Hidalgo, Massachusetts Institute of Technology

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

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

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

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

We highlight the essential role of qualitative methods in the analysis of natural experiments. We present examples that illustrate how qualitative evidence can bolster the credibility of causal assumptions and aid in the interpretation of quantitative results.

Overall description: These two modules cover many classic and standard topics of qualitative methodology. These topics include conceptualization, process tracing, comparative case-study analysis, historical analysis, and multimethod design. The sessions will use logic and set theory as a foundation for discussing and elucidating qualitative methods.

8:45am - 10:15am Logic and Qualitative Methods
James Mahoney, Northwestern University

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


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

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

12:30pm – 2:00pm Lunch

2:00 - 3:30) 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.

- 7.2.1 Gary Goertz and James Mahoney, *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012), chapters 4-6, 9, and 15. (Book to purchase)

Recommended

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

4:00pm - 5:30pm Mechanisms, Processes, and Sequential Analysis
James Mahoney, Northwestern University

This session provides a framework, based on logic and set theory, for the analysis of mechanisms, processes, and sequences in case study and comparative research.


Recommended

- 7.3.3 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)
Archival and Interview Research with Primary Sources: What Do You Need to Know, How Do You Know Where to Look, and How Do You Get What You Need?

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

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

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


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

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

12: 30pm - 2:00pm Lunch.
2:00pm - 3:30pm Structuring Your Data Collection: Making Sure You Can Use What You Find

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

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

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

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

- 8.3.1. Andrew Moravcsik, “Active Citation: A Precondition for Replicable Qualitative Research,” *PS: Political Science and Politics* 43(1) (January 2010): 29-35.
Session 1 (8:45 -10:15) Ordinary Language Interview Debriefing [Schaffer]

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

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

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

12:30pm - 2:00pm Lunch.

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

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


Session 3 (3:40 - 5:30) Participant Observation Fieldwork Exercise [Pachirat]

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

Session 4 (5:30 - 7:30) Fieldnote Writing

Participants will use this time to write up a set of fieldnotes based on jottings taken in their fieldsites.
8:30am - 10:00am Evaluating Natural Experiments
Thad Dunning, University of California, Berkeley and
Daniel Hidalgo, Massachusetts Institute of Technology

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

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


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

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

12: 30pm - 2:00pm Lunch.

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

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

3:30pm - 4:00pm Coffee Break.
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. Thad Dunning, *Natural Experiments in the Social Sciences: A Design-Based Approach* (Cambridge University Press 2012), Chapter 11. (Book to purchase)

Further Readings by Topic (for both Modules 6 and 10):

**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


8:45am -10:15am Social Science Concepts
Gary Goertz, University of Notre Dame

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


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

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

12: 30pm - 2:00pm Lunch.

2:00 - 3:30 Comparative-Historical Analysis
James Mahoney, Northwestern University

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

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

4:00pm - 5:30pm Case Selection and Multimethod Research Designs
Gary Goertz, University of Notre Dame

This session offers practical considerations for selecting specific cases for intensive analysis. The session develops guidelines and rules for choosing cases that will allow qualitative researchers to achieve maximum leverage for causal inference, both in comparative case study as well as multimethod designs.


Recommended:

- 11.3.2 Gary Goetz and James Mahoney, A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences (Princeton: Princeton University Press, 2012), chap. 14. (Book to purchase)
In this module, we demonstrate that effective data management throughout the research lifecycle is a key pre-requisite for successful data sharing. We discuss strategies for managing and sharing data and emphasize the importance of learning to do so, given that funding agencies, publishers, and academic associations alike are increasingly requiring that scholars share their research data. We also highlight the benefits of sharing data, including enhanced citation and collaboration, and catalyzing and accelerating secondary analysis. We consider some perceived barriers to data sharing and demonstrate, with practical tasks, 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 rigor of their work, and we introduce strategies for achieving research transparency in qualitative inquiry.

Participants will benefit most from the module and its practical exercises if they have an actual research project, including its data-generation issues and challenges, in mind. For those who are neither soon beginning nor in the midst of an ongoing project, we will provide an example. For the third session, participants will be working directly with one of their own research products (i.e., a paper, published article, etc.).

8:45am - 10:15am  Managing Data
Louise Corti, UK Data Archive at the University of Essex
Diana Kapiszewski, Georgetown University

We introduce the notion of the ‘data lifecycle’ to demonstrate that research data can prove useful far beyond the research project that created them. We use examples of real research projects to establish which protocols might be needed at key stages of the research cycle, and to identify trigger points at which data sharing considerations come into play. We consider the role of data in planning and designing research projects and examine the strategies and techniques required to give data a longer life. 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. Exercises and lightweight quizzes are used to help consolidate this knowledge. Students will also receive guidance on developing, and will have the opportunity to begin to develop, a Data Management Plan (DMP).


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
Louise Corti, UK Data Archive at the University of Essex
Diana Kapiszewski, Georgetown University

We discuss the benefits that accrue from sharing qualitative data; the ethical, legal, and logistical challenges that complicate doing so; and best practices for addressing the latter. With regard to human subjects concerns, we consider adaptations to the process of soliciting informed consent to enable data sharing at the end of a project; discuss appropriate strategies for anonymizing qualitative data aiming to preserve original content while minimizing disclosure risk where confidentiality has been promised; and examine how to select appropriate access controls for shared data. We briefly cover issues of rights management – who owns ‘your’ data? – and debate copyright concerns and how they can be addressed; we also consider the notion of “fair use.” We describe suitable venues for sharing data and highlight the advantages of doing so in an institutional venue, including long-term availability of data and professional curation of research assets; we also introduce the Qualitative Data Repository (www.qdr.org). Students are encouraged to consider questions of ethics and rights in relation to the DMP they began to develop in the first session.


Recommended


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

4:00pm - 5:30pm Making Qualitative Research Transparent
Louise Corti, UK Data Archive at the University of Essex
Diana Kapiszewski, Georgetown University

We introduce a definition of, some benefits of, and strategies for achieving research transparency in qualitative inquiry. 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). We discuss how research transparency reveals the rigor of qualitative inquiry, consider strategies for achieving research transparency, and consider whether qualitative work can be “replicated” in the sense that quantitative scholars use the term. We illustrate, and consider the merits and limitations of, one transparency technique for qualitative research, active citation, using pilot data projects deposited with the Qualitative Data Repository. Participants are called on to think through what increasing the transparency of a piece of their own scholarship would entail.


Recommended

• 12.3.4. Moravcsik, Andrew, Colin Elman, and Diana Kapiszewski. 2013. “A Guide to Active Citation” Qualitative Data Repository.


• 12.3.6. The (DA-RT) Data Access and Research Transparency Joint Statement (http://www.dartstatement.org)
Session 1 (9:15 - 10:15) Fieldsite Group Reviews of Fieldnotes

Participants exchange and comment on each other’s fieldnotes.

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

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

12:30pm - 2:00pm Lunch.

Session 2 (2:00 - 3:30) Fieldsite Group Discussions and Presentations

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

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

Session 3 (4:00 - 5:30) Overall Debriefing (ordinary language interviewing and participant observation) [Pachirat and Schaffer]

In this session, we will reflect together on the following three clusters of questions: (1) How can ordinary language interviewing and participant observation be fruitfully combined when doing ethnographic fieldwork? What are the potential pitfalls of such a combination? (2) To what extent does the method one adopts shape what one apprehends? Specifically, do we learn something different when we access meaning by means of (relatively unstructured) participant observation as opposed to (relatively structured) ordinary language interviewing? (3) Is there anything that you learned about ordinary language interview and/or participant observation that might or will inform your *own* research?
This module presumes basic mathematical and statistical concepts and will involve work with computers. The computational elements will include using point-and-click software and dedicated R packages. Prior expertise with these is not required, just a willingness to explore new tools. The instructors will provide as much support as necessary to ensure that students can effectively participate in the course and apply these tools in their own projects. Participants choosing this module should bring a laptop and be prepared to install software beforehand (A handout with the software prerequisites will be provided before the course). Participants with problems following the installation instructions will be able to meet with the instructors on Sunday, June 21, at 8pm in the lobby of the Sheraton hotel.

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

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


**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 Practical I
Will Lowe (University of Mannheim) and Sven-Oliver Proksch (McGill University)

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

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

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

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


Recommended

This module presents the basic principles and practices of set-analytic methods, in general, and Qualitative Comparative Analysis (QCA), in particular. After introducing the tools of formal logic and set theory that underpin this family of methods, participants learn about the formalized analysis of set relations using truth tables. Particular 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.


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 Constructing and Analyzing Truth Tables
Charles Ragin, University of California, Irvine and Carsten Schneider, Central European University, Budapest

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:


- 15.2.4. 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 and Carsten Schneider, Central European University, Budapest

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.


Recommended:

Monday, June 22 Module 16, Designing and Conducting Fieldwork: Preparing and Operating in the Field – Diana Kapiszewski and Lauren MacLean

This module considers the contours and content of field research and why fieldwork entails iterating among research design, data collection, and data analysis. We discuss how to prepare for field research and offer strategies for addressing the various intellectual, logistical, and social challenges that carrying out field research involves. 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 and their collective experiences in managing fieldwork’s diverse challenges, and will then facilitate discussion of concepts and ideas in small and large groups. Students will also have an opportunity to practice using the data-collection techniques discussed and research tools presented.

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 an iterative process entailing repeated shifts among research design, data collection, and data analysis, and consider some of the implications of this conception. We discuss fieldwork’s heterogeneity and the various ways in which it varies across projects, and also address issues of ethics and power in the field.


Recommended


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

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

12:30pm - 2:00pm Lunch.

2:00pm - 3:30pm Preparing for Fieldwork
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

This session addresses pre-dissertation and other exploratory research, logistical preparations for fieldwork, securing funding, networking to obtain contacts and interviews, negotiating institutional affiliation, and developing a data-collection plan.


Recommended


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, and consider the trade-offs among them and how they can be combined. We discuss hiring and working with research assistants and broader issues of cooperation and managing relationships in the field.

- 16.3.1. Diana Kapiszewski, Lauren M. MacLean, and Benjamin L. Read, “Managing in the Field: Logistical, Social, Operational, and Ethical Challenges,” Chapter Four in Field Research in Political Science: Practices and Principles (Cambridge University Press, 2015). (Book to purchase)


Recommended


8:45am - 10:15am Practical II
Will Lowe (University of Mannheim) and Sven- Oliver Proksch (McGill University)

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

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

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

12: 30pm - 2:00pm Lunch.

2:00pm - 3:30pm Computer-assisted inference about document positions
Will Lowe (University of Mannheim) and Sven-Oliver Proksch (McGill University)

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


Recommended

- 17.2.3. W. Lowe, K. Benoit, S. Mikhaylov, and M. Laver, Scaling policy positions from coded units of political texts. Legislative Studies Quarterly 36(1) 2011:123-155


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

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

In this session we discuss the strengths and limitations of the methods shown in the previous sessions with an eye to how computer assisted content analyses can be best integrated into your research designs. We also welcome practical questions concerning data acquisition, computing issues, and effective presentation of text analysis results. This session is organized in a question and answer format: You ask the questions, and we (as a group) will try to provide some useful answers.
This module 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 Set Membership
Charles Ragin, University of California, Irvine

Almost all cross-case information 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.


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 Set-Analytic Multi-Method Research
Carsten Schneider, Central European University, Budapest

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.


Recommended:


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

**4:00pm - 5:30pm**

This session reviews several applications 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 to such data.


• 18.3.2. Charles Ragin and Peer Fiss, *Intersectional Inequality: Race, Class, Test Scores and Poverty*. book manuscript, chapters 6 and 7.


Recommended:

This module discusses a range of data-collection techniques as well as strategies for engaging in analysis in the field. 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 and their collective experiences in managing fieldwork's diverse challenges, and will then facilitate discussion of concepts and ideas in small and large groups. Students will also have an opportunity to practice using the data-collection techniques discussed and research tools presented.

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

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


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 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.


Recommended


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


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

4:00pm - 5:30pm Analyzing, 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 fieldworkers can retool their project in the field and assess their progress.


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

Recommended


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

8:45am - 10:15am Mixed and multi-method research: challenges and opportunities

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


Recommended


10:15-10:45am  Coffee Break

10:45am-12.30pm Research Design Discussion Sessions

12: 30pm – 2:00pm Lunch

2:00pm – 3:30pm Selecting Cases for Pathway Analysis

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

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

Recommended


3:30pm - 4:00pm Coffee Break

4:00pm - 5:30pm Case selection using regression

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

• 20.3.1. Nicholas Weller and Jeb Barnes, *Finding Pathways: Mixed-Method Research for Studying Causal Mechanisms* (Cambridge University Press, 2014), Chapter 4-5. Chapter 4 is germane to both sessions 20.2 and 20.3. (Book to purchase)

Overall Description

In this module participants will be introduced to atlas.ti for qualitative data analysis. The module will present the program and the general principles of its design. Using a sample project, participants will use the program to set up a research project for analysis and work with the data management functions of the software. Participants will explore the different ways atlas.ti facilitates the coding of project data, and how atlas.ti supports analysis of research materials. They will practice querying and producing a variety of outputs from a sample project.

On the second day of the module participants will set up an atlas.ti project, begin coding, and analysis with their own data sets. Although one can work with sample projects throughout, to get the most out of this module participants should bring with them material from their own research. These can be interview transcripts, observational notes, documents and reports, or focus group documents.

This is not an introduction to a particular style of research or coding, so participants should come with an idea as to which approach to data coding and analysis they plan to use for their project. On the second day of the module participants will work collectively and individually to create, code, query, and report information from their projects.

The articles listed below are useful background:

8:45am - 10:15am / Session 1 Why CAQDA / Meet atlas.ti

We will discuss the ways in which computer assisted qualitative analysis both reflects and improves upon traditional approaches to qualitative data analysis. We will then turn to looking at how atlas.ti in particular does this. During this first session we will explore the particular language used by atlas.ti and discuss issues of database management. We will set up a project and enter sample data into it.

What is atlas.ti
Terminology particular to atlas.ti
Organization of an atlas.ti project: The Hermeneutic Unit
Getting data into the HU—Primary Documents (PDs)
Working with PDs

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-3:00pm / Session 3

In this portion of the module we will continue working with database entry and management. We will explore the different objects that atlas.ti allows one to create—documents, codes, quotations, and memos. We will practice using the object managers to create primary document groupings, called families. Working with the primary document manager introduces skills that apply to the creation of other kinds of families. We will begin exploring the processes that atlas.ti makes available for classifying data, looking at the underlying logic used, and practicing with these tools.

Creating document families
Coding in atlas.ti
Word Cruncher
The code manager
Free quotations
Codes
Auto coding

3:30pm-4:00pm / Coffee Break
4:00pm-5:30pm / Session 4
We continue exploring the ways in which codes are implemented in atlas.ti and discuss and practice organizing codes to facilitate data exploration. During this portion of the module we will begin using some of the tools that atlas.ti provides for investigating patterns within a dataset, and which support the development of analytic analyses. We will create reports using these tools. We will begin working with the Query Tool which allows for the construction of complex queries of the dataset. At the end of the day we will conclude by preparing our sample projects so that can be safely transferred to other computers.

Codes and code books
Structuring codes / coding schemes
Simple retrieval
Creating reports
Primary document-Code concurrence
Exploring the Query Tool: Complex retrieval
The Copy Bundle
Wednesday, June 24, Module 22 Geographic Information Systems I: Introduction to GIS as a Qualitative Research Method – Jonnell Robinson

8:30am - 10:00am Introduction and Case Studies in Qualitative GIS
Jonnell Robinson, Syracuse University

This session will introduce participants to GIS as a tool for qualitative research, present basic GIS terminology and concepts and the basic functions of ESRI’s ArcGIS software suite, particularly those functions that are most commonly used by social scientists.


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
Jonnell Robinson, Syracuse University

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


Recommended


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

4:00pm - 5:30pm GIS Data Sources and Data Integration
Jonnell Robinson, Syracuse University

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.

• 22.3.2. Giacomo Rambaldi, Robert Chambers, Mike McCall and Jefferson Fox. 2006. “Practical Ethics for PGIS Practitioners, Facilitators, Technology Intermediaries and Researchers.” In Participatory Learning and Action, 106-113.


Recommended


Discourse Analysis and Intellectual History

Thomas Dodman, Boston College and Daragh Grant, University of Chicago

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, participants will learn 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. The three sessions are structured around the techniques of the Cambridge school and Bourdieu’s critique of them; the German tradition of Begriffsgeschichte (concept history); and readings of historical texts from the standpoint of a critique of the present.

In both modules on Interpretation and History, we will aim to situate the readings in relationship to the specific research needs of students taking the module. With that in mind, it would be helpful for students to come to the first session prepared to briefly describe the role that historical or archival research is likely to play in their dissertation.

8:45am - 10:15am Session 1: Cambridge school and its critique

Thomas Dodman, Boston College and Daragh Grant, University of Chicago

This session considers the so-called “linguistic turn” in the history of political thought, by introducing participants to the work of Quentin Skinner and the Cambridge school of intellectual history, as well as to the work of Pierre Bourdieu. 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?


Recommended

- 23.1.3 J.L. Austin, How to do Things with Words (Cambridge: Harvard University Press, 1962)


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1 This module is based, in part, on a session offered in previous years by Professor Jennifer Pitts.

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: *Begriffsgeschichte*
Thomas Dodman, Boston College and Daragh Grant, University of Chicago

This session introduces participants to the work of Reinhardt Koselleck and the techniques of *Begriffsgeschichte* (or concept history). What is a concept? how does it come into being? and in what relation to the social world? These are some of the questions we will consider in looking at a programmatic statement and application of *Begriffsgeschichte*, trying to ascertain what are the advantages and limitations of this approach to discourse analysis.


Recommended


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

4:00pm - 5:30pm Intellectual history and the present
Thomas Dodman, Boston College and Daragh Grant, University of Chicago

This session looks at two different ways of doing intellectual history with an eye to a critique of the present. Dominick LaCapra’s seminal article introduces participants to how deconstruction and psychoanalysis can enhance our critical reading of texts in dialogue with the present. David Scott’s recent book tries to harness the methods of Skinner and Koselleck covered in the two previous sessions to offer an epistemological reflection on the work of the historian as a historical
actor him/herself.


Thursday, June 25 Module 24 Mixed-method research and causal mechanisms, part 2– Nicholas Weller and Jeb Barnes

This module continues with the material from Part 1 (Module 21).

8:45am - 10:15am Case selection using matching

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


Recommended


10:15-10:45am Coffee Break

10:45am-12.30pm Research Design Discussion Sessions

12: 30pm – 2:00pm Lunch

2:00pm – 3:30pm Contextualizing and extending prior research

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

Recommended


3:30pm - 4:00pm Coffee Break

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

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


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

Recommended

8:45am - 10:15am / Session 1

atlas.ti provides a variety of tools for enhancing the analytic engagement with one’s dataset. We will use some of those tools in this portion of the module. We will continue looking at the Query Tool, and then consider how the process of creating memos can support a researcher’s analytic processes. We will use memos to create a record of our theoretical thinking, explore how memos can be used as field journal, and discuss other uses of memos. We will explore more complex way of working with codes, and if time permits we will explore some of the theory building capacities in atlas.ti, especially the ability to visualize data through the construction of semantic networks.

Working with memos
Working with families and codes
Networks and theory building
Advance features

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-3:00pm / Session 3

During the final two sessions of this module participants will work on their own research projects. Although this is not a workshop on research design or how to code, it will be useful for participants to discuss their coding approaches and project designs with one another. Participants will work on their projects, and will have the opportunity to consult with one another about strategies for implementing atlas.ti for their research.

Create atlas.ti projects for individual research projects
Collective discussion of project structures
Approaches to coding

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

4:00pm-5:30pm / Session 4

Work with individual projects
Create initial reports
8:45am - 10:15am Open Source Mapping Tools
Jonnell Robinson, Syracuse University

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


**Further Readings**


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
Jonnell Robinson, Syracuse University

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 receiver 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.


**Further Readings**


3:30pm - 4:00pm Coffee Break

4:00pm - 5:30pm Map Design

**Jonnell Robinson, Syracuse University**

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

Further Readings


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

8:45am - 10:15am Session 1: History as social science: The study of structures and Thomas Dodman, Boston College and Daragh Grant, University of Chicago

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


Recommended


10:15-10:45am Coffee Break

10:45am-12.30pm Research Design Discussion Sessions

12:30pm – 2:00pm Lunch

2:00pm – 3:30pm Avoiding anachronism: Morality and Science as historical problems
Thomas Dodman, Boston College and Daragh Grant, University of Chicago

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


Recommended

3:30pm - 4:00pm Coffee Break
This session will introduce students to the particular opportunities and challenges that scholars are presented with when working in archives. The readings focus on how scholars should approach the archive itself and on the ways in which we ought to conceive of such seemingly endless accumulations of records amassed by the state for purposes that are at once varied and often at variance with the interests of scholars. We will examine questions of interpretation raised by such records as well as exploring how fleeting or fragmentary records might nevertheless yield a wealth of historical insights.


**Recommended**

- 27.3.3 Randolph Head, “Knowing the State: The Transformation of Political Knowledge in Swiss Archives, 1450-1770,” *Journal of Modern History* 75 (2003): 745-82


Friday, June 26 Unified Sessions – Peter Feaver, Colin Elman, Brian Humes, John Ishiyama, TBD

U7 8.45am-10.00am Policy Relevance (unified session)
Peter Feaver, Duke University


10:00am - 10:30am Coffee Break

10:30am – 11.30am Obtaining Funding (unified session)
Brian Humes, National Science Foundation

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


U9 11:30am-12:30pm Getting Publishing (unified session)
John Ishiyama, Editor, *American Political Science Review*

On the writing and preparing:


On rejection:


Also Recommended


12:30pm-2:00pm Lunch

U10 2:00pm - 3:30pm
Institute Conclusion
Colin Elman, Syracuse University