

**Qualitative Methods:  
Research Design, Data Collection, and Analysis**

**POLS Y579  
Section#12006**

GRADUATE SEMINAR

Fall 2016  
Wednesday 10:10 a.m. -12:10 p.m.  
Cedar Hall C103

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**Course Description:**

This course is an introduction to the principles and practices of qualitative research design, data collection, and data analysis. The seminar exposes students to a variety of qualitative research methods from a range of epistemological perspectives. The readings include general treatments of qualitative methodology as well as pieces of research that illustrate the use of these methods. In addition to the reading, students will practice these methodological techniques (e.g., conducting interviews) during class in small groups and outside of class as the basis for three short papers.

The course begins with discussion of the philosophical underpinnings of qualitative research, scrutinizing the ontological and epistemological assumptions underlying scientific inquiry and methodological choice. We will then examine the logic of research design, the nature of causal explanation, and the challenges of conceptualization. The course will focus on the following qualitative methods in detail: comparative historical analysis, qualitative interviewing, focus groups, ethnography and participant observation, and discourse/content analysis. We will discuss the similarities and differences between interpretivist and positivist qualitative approaches throughout the course. Special attention will be dedicated to the ethics of qualitative research and the design and implementation of field research.

This course will be valuable for graduate students in political science, public policy, and other social sciences who are considering using qualitative methods in their research. The course also welcomes graduate students who are seeking an introduction to qualitative methods in order to be able to read, digest, and evaluate scholarship using them.

## **Course Requirements:**

The course is not simply a seminar where you read and discuss qualitative methods; but, rather, one where you will also practice, use, and reflect upon them.

Students are required to: attend all classes; do all assigned reading; participate energetically in class discussion; serve twice as reading question facilitator; and, complete 3 short written assignments based on your use of different qualitative data collection techniques.

### Class Attendance, Participation and Reading.

Attendance and participation is obviously a critical component of this class. No matter what your background or area of expertise, your participation is important and valued. Every one of us needs to listen respectfully and tolerate the differences of opinion that will undoubtedly be present in our group. This mutual respect and tolerance does not preclude lively debate, questions, and even challenges, but all of this should be done appropriately.

In order for any of this to happen, you must come to class PREPARED to discuss the readings. While there are many, many more articles and books that I think are terrific, I have tried very hard to trim the reading to several good pieces so that we can better focus our time and effort.

At the end of class each week, I will give you a “sneak preview” of what to expect and look for in the next week’s readings. My advice in general would be to take some kind of notes as you read, either in a bibliographic database such as EndNote (which is offered FREE at IU), or literally scrawled at the top/bottom of the article itself. The idea is to create a record of your reading that will be useful later on when you are studying for your exams, writing your proposal/dissertation, and, most especially, if you are writing, teaching, or advising students long after grad school and your classes are a distant memory.

Reading Question Facilitator Role (2X). You will sign up on the first day of the seminar to assist our class in developing and posting in advance five reading questions. As reading question facilitator, you will distribute a list of five questions about the readings via e-mail to the entire class at least 24 hours in advance of our meeting, i.e., by Tuesday 10 a.m. at the latest. The facilitator will present the list in the order he/she believes will stimulate and build the most productive discussion. If there are two facilitators assigned for the week, they will coordinate and produce one question list.

The questions can range from mundane and minute to extraordinary and cosmic. In devising your list, think about the sorts of questions (and question order) that help guide your reading and stimulate your thinking and discussion in other classes. Be sure that the questions are answerable, for example, by thinking through your own responses to your own queries.

Some broad themes to consider for your questions include: what is the epistemological approach or assumptions held by the author? What is the argument being made by the author? Who is the author arguing against? Under what conditions does the author’s argument hold (or not)? What are the implications of this set of arguments for future research? How does this set of arguments

relate to other readings in the course? What are the strengths and/or weaknesses of the empirical work employing this type of qualitative research design, data collection or analysis?

These reading questions will both serve as a guide for all of us to the reading's key points or contributions as well as a provocation for our discussion. All classmates should read the reading questions before attending class, and I will use them when possible to facilitate our discussion.

Completion of CITI Human Subjects Training (10%).

Due at the latest by 6 pm on 11/29/16.

Students will complete the web-based training program on research using human subjects through the Collaborative IRB Training Institute (CITI). This self-paced course consists of several modules. Students are required to obtain an overall score of at least 80% in order to get the certificate at IU. Please forward the email with your score.

Three Short Written Assignments – Choose Three of Five Optional Assignments.

The skills that we will be practicing throughout the course are the foundation of any original research project. In recognition of the demanding reading load, only three short (approximately 5-6 pages) written assignments will be required. The assignments are described briefly below but we will discuss the assignments in more detail in class. You may choose whichever three of the five assignments below that are most useful to you.

Each written assignment is due in hard copy in class. Please do not send your paper via e-mail. Late papers will be penalized at a rate of one-half grade per day and will not be accepted after one week.

1) ANALYSIS OF QUALITATIVE RESEARCH DESIGN

Due 10/5/16.

The first assignment will investigate how we use the literature to select cases and construct a solid research design. You will deconstruct the logic of one empirical article or book's qualitative research design. How did the author use theory to develop a hypothesis and rival explanations, and then, how was this connected to their research design? Why did the author(s) choose X case and/or Y time period? How did theory inform the construction of this research design? Is there another theory that we have considered during the course that was not included in the article/book? What would the implications be for an additional rival explanation, and how might you change the research design to evaluate the importance of that explanation?

2) CONCEPT DEFINITION AND MEASUREMENT.

Due 10/19/16.

The second assignment will focus on using the literature to define and measure concepts. You will identify one core concept in a book or article and describe how the author uses the literature to conceptualize and possibly measure this concept. You will then explore how you might conceptualize this same concept similarly or differently in your own empirical research project.

### 3) INTERVIEWING

Due 11/2/16.

The third assignment will give you an opportunity to practice conducting an interview and analyzing it. You will interview a graduate student in another department from your own to inquire about their experience of graduate student funding. The assignment will include a list of topics but you will develop an interview guide. You will contact a student and request that the interview be audio-recorded for the purpose of grading. You will also take handwritten notes and type up these notes in a coded interview template for submission. Finally, you will reflect on the process and meaning of the interview data in a short paper.

### 4) PARTICIPANT OBSERVATION

Due 11/16/16.

The fourth assignment provides an opportunity to practice participant observation in two different types of religious sites: a church service and a cemetery. You will be asked to attend a Sunday religious service at the Sherwood Oaks Christian Church and to spend 90 minutes in the Rose Hill Cemetery. (If you would like to alter the field sites, please see me for advanced approval of your proposed contexts.) Both are religious sites, but each demands a different type of participant observation. The church service is a multifaceted event that challenges you to take in a wide variety of stimuli: the physical space, the dress and behavior of other participants of diverse types and roles, and music, text, and speech. The cemetery asks you to envision the values of a community through the physical culture and material objects, without the benefit of observing human behavior directly. You will be asked to submit your fieldnotes. You will also write a short paper reflecting on the process and meaning of what you have observed in these two sites.

### 5) DATA COLLECTION PLAN

Due 12/7/16.

The fifth assignment requires you to wear two hats as a Principal Investigator (PI) and a Project Manager (PM). We will discuss several versions of a data collection plan in class. You will then customize one of these plans for your proposed (or currently imagined) master's thesis or dissertation project. In order to do this, you need to synthesize your theoretical research design and field research design in one adjustable plan. You will be expected to think through from the big picture, abstract concepts to the nitty gritty details about the preferred sequencing and potential locations of data sources. This is challenging conceptual work. An outstanding data collection plan will have several contingency plans, or a "Plan B", for what might be difficult to obtain or accomplish in the field.

Canvas/E-mail Combo. In this class, we will be using the IU Canvas system to post the syllabus, any shared materials from class, and any outside articles/resources as they appear (i.e., newspaper articles). To disseminate any class announcements or information of potential interest to the class, I will use e-mail (and not Canvas mail). Please let me know if you are having any trouble using and accessing this system.

### **Required Books and Readings:**

The books that you are suggested to purchase for this class are:

Brady, Henry E. and David Collier. 2010. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, 2<sup>nd</sup> ed. Lanham, MD: Rowman & Littlefield.

George, Alexander L. and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: MIT.

Goertz, Gary. 2006. *Social Science Concepts: A User's Guide*. Princeton: Princeton University Press.

Kapiszewski, Diana, Lauren M. MacLean, and Benjamin L. Read. 2015. *Field Research in Political Science: Practices and Principles*. New York: Cambridge University Press.

King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press

Mosley, Layna, ed. 2013. *Interview Research in Political Science*. Ithaca, NY: Cornell University Press.

Schatz, Edward, ed. 2009. *Political Ethnography: What Immersion Contributes to the Study of Power*. Chicago: University of Chicago Press.

Yanow, Dvora and Peregrine Schwartz-Shea, eds. 2006. *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Armonk, NY: M.E. Sharpe, Inc. [first (2006) or second (2013) edition is fine]

The above books will be available for purchase at the IU Bookstore, but if you have the time and energy, less expensive, used copies can also be found pretty readily. A wonderful website that I use to compare and find the least expensive price for books is AddAll [<http://www.addall.com/>].

In an effort to reduce the cost burden of the course, I will also try to put a copy of each book (if at all possible) on reserve at the Kent Cooper room in the basement of the Wells library and/or to scan relevant chapters and post them on our Canvas site.

All other readings are article and book chapters that will be available on the resources tab of Canvas.

If you have trouble downloading a reading, please search for it yourself first. Then, ask a friend in the class. If you are still having troubles after demonstrating this initiative and resourcefulness, please contact me WELL IN ADVANCE of the class session.

**Academic Integrity:** All Indiana University policies regarding academic honesty will be strictly enforced. Plagiarism, cheating or academic misconduct in any manner will not be tolerated. I have and will continue to uphold IU's Code of Conduct. Any violations can result in a range of disciplinary action, including any combination of the following: a failing grade on the assignment; failing grade for the course; filing an official report for the student's academic record. Depending on the nature of the case, my sanction for the course may also be followed up at higher levels with broader university sanctions, which include academic probation and expulsion. This is serious. I would encourage you to read Section 3 of IU's Code of Student Rights, Responsibilities and Conduct, which describes what constitutes academic misconduct and can be found at: <http://dsa.indiana.edu/Code/index1.html>.

While most examples of misconduct are blatantly obvious (i.e., you may not pay someone to take an exam for you!), knowing when and how to acknowledge and appropriately cite sources is something you may have to learn. For example, even if you acknowledge the source, you can not stay too close to the language of the original source when paraphrasing. If you are not sure about anything, please do not hesitate to see me, and we can go over it together. Additionally, you may find the Campus Writing Program's information useful: <http://www.indiana.edu/~wts/wts/plagiarism.html>.

### **Grading:**

There are always legitimate exceptions to this rule but I would like you to know from the beginning that I strongly discourage incompletes. This is for your benefit.

Overall Class Participation (15%)

Reading Question Facilitator I on Week's Readings (7%)

Reading Question Facilitator II on Week's Readings (8%)

Written Assignment I (20%)

Written Assignment II (20%)

Written Assignment III (20%)

CITI training (10%; due at the latest by 11/29/16)

\*\* Please note. I reserve the right to change any readings, dates and requirements listed in this syllabus. If this occurs, every effort will be made to announce the changes well in advance. You are responsible for any changes made and announced in class or via e-mail. \*\*

## Course Reading and Class Schedule:

### *Section 1: Introduction to Qualitative Methodology and Research Design*

#### 1. August 24

##### **INTRODUCTION: GOALS, OVERVIEW AND EXPECTATIONS**

Our collective goals, an overview of the course and mutual expectations. Plus: Peeking behind the curtain... an insider's look at writing a PhD and turning it into a book.

MacLean, Lauren M. *Informal Institutions and Citizenship in Rural Africa*. New York: Cambridge University Press, Chapter 1.

#### 2. August 29

##### **BIG DEBATES AROUND AND WITHIN QUALITATIVE METHODOLOGY**

How is qualitative methodology perhaps distinct? What value does it contribute to our understanding of politics?

##### **Required readings:**

Flyvbjerg, Bent. 2004. "A Perestroikan Straw Man Answers Back: David Laitin and Phronetic Political Science." *Politics and Society* 32 (3): 389-416.

King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press, Chapter 1 "The 'Science' in Social Science" (p. 3-33) and part of Chapter 2 "Descriptive Inference" (p. 34-49).

Collier, David, Seawright, Jason and Gerardo L. Munck. 2010. "The Quest for Standards: King, Koehane and Verba's Designing Social Inquiry." In Henry E. Brady and David Collier, *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham, MD: Rowman & Littlefield, p. 1-10; 15-31; 33-63; 177-196; Skim glossary too.

Yanow, Dvora and Peregrine Schwartz-Shea. 2006. "Introduction." In *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Armonk, NY: M.E. Sharpe. P. xi-xxvii.

Yanow, Dvora and Peregrine Schwartz-Shea. 2006. "Neither Rigorous Nor Objective?: Interrogating Criteria for Knowledge Claims in Interpretive Science." In *Interpretation and Method: Empirical Methods and the Interpretive Turn*. Armonk, NY: M.E. Sharpe. Chapter 6, p. 67 – 88.

##### **Additional resources:**

Bevir, Mark. 2008 "Meta-methodology: Clearing the Underbrush." In *The Oxford Handbook of Political Methodology*. New York: Oxford University Press, Chapter 3.

Mahoney, James. 2010. "After KKV: The New Methodology of Qualitative Research." *World Politics* 62 (1): 120-147.

Flyvbjerg, Brent. *Making Social Science Matter: Why Social Inquiry Fails and How it can Succeed Again*. New York: Cambridge University Press.

Prakash, Deepa and Audie Klotz, eds. 2007. "The Forum: Should We Discard the 'Qualitative' versus 'Quantitative' Distinction?" *International Studies Review* 9 (4): 753-770.

Krook, Mona Lena. 2009. "Teaching Gender and Politics: Feminist Methods in Political Science." *Qualitative Methods* 7 (1): p. 24-29.

George, Alexander and Andrew Bennett. Preface and Chapter 7 on philosophy of science issues.

Ragin, Charles C. 2004. "Turning the Tables: How Case-Oriented Research Challenges Variable-Oriented Research." In Henry E. Brady and David Collier, *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham, MD: Rowman & Littlefield, p. 123-38.

Steinmetz, George, ed. 2005. *The Politics of Method in the Human Sciences*. Durham, NC: Duke University Press.

Almond, Gabriel A. and Stephen J. Genco. 1977. "Clouds, Clocks and the Study of Politics." *World Politics*. July 1977. P. 489-522.



### 3. September 7

#### **INFERENCE AND EXPLANATION**

What is the goal of political science research? What is inference? How does qualitative methodology contribute to different kinds of inference and explanation?

#### **Required readings:**

King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press, Chapter 3 (p. 75-114).

Seawright, Jay. "Regression-Based Inference: A Case Study in Failed Causal Assessment." In Brady and Collier *RSI*, p. 247-272.

Falletti, Tulia and Julia Lynch. 2008. "From Process to Mechanism: Varieties of Disaggregation." *Qualitative Sociology* 31 (4): 333-339.

Gerring, John. 2012. "Causal Arguments." *Social Science Methodology*, 2<sup>nd</sup> ed. New York: Cambridge University Press.

Virginia Fortna. 2004. "Interstate Peacekeeping: Causal Mechanisms and Empirical Effects." *World Politics* 56 (July): 481-519.

#### **Additional resources:**

Mahoney, James. 2000. "Strategies of Causal Inference in Small-N Analysis." *Sociological Methods and Research* 28 (4): p. 387-424.

Falletti, Tulia and Julia Lynch. 2009. "Context and Causal Mechanisms in Political Research." *Comparative Political Studies* 42 (9): 1143-1166.

Wendt, Alexander. 1998. "On Constitution and Causation in International Relations." *Review of International Studies* 24 (5): 101-118.

Copi, Irving M. and Carl Cohen. "Causal Connections: Mill's Methods of Experimental Inquiry." In *Introduction to Logic*. London: Macmillan, Chapter 12.

Peter Hedstrom and Petri Ylikoski. 2010. "Causal Mechanisms in the Social Sciences." *Annual Review of Sociology* 36: 49-67.

Mahoney, James. 2008. "Toward a Unified Theory of Causality." *Comparative Political Studies* 41 (4/5): 412-436.

McAdam, Douglas, Tarrow, Sidney and Charles Tilly. 2008. "Methods for Measuring Mechanisms of Contention." *Qualitative Sociology* 31 (4): 307-331.

Brady, Henry. 2008. "Causation and Explanation in Social Science." In Janet Box-Steffensmeier, Henry Brady and David Collier, eds. *Oxford Handbook of Political Methodology*. New York: Oxford University Press, p. 217-270.

#### 4. September 14

##### **QUALITATIVE RESEARCH DESIGN AND CASE SELECTION**

What is the architecture for projects using qualitative methodology? What is a case, and what are the challenges of case selection?

##### **Required readings:**

King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press, Chapter 4, p. 115-149.

George, Alexander L. and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: MIT. Chapter 1 "Case Studies and Theory Development" (P. 3-36); Chapter 4 "Phase One: Designing Case Study Research" (p. 73-88); and, Chapter 7 "Case Studies and the Philosophy of Science" (p. 127-149).

John Gerring and Jason Seawright. 2007. "Techniques for Choosing Cases." Chapter 5, p. 86-150. In John Gerring, *Case Study Research: Principles and Practices*. New York: Cambridge University Press.

Snyder, Richard. 2001. "Scaling Down: The Subnational Comparative Method." *Studies in Comparative International Development* 36 (1): 93-110.

Schwartz-Shea, Peregrine and Dvora Yanow. 2012. "Introduction." And "Wherefore Research Designs?" In *Interpretive Research Design: Concepts and Processes*, p. 1-23.

MacLean, Lauren M. *Informal Institutions and Citizenship in Rural Africa*. New York: Cambridge University Press, Chapter 1 (p. 3-39, esp. p. 32-35) and p. 40-46 of Chapter 2.

##### **Additional resources:**

Gerring, John. 2007. *Case Study Research: Principles and Practices*. New York: Cambridge University Press. Chapter 3, "What is a Case Study Good for?", p. 37-64

Slater, Dan and Daniel Ziblatt. 2013. "The Enduring Indispensability of the Controlled Comparison." *Comparative Political Studies* 46 (10): 1301-1327. [read first 14 pages and skim rest]

Munck, Gerardo. 1998. "Canons of Research Design in Qualitative Analysis." *Studies in Comparative International Development* (Fall): X – X.

Maxwell, Joseph. 2005. *Qualitative Research Design: An Interactive Approach*. Thousand Oaks, CA: Sage Publications.

Mahoney, James and Gary Goertz. 2004. "The Possibility Principle: Choosing Negative Cases in Comparative Research." *APSR* 98 (4): 653-669.

Geddes, Barbara. 1990. "How the Cases you Choose Affect the Answers you Get: Selection Bias in Comparative Politics." *Political Analysis* 2 (1): 131-150.

Campbell, Donald. 1975. "Degrees of Freedom and the Case Study." *Comparative Political Studies* 8: 178-193.

Campbell, Donald and H. Laurence Ross. 1968. "The Connecticut Crackdown on Speeding: Time-Series Data in Quasi Experimental Analysis." *Law and Society Review* 3 (1): 33-54.

Tarrow, Sidney. 2010. "The Strategy of Paired Comparison: Toward a Theory of Practice." *Comparative Political Studies* 43 (2): 230-259.

Dunning, Thad. "Design-Based Inference: Beyond the Pitfalls of Regression Analysis." In Brady and Collier *RSI*.

Posner, Daniel. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 4: 529-545.

Lynch, Julia. 2005. "Can one country be better than two for comparative politics?" *Italian Politics and Society* 60: 8-10.

Meckstroth, Theodore. "Most different systems and most similar systems: A Study in the Logic of Comparative Inquiry." *CPS* (July): 133-158.

Lijphart. 1971. "Comparative Politics and the Comparative Method." *APSR* 65: 682-693.

Varshney, Ashutosh. 2001. "Ethnic Conflict and Civil Society: India and Beyond." *World Politics* 53 (3).

## 5. September 21

### CONCEPTS

What is a concept? Why is conceptualization hard but critical work? And how can concepts be measured or understood empirically?

#### Required readings:

Goertz, Gary. 2006. *Social Science Concepts: A User's Guide*. Princeton: Princeton University Press. Chapters 1-4; you can skip the formal sections on p. 39-44; 55-58.

Gerring, John. 1999. "What Makes a Concept Good?: A Criterial Framework for Understanding Concept Formation in the Social Sciences." *Polity* 31 (3): 357-393.

Adcock, Robert and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95 (3): 529-547.

MacLean, Lauren M. *Informal Institutions and Citizenship in Rural Africa*. New York: Cambridge University Press, Chapter 2, p. 47-58; Chapter 3, p. 65-95 (skim).

#### Additional resources:

Lieberman, Evan, and Prerna Singh. 2012. "Conceptualizing and Measuring Ethnic Politics: An Institutional Complement to Demographic, Behavioral, and Cognitive Approaches." *Studies in Comparative International Development (SCID)* 47(3):255-86.

Sartori, Giovanni. 1970. "Concept Misformation in Comparative Politics." *American Political Science Review* 64 (4): 1033-46 [then skim the rest]

Goertz, Gary. 2008. "Concepts, Theories and Numbers: A Checklist for Constructing, Evaluating and Using Concepts or Quantitative Measures." In Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier, eds., *The Oxford Handbook of Political Methodology*. New York: Oxford University Press.

Gerring, John. 2012. "Measurements." In *Social Science Methodology*, 2<sup>nd</sup> ed. New York: Cambridge University Press, p. 155-194.

Collier, David and Steven Levitsky. 1997. "Democracy with Adjectives: Conceptual Innovation in Comparative Research." *World Politics* 49 (3): 430-51.

Munck, Gerardo and Jay Verkuilen. 2002. "Conceptualizing and Measuring Democracy: Evaluating Alternative Indices." *Comparative Political Studies*: 5-34.

Becker, Howard S. 1998. "Concepts." In *Tricks of the Trade*. Chicago: University of Chicago Press, p. 109-145.

Carmines, Edward and Richard Zeller. 1979. *Reliability and Validity Assessment*. Thousand Oaks, CA: Sage.

Locke, Richard and Kathleen Thelen. 1995. "Apples and Oranges Revisited: Contextualized Comparisons and the Study of Comparative Labor Politics." *Politics & Society* 23 (3): 337-367.

Chandra, Kanchan. 2006. "What is ethnicity and does it matter?" *Annual Review of Political Science* 9:397-424.

## **Section 2: Survey of Qualitative Data Collection Techniques**

### **6. September 28**

#### **PROCESS TRACING**

What is process tracing exactly? What assumptions are involved in process tracing? Is it possible to identify "best practices"?

#### **Required readings:**

Bennett, Andrew and Jeffrey T. Checkel. 2014. "Process Tracing: From Philosophical Roots to Best Practices." In Bennett, Andrew and Jeffrey T. Checkel, eds. *Process Tracing in the Social Sciences: From Metaphor to Analytic Tool*. New York: Cambridge University Press, p. 3-38.

Bennett, Andrew. 2010. "Process Tracing and Causal Inference." In Brady, Henry and David Collier, eds., *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, 2<sup>nd</sup> ed. Lanham, MD: Rowman & Littlefield, Chapter 10, p. 207-219.

Goertz, Gary and James Mahoney. 2010. "A Tale of Two Cultures: Causal Mechanisms and Process Tracing." *Qualitative and Multi-Method Research* 8 (2): 24-30.

Slater, Dan and Erica Simmons. 2010. "Informative Regress: Critical Antecedents in Comparative Politics." *Comparative Political Studies* 43 (7): 886-917.

Lin, Ann Chih. 2000. *Reform in the Making: The Implementation of Social Policy in Prisons*. Princeton: Princeton University Press, p. 3-59; one case from ch 3 and one case from ch 4; then p. 169-94.

#### **Additional resources:**

George, Alexander L. and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: MIT. Chapter 3 "The Method of Structured, Focused Comparison" (p. 67-72); Chapter 5 "Phase Two: Carrying out the Case Studies" (p. 89-108); and Chapter 6 "Phase Three: Drawing the Implications of Case Findings for Theory" (p. 109-124).

Wilde, Melissa. 2009. "How Culture Mattered at Vatican II: Collegiality Trumps Authority in the Council's Social Movement Organizations." *American Sociological Review* 69 (4): 576-602.

Bennett, Andrew. "Process Tracing: A Bayesian Approach." *Oxford Handbook of Political Methodology*.

Pierson, Paul. 2004. *Politics in Time: History, Institutions, and Social Analysis*. Princeton: Princeton University Press.

Tetlock, Philip and Aaron Belkin, eds. *Counterfactual Thought Experiments*, ch. 1, 12.

Levy, Jack. 2002. "Necessary Conditions in Case Studies: Preferences, Constraints and Choices in July 1914." In Gary Goertz and Harvey Starr, eds. *Necessary Conditions*. Rowman and Littlefield, p. 113-145.

## 7. October 5

### **THINKING OUTSIDE THE ARCHIVAL BOX**

What is archival research? What else should we consider outside of the archives? How can political and other social scientists do rigorous and compelling historical analysis?

### **OPTIONAL ASSIGNMENT #1 ON RESEARCH DESIGN DUE.**

#### **Required readings:**

Mahoney, James and Dietrick Rueschemeyer. 2003. "Comparative-Historical Analysis: Achievements and Agendas." In James Mahoney and Dietrick Rueschemeyer, eds., *Comparative Historical Analysis in the Social Sciences*. Cambridge, UK: Cambridge University Press, p. 3-40.

Lustick, Ian. 1996. "History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias." *American Political Science Review* 90 (3): 605-18.

Pierson, Paul. 2003. "Big, Slow-Moving, and... Invisible: Macrosocial Processes in the Study of Comparative Politics. In James Mahoney and Dietrick Rueschemeyer, eds., *Comparative Historical Analysis in the Social Sciences*. Cambridge, UK: Cambridge University Press, p. 177-207.

MacLean, Lauren M. *Informal Institutions and Citizenship in Rural Africa*. New York: Cambridge University Press, Chapters 4 (p. 99-119) and Chapter 5 (p. 120-163, esp. 120-128).

#### **Additional resources:**

Hall, Peter A. 2003. "Aligning Ontology and Methodolgy in Comparative Politics." In James Mahoney and Dietrich Rueschemeyer, eds., *Comparative Historical Analysis in the Social Sciences*. New York: Cambridge University Press, p. 337-372.

Mahoney, James. Path Dependence in Historical Sociology." *Theory and Society*, 507-548.

Mahoney, James. 2003. "Knowledge Accumulation in Comparative Historical Research: The Case of Democracy and Authoritarianism." In James Mahoney and Dietrick Rueschemeyer, eds., *Comparative Historical Analysis in the Social Sciences*. Cambridge, UK: Cambridge University Press, p. 131-174.

Vitalis, Robert. 2006. "The Past is Another Country." In Perecman, Ellen and Sara Curran, eds., *A Handbook for Social Science Field Research: Essays & Bibliographic sources on Research Design and Methods*. Thousand Oaks, CA: Sage.

Harrison, Hope. 1992. "Inside the SED Archives: A Researcher's Diary." *Cold War International History Project Bulletin* 2: begins on p. 20.

Hodder, Ian. 2003. The Interpretation of Documents and Material Culture. In *Collecting and Interpreting Qualitative Materials*, 2<sup>nd</sup> ed. N Denzin and Y. S. Lincoln, Thousand Oaks, CA: Sage.

Bercovitch, Jacob. "Social Research and the Study of Mediation: Designing and Implementing Systematic Archival Research." *International Negotiation* 9 (3): 415-428.

## 8. October 12

### INTERVIEWING

When do you use interviewing? How do you obtain an interview, and how do you know whether it went well?

#### Required readings:

Mosley, Layna, ed. 2013. "'Just Talk to People'?: Interviews in Contemporary Political Science." In Mosley, ed., *Interview Research in Political Science*. Ithaca, NY: Cornell University Press, p. 1-28.

Bleich, Erik and Robert Pekkanen. 2013. "How to Report Interview Data." In Mosley, ed., *Interview Research in Political Science*. Ithaca, NY: Cornell University Press, p. 84-108.

Leech, Beth L., et.al. "Lessons from the 'Lobbying and Policy Change' Project." In Mosley, ed., *Interview Research in Political Science*. Ithaca, NY: Cornell University Press, p. 209- 224.

Soss, Joe. 2014. "Talking Our Way to Meaningful Explanations: A Practice-Centered View of Interviewing for Interpretive Research." In Dvora Yanow and Peregrine Schwartz-Shea, eds., *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 2<sup>nd</sup> ed. Armonk: M.E. Sharpe, p. 127-149.

MacLean, Lauren M. *Informal Institutions and Citizenship in Rural Africa*. New York: Cambridge University Press, Chapter 6 (p. 164-196).

#### Additional resources:

Hochschild, Jennifer. *What's Fair? American Beliefs about Distributive Justice*. Cambridge: Harvard University Press, p. 15-45; 293-308. [example of a study based on interviews with non-elite respondents]

Review Lin, *Reform in the Making*, p. 175-94.



Lynch, Julia. "Aligning Sampling Strategies with Analytic Goals." In Mosley, ed., *Interview Research in Political Science*. Ithaca, NY: Cornell University Press, p. 31-44.

Rubin, Herbt J. and Irene S. Rubin. 2012. "Choosing Interviewees and Judging What they Say." Chapter 4 in *Qualitative Interviewing: The Art of Hearing Data*, 3<sup>rd</sup> ed. Thousand Oaks, CA: Sage. P. 42-48.

Adler, Patricia and Peter Adler. 2002. "The Reluctant Respondents." In Gubrium, Jaber and James Hostein, ed. 2002. *Handbook of Interview Research*. Sage, p. 515-535.

Gubrium, Jaber and James Hostein, ed. 2002. *Handbook of Interview Research*." Sage.

Weiss, Robert S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press. Especially 15-38; p. vii-119; 131-50; 151-153; 179-182; 189-208; 211-22. (GK)

Kvale, Steinar. 2008. *Doing Interviews*. Thousand Oaks, CA: Sage Publications. 1-22; 33-100; 136-145.

Symposium on interview methods in political science, *PS: Political Science* 2002.

Beth Leech, "Asking Questions: Sampling and Completing Elite Interviews." Kenneth

Goldstein, "Getting in the Door: Sampling and Completing Elite Interviews," Jeffrey

Barry "Validity and Reliability Issues in Elite Interviewing."

Biernacki, Patrick and Dan Waldorf. 1981. "Snowball Sampling." *Sociological Methods and Research* 10 (2): 141-164.

Kellee Tsai. *Back Alley Banking*. P. 276-278.

## 9. October 19

### FOCUS GROUPS

Are focus groups just for market researchers and political consultants? How do you organize and carry out a focus group?

### OPTIONAL ASSIGNMENT #2 ON CONCEPTS DUE.

#### Required readings:

David Morgan. 1996. "Focus Groups." *Annual Review of Sociology* 22: 129-152.

Short, Susan E. 2006. "Focus Group Interviews." In Ellen Perelman and Sara R. Curran, eds., *A Handbook for Social Science Field Research: Essays and Bibliographic Sources on Research Design and Methods*. Thousand Oaks, CA: Sage Publications, p. 103-115.

Greenbaum, Thomas L. 2000. "Moderating Fundamentals." In *Moderating Focus Groups: A Practical Guide for Group Facilitation*. Thousand Oaks, CA: Sage. P. 125-157.

Savigny, Heather. 2007. "Focus Groups and Political Marketing: Science and Democracy as Axiomatic?" *British Journal of Politics and International Relations* 9 (1): 122-137.

MacLean, Lauren. *Training Handbook for Focus Group Facilitators*. Prepared for APSA Alumni Workshop at Makerere University Business School.

MacLean, Lauren M. *Informal Institutions and Citizenship in Rural Africa*. New York: Cambridge University Press, Chapter 7 (p. 199-226).

#### Additional resources:

Barbour, Rosaline. 2007. *Doing Focus Groups*. Thousand Oaks, CA: Sage Publications, p. 1-115

Krueger, Richard A. 2009. *Focus groups: A practical guide for applied research*. Thousand Oaks, CA: Sage.

Jarrett, Robin L. 1993. "Focus Group Interviewing with Low-Income Minority Populations: A Research Experience." In David Morgan, ed., *Successful Focus Groups*. Newbury Park, CA: Sage, p. 184-201.

Kidd, Pamela S. and Mark B. Parshall. 2000. "Getting the Focus and the Group: Enhancing Analytical Rigor in Focus Group Research." *Qualitative Health Research* 10 (3): 293-308.

Fuller, Theodore D., John N. Edwards, Sairudee Vorakitphokatorn, and Santhat Sermsri. 1993. "Using Focus Groups to Adapt Survey Instruments to New Populations: Experience from a Developing Country." In David Morgan, ed., *Successful Focus Groups*. Newbury Park, CA: Sage, p. 184-201.

Greenbaum, Tom. 2008. "The Case Against Internet Focus Groups." *MRA Alert Newsletter*, April.  
<http://www.groupsplus.com/pages/case22.htm>

## 9. October 26

### **ETHNOGRAPHY AND PARTICIPANT OBSERVATION**

What is ethnography and participant observation? Is every scholar who does field research also an ethnographer? What are the particular methodological and ethical challenges to doing ethnography?

#### **Required readings:**

Kubik, Jan. 2009. "Ethnography of Politics: Foundations, Applications, Prospects." In Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power*. Chicago: University of Chicago Press, p. 25-52.

Bayard de Volo, Lorraine. 2009. "Participant Observation, Politics, and Power Relations: Nicaraguan mothers and U.S. casino Waitresses." In Edward Schatz, ed., *Political Ethnography*, p. 217-326.

Wedeen, Lisa. 2010. "Reflections on Ethnographic Work in Political Science." *Annual Review of Political Science* 13: 255-272.

KMR. 2015. "Site-Intensive Methods: Ethnography and Participant Observation." In *Field Research in Political Science: Practices and Principles*. New York: Cambridge University Press, 234-265.

James C. Scott. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press, p. 1-47.

#### **Additional resources:**

Pachirat, Timothy. 2015. *Ethnography and Interpretation*. New York: Routledge.

Pader, Ellen. "Seeing with an Ethnographic Sensibility: Explorations beneath the surface of public policies." In Dvora Yanow and Peregrine Schwartz-Shea, eds., *Interpretation and Method: Empirical Methods and the Interpretive Turn*, 2<sup>nd</sup> ed. Armonk, NY: M.E. Sharpe.

Fenno, Richard. 1978. *Home Style: House Members in their Districts*. Boston: Little, Brown, and Company. Appendix – Notes on method: Participant Observation.

Geertz, Clifford. 1973. "The Balinese Cockfight." In *The Interpretation of Cultures*. New York: Basic Books.

Rabinow, Paul. 1977. *Reflections on Fieldwork in Morocco*. Berkeley: University of California Press.

### ***Section 3: Analysis and Writing Using Qualitative Methods***

#### **10. November 2**

#### **MIXED METHODS RESEARCH**

Why use mixed methods research? Should everyone be doing it? What are the advantages and disadvantages of mixed methods research?

#### **ASSIGNMENT # 3 ON INTERVIEWING DUE.**

#### **Required readings:**

Ahmed, Amel and Rudra Sil. 2012. "When Multi-Method Research Subverts Methodological Pluralism." *Perspectives on Politics* 10 (4): 935-53.

Lieberman, Evan. 2005. "Nested Analysis as a Mixed-Method Strategy for Comparative Research." *American Political Science Review* 99 (3): 435-52.

Paluck, Elizabeth. 2010. "The Promising Integration of Qualitative Methods and Field Experiments." *Annals of the American Academy of Political and Social Science* 628: 59-71.

Jackson, Patrick Thaddeus. 2006. "Statistics Strikes Out: A Defense of Genuine Methodological Diversity," in *Making Political Science Matter*, ed. Stanford Schram and Brian Caterino. New York: New York University Press, pp. 86-97.

#### **Additional resources:**

Cammett, Melani and Sukriti Issar. 2010. "Bricks and Mortar Clientelism: Sectarianism and the Logics of Welfare Allocation in Lebanon." *World Politics* 62 (3): 381-421.

Mary Gallagher. 2013. "Capturing Meaning and Confronting Measurement." In Layna Mosley, *Interview Research in Political Science*. Ithaca, NY: Cornell University Press, p. 181-195.

Rudra Sil, 2000. "The Division of Labor in Social Science Research: Unified Methodology or 'Organic Solidarity'." *Polity* 32 (4): 499-531.

Dunning, Thad. 2008. "Natural and Field experiments: The Role of Qualitative Methods." *Qualitative Methods* 6 (2): 17-23.

Bates, Robert, Avner Greif, Margaret Levi, Jean-Laurent Rosenthal, and Barry Weingast. 1998. *Analytic Narratives*. Princeton: Princeton University Press, p. 3-18.

Critique of above by Daniel Carpenter.

Bennett, Andrew and Bear Braumoeller. Draft "Where the Model Frequently Meets the Road: Combining Statistical, Formal and Case Study Methods." Presented at APSA.

Creswell, J. W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage.

Read, M. and D. Marsh. 2002. "Combining Qualitative and Quantitative Methods." IN D. Marsh and G. Stoker, eds. *Theory and Methods in Political Science*, 2<sup>nd</sup> ed. New York: Palgrave Macmillan, p. 231-248.

Collier, David and Colin Elman. 2008. "Qualitative and Multi-Method Research: Organizations, Publications, and Reflections on Integration." In *The Oxford Handbook of Political Methodology*. New York, NY: Oxford University Press, ch. 34.

## **11. November 9**

### **DISCOURSE AND CONTENT ANALYSIS**

What is the difference between discourse and content analysis? What are the sources for discourse and content analysis?

#### **Required readings:**

Herrera, Yoshiko, Bear Braumoeller, et al. 2004. "Symposium: Discourse/Content Analysis." *Qualitative Methods* newsletter 2 (1). Contributions by Hardy et al; Crawford, Laffey and Wildes, Ted Hopf, and Neuendorf.

Aberbach, J.D. and Bert Rockman. 2002. "Conducting and Coding Elite Interviews." In *PS*. 2002. / 673-676.

McMillan, Sally. 2000. "The Microscope and the Moving Target: The Challenge of Applying Content Analysis to the World Wide Web." *Journalism and Mass Communication Quarterly* 77 (1): p. 80-99. (JL)

MacLean, Lauren, George Bob-Milliar, Elizabeth Baldwin, and Elisa Dickey. Forthcoming. "The Construction of Citizenship and the Public Provision of Electricity for the 2014 World Cup in Ghana." *Journal of Modern African Studies*

Holmes, Carolyn. 2015. "Marikana in Translation: Print Nationalism in South Africa's Multilingual Press." African Affairs Available: <http://afraf.oxfordjournals.org/content/early/2015/03/03/afraf.adv001.full.pdf+html>

**Additional resources:**

Shapiro, Gilbert and John Markoff. 1997. "A Matter of Definition." In Carl Roberts, ed., *Text Analysis for the Social Sciences: Methods for Drawing Statistical Inferences from Texts and Transcripts*. Mahwah, NJ: Lawrence Erlbaum, chapter 1.

Krippendorff, Karl. 2013. *Content Analysis: An Introduction to its Methodology*, 3<sup>rd</sup> ed. Thousand Oaks, CA: Sage. Chapter 2, "Conceptual Foundation" and Chapter 4, "The Logic of Content Analysis Design."

Skinner, Quentin. 1969. "Meaning and Understanding in the History of Ideas." *History and Theory* 8 (1): 3-53.

Kim, Annice, Shiriki Kumanyika, Daniel Shive, et al. 2010. "Coverage and Framing of racial and ethnic Health Disparities in US Newspapers 1996-2005." *American Journal of Public Health* 100: S1: S225-S231.

Fairclough, Norman and Isabela Ietcu Fairclough. 2012. *Political Discourse Analysis*. New York: Routledge.

Vansina, Jan. 1985. *Oral Tradition as History*. Madison, WI: University of Wisconsin Press, chapter 7.

**12. November 16****FIELD RESEARCH AND DATA MANAGEMENT**

How do we define field research? Who is doing field research in the 21<sup>st</sup> century and why? How do you design and implement field research?

**ASSIGNMENT #4 ON PARTICIPANT OBSERVATION DUE.****Required readings:**

Kapiszewski, Diana, Lauren M. MacLean and Benjamin L. Read (KMR). 2015. "Field Research in Political Science: Practices and Principles." In *Field Research in Political Science: Practices and Principles*. New York: Cambridge University Press, p. 1-33.

(Skim) KMR. 2015. "A Historical and Empirical Overview of Field Research in the Discipline." In *Field Research in Political Science: Practices and Principles*. New York: Cambridge University Press, p. 34-81.

KMR. 2015. "Preparing for Fieldwork." P. 82-118. [This chapter introduces the concept of a data collection plan, which is crucial for assignment #5.]

KMR. 2015. "Managing in the Field: Logistical, Social, Operational and Ethical Challenges." P. 119-150.

Wood, Elizabeth. 2007. "Field research." In Carles Boix and Susan Carol Stokes, eds., *The Oxford Handbook of Comparative Politics*. Oxford: Oxford University Press, p. 123-146.

**Additional resources:**

Lieberman, Evan, Julia Lynch, and Marc Morje Howard. 2004. "Symposium: Field Research." *Qualitative Methods* 2 (1): 2-8.  
<http://www.maxwell.syr.edu/moynihan/cqrm/newsletters/>

Perecman, Ellen and Sara Curran, eds. 2006. *A Handbook for Social Science Field Research: Essays & Bibliographic sources on Research Design and Methods*. Thousand Oaks, CA: Sage.

Barrett, Christopher and Jeffrey Cason. 1997. *Overseas Research: A Practical Guide*. Baltimore: Johns Hopkins University Press.

Devereaux, Stephen and John Hoddinott. 1993. *Fieldwork in Developing Countries*. Lynne Rienner.

Sriran, Chandra Lekha, John C. King, Julie A. Mertus, Olga Martin-Ortega, and Johanna Herman, eds. 2009. *Surviving Field Research: Working in Violent and Difficult Situations*. New York: Routledge.

**\*\*\* NO CLASS DURING THANKSGIVING BREAK NOVEMBER 23\*\*\***

**13. November 30**

**ETHICAL ISSUES**

Are there particular sets of ethical challenges in doing qualitative research? How do we understand and navigate these challenges?

**EMAIL RECORD OF COMPLETION OF CITI TRAINING DUE BEFORE 6 PM on 11/29 – THE DAY BEFORE OUR CLASS.**

**Required readings:**

National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. 1979. *Ethical Principles and Guidelines for the Protection of Human Subjects of Research* (The Belmont Report).

National Science Foundation. N.d. “Interpreting the Common Rule for the Protection of Human Subjects for Behavioral and Social Science Research.”  
[www.nsf.gov/bfa/dias/policy/hsfaqs.jsp](http://www.nsf.gov/bfa/dias/policy/hsfaqs.jsp)

MacLean, Lauren. 2013. “The Power of the Interviewer.” In Layna Mosley, ed., *Interview Research in Political Science*. Ithaca, NY: Cornell University Press, p. 67-83.

Pachirat, Timothy. 2009. “The Political in Political Ethnography: Dispatches from the Kill Floor,” In Edward Schatz, ed., *Political Ethnography*.

Wood, Elizabeth. 2006. “The Ethical Challenges of Field Research in Conflict Zones.” *Qualitative Sociology* 29 (3): 307-41.

Hauck, Robert, ed. 2008. “Symposium: Protecting Human Research Participants, IRBs and Political Science Redux.” *PS: Political Science and Politics* 41:3: 475-512. See contributions by Mitchell Seligson and Yanow and Schwartz-Shea.

**Additional resources:**

Laura Woliver. 2002. “Ethical Dilemmas in Personal Interviewing.” In Symposium on interview methods in political science in *PS: Political Science and Politics* 35 (4): 677-678.

American Political Science Association. 2008. A guide to Professional Ethics in Political Science, 2<sup>nd</sup> ed. Washington, DC: APSA,  
<http://www.apsanet.org/imgtest/ethicsguideweb.pdf>

Punch, Maurice. 1998. “Politics and Ethics in Qualitative Research.” In N. Denzin and Y. Lincoln, eds., *The Landscape of Qualitative Research: Theories and Issues*. Thousand Oaks, CA: Sage, p. 156-184.



Peritore, N. 1990. "Reflections on Dangerous Fieldwork." *American Sociologist* 21 (4): 359-372.

#### **14. December 7**

#### **ANALYSIS AND WRITING OF QUALITATIVE DATA**

How on earth does one analyze and write up qualitative data?! Is this just really, really hard?

#### **OPTIONAL ASSIGNMENT #5 DATA COLLECTION PLAN DUE.**

#### **Required readings:**

Emerson, Robert M., Rachel I. Fretz, and Linda L Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: U. of Chicago Press, p. 1-11;52-81;89-128;142-144;166-174.

KMR, FRPS, "Analyzing, Writing and Retooling in the Field." Chapter 10, p. 332-367.

Yanow, Dvora. 2009. "Dear Author, Dear Reader: The Third Hermeneutic in Writing and Reviewing Ethnography." In Schatz, ed., *Political Ethnography*. Chicago: University of Chicago Press, p. 275-302.

Wilkinson, Cai. 2014. "On not just Finding what you (Thought you) were Looking for: Reflections on Fieldwork Data and Theory." In Dvora Yanow and Peregrine Schwartz-Shea, eds., *Interpretation and Method: Empirical Methods and the Interpretive Turn*, 2<sup>nd</sup> ed. Armonk, NY: M.E. Sharpe, p. 387-405.

Silvia, Paul. 2007. *How to Write a Lot: A Practical Guide to Productive Academic Writing*. Washington, DC: American Psychological Association. "Introduction." And "Specious Barriers to Writing."

MacLean, Lauren M. *Informal Institutions and Citizenship in Rural Africa*. New York: Cambridge University Press, Chapter 8 Conclusion (p. 227-245).

#### **Additional resources:**

Coffey, A. and Atkinson P. 1996. *Making Sense of Qualitative Data*. Thousand Oaks, CA: Sage.

Miles, M. B. and Huberman, A.M. 1994. *Qualitative Data Analysis*, 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage, p. 16-89.

Kritzer, Herbert M. "The Data Puzzle: The Nature of Interpretation in Quantitative Research." *AJPS* 40 (1): 1-32.

Becker, Howard S. *Tricks of the Trade: How to Think about your Research while You're Doing it*. Chicago: University of Chicago Press, p. 109-145; 164-214.

Evans, Elrina and Caroline Grant, eds. 2009. *Mama. PhD. Women Write about Motherhood and Academic Life*. New Brunswick, NJ: Rutgers University Press.