

Public and International Affairs 3505

Qualitative Research Design and (Field) Methods

Spring 2014
Monday 6-9pm
3415 Wesley W. Posvar Hall

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Qualitative Research Design and Methods provides an overview of contemporary methods used to design and execute qualitative research in the social sciences. The course is required for Ph.D students in the Graduate School of Public and International Affairs. GSPIA Ph.D. students are not advised to enroll in the course prior to their second year of coursework. Students from other disciplines are welcome to enroll in the course. The literature in the course is truly interdisciplinary, relying heavily on literatures in political science, anthropology, economics, and sociology.

In this course students will think about research design and the logic of inference as it applies to qualitative research, but also explore the diverse applications of research methods and then apply those methods to research questions of individual interest.

The first portion of the course is devoted to understanding how to develop research questions that rely upon qualitative methods. To this end, we will explore debates about the appropriate use of qualitative methods as well as analyze and design research questions. The second portion of the course explores the most common designs used by those applying qualitative research methods in the social science. Before exploring specific designs, we will assess the nature of causality in qualitative research. Are approaches that rely upon qualitative methods distinct from those that rely upon quantitative methods? We will then look at some of the most common approaches to qualitative research. In the final portion of the course, we will learn techniques used to collect, analyze, and present qualitative data. The emphasis in this last section of the course will be on qualitative data collected in field settings.

Although motivated Master's-level students are welcome in the course, it should be noted that the ultimate objective of the course is to aid students in the design and execution of academic research.

Course Schedule

Week 1 – January: Introduction and Overview

Week 2 – January 13: Developing Research Questions

Week 3 – January 20: No class - MLK Day

Week 4 – January 27: Assessing Causality in Qualitative Research—Positivist Approaches

Week 5 – February 3: Assessing Causality in Qualitative Research—Interpretive Approaches

Week 6 – February 10: Research Design and Concept Measurement

Week 7 – February 17: Approaches to Case Studies

Week 8—February 24: Within Case Analysis—Process Tracing and Analytic Narratives

Week 9—March 3: Temporality—Macro-Historical Analysis and Path Dependence

Week 10—March 10: Spring Break

Week 11 – Week 17: Entering the Field and Research Ethics

Week 12 –March 24: Participant Observation and Non-participant Observation

Week 13 – March 31: Interviews and Focus Group Discussions

Week 14 – April 7: Analyzing and Presenting Qualitative Data

Week 15 – April 14: Wrapping up

Evaluation

There are several opportunities for evaluation in this course: four written assignments, a final project, and class participation (including two reaction papers).

Written Assignments

Assignment 1: Due January 13

What is your research question for your research project/proposal? You should also be ready to discuss your research question in class.

Assignment 2: Due February 10

Describe how you would measure the concept that is the object of your research design/project this semester in less than 1500 words.

Assignment 3: Due March 3

Assignment #3: Critical review due. No longer than 2,000 words. For this assignment you are to provide a critical review of an important qualitative piece of literature in your field. You must discuss the selection of this piece ahead of time with me. I will provide additional guidance on this assignment two weeks before the due date.

Assignment 4: Due March 31

Design an interview guide to investigate your research question. You should conduct at least three semi-structured interviews using this protocol. The write-up this assignment should not exceed 3,000 words and should include your research question, interview guide, and findings. Interview guides and transcripts will be appendices to submission. M.A. students are required to submit the description of the research question, interview guides, transcripts and preliminary findings.

Response Paper: You are required to submit two response papers during the course of the semester. You will submit the first response paper during the week you moderate discussion. You will submit a second response paper on a date of your choosing responding to the readings of that week. This paper will count for ten percent of your course grade.

Class Moderation and Seminar Participation

Students in the course will be assigned to moderate a class, in partnership with another student. As a class moderator, you will be responsible for three tasks. First, you will write a reaction paper of no more than five pages and submit this to me in class. Second, you are required to post discussion prompts to Courseweb no later than Thursday at 8pm prior to our course meeting. Third, you are responsible for stewarding discussion in class. The moderation opportunity will constitute 10 percent of your course grade. This grade includes evaluation of your reaction paper and prompts posted to Courseweb and stewardship of course discussion on assigned date.

Seminar Meetings

The course is designed to be a seminar. For this approach to be effective, it requires truly careful and thoughtful preparation before each class meeting. This means that you must critically engage the materials before coming to class. I will begin each course with a brief lecture to contextualize the materials. Afterwards, the moderators for the course will take over and steward discussion. At the end of the class meeting I may formally present some materials to ensure we have covered the objectives for the course.

For seminar discussion to be fruitful, you will need to read materials critically and reflectively. Each of you have different research interests. Students come from a variety of disciplines with a wide range of research interests. It goes without saying that you should be courteous and professional to others in class, but I strongly encourage you to engage each other critically. Discussion should not simply revolve around answering questions or coming to a “correct” conclusion to please the instructor but should primarily involve responding to the comments others have made. Strong participation is thoughtful participation that encourages others to chime in. You should never hesitate to stop to ask for clarification if a point made by me or another colleague is unclear.

In addition to discussing the course materials, we will talk about how social scientists conduct research as a profession. Thus, we will spend time in the course discussing issues of research ethics, presentation of research, grants, and other forms of professional development.

Each week, class moderators will post questions on our Courseweb discussion site. You are responsible for making at least two informed posts in response to discussion. These posts will contribute to your class participation grade. The discussion board will automatically cut off discussion by 9pm on Sunday evenings. Make sure you have time to post before this time.

Texting is distracting to drivers and it is equally distracting in the classroom. As a result, during this course you must turn off your cell phone.

Final Assignment

Research Design: This assignment requires students to propose a research design that is suitable for a dissertation topic on a central question in your field. A proposal should be no more than 15 pages and should include a statement of your research question and its significance, a succinct review of related literature, an in-depth discussion of your research strategy, discussion of research ethics and feasibility, as well as estimates of the project timetable and funding requirements.

Applied Research Project: For M.A. students, you should collect and analyze at least eight qualitative observations. These observations must draw on at least two different kinds of data, but at least one observation must be based on semi-structured interviews. Before any field observations, you should plan to meet with me to discuss your research question. You will need to bring with you a copy of your research question, a written plan for collecting your observations, a draft interview protocol, as well as a draft letter of consent soliciting participation. Please send me the draft interview protocol at least three days prior to our meeting so that I can provide you feedback on this before we meet.

Evaluation:

Written Assignments: 40%

- Assignment 1: 5%
- Assignment 2: 5%
- Assignment 3: 10%
- Assignment 4: 10%
- Response paper: 10%

Class participation: ~~30~~30%

- Response paper and class moderation: 10%
- Courseweb contributions and seminar participation: 20%

Research Design/Research Project: 30%

Books

The following books are required books for the course. They are available at the University Bookstore as well as at any number of other retailers

- Becker, Howard S. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article: Second Edition*. University Of Chicago Press.
- Brady, Henry, and David Collier, eds. 2010. *Rethinking Social Inquiry: Diverse Tools, Shared Standards. Second Edition*. Rowman & Littlefield Publishers.
- DeWalt, Kathleen M., and Billie R. DeWalt. 2010. *Participant Observation: A Guide for Fieldworkers. Second Edition*. AltaMira Press.
- Emerson, Robert M, Rachel I Fretz, and Linda L Shaw. 2011. *Writing Ethnographic Fieldnotes*. Chicago: The University of Chicago Press.
- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, N.J.: Princeton University Press.

- Rubin, Herbert J., and Irene S. Rubin. 2011. *Qualitative Interviewing: The Art of Hearing Data*. Third Edition. New York: SAGE Publications, Inc.
- Schatz, Edward. 2009. *Political Ethnography: What Immersion Contributes to the Study of Power*. Chicago: The University of Chicago Press.
- Yin, Robert K. 2014. *Case Study Research: Design and Methods*. Los Angeles, CA: Sage.

Recommended

- Box-Steffensmeier, Janet M., Henry Brady, and David Collier, eds. 2010. *The Oxford Handbook of Political Methodology*. Oxford University Press, USA.

Grading Policy

GSPIA's grading policy is based on the premise that work at the graduate level is fundamentally different from that at undergraduate institutions. In general, expectations regarding student performance will be higher. Grades in the "A" range will be reserved for students who perform exceptionally well in all components of the course. Grades in the "B" range will be considered satisfactory graduate-level performance. Grades in the "C" range are an indication of below satisfactory performance at the graduate level, with marks of "C-" and below not counted toward a student's degree requirements. Students receiving grades of "C+" or lower on early assignments are urged to meet with the instructor at the earliest opportunity to identify potential problems and develop strategies for improvement.

Students occasionally request an extension at the end of the semester if they cannot complete their assignments due to unforeseen work commitments, family problems, illness and so on. A "G" grade will be given only under exceptional circumstances, at the discretion of the instructor, and should be discussed with the instructor before the end of the term. Poor time management is not considered an "exceptional circumstance." According to GSPIA policy, a student must remove the G grade by completing the assigned work for the course as soon as possible in the semester following the course.

Finally, you should note that the assigned readings for the course provide only the skeletal framework for the topics we will discuss. Therefore, in your assignments, you are encouraged to use other research materials, resources, data, readings, etc.

Special Needs

If you have a disability for which you may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, (412) 648-7890/ (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Cheating and Plagiarism

Plagiarism is use of written material from any source without proper citation. It is a serious violation of academic ethics. Note that I adhere strictly to the school policy on plagiarism. Any paper found to have

plagiarized material will automatically receive a failing grade, and serious cases of plagiarism can result in a failing grade for the class, so take the time to familiarize yourself with the rules of citation and with GSPIA's policy (found in the GSPIA handbook of academic policies and procedures). If you have any questions on how to cite sources correctly, please ask me directly. Unless clearly specified, you are expected to complete all assignments individually.

- Provides assistance during an academic evaluation to another person in a manner not authorized by the instructor.
- Receives assistance during an academic evaluation from another person in a manner not authorized by the instructor.
- Practices any form of deceit in an academic evaluation proceeding.
- Submits the work of another person in a manner that represents the work to be one's own.

Statement on Classroom Recording

To address the issue of students recording a lecture or class session, the University's Senate Educational Policy Committee issued the recommended statement on May 4, 2010:

"To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use."

I. Introduction and Overview

Week 1 - January 6

Introduction and Overview

- Ahmed, Amel, and Rudra Sil. 2012. "When Multi-Method Research Subverts Methodological Pluralism—or, Why We Still Need Single-Method Research." *Perspectives on Politics* 10(4): 935–53
- Lieberman, Evan S. 2005. "Nested Analysis as a Mixed-Method Strategy for Comparative Research." *American Political Science Review* 99 (3).
- Mahoney, James, and Gary Goertz. 2006. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research." *Political Analysis* 14(3): 227–49.
- Tarrow, Sidney. 2010. "Bridging the Quantitative-Qualitative Divide." In *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, eds. David Collier and Henry Brady. Rowman & Littlefield Publishers, 101–10.
- National Science Foundation. Workshops on Qualitative Research. Washington, D.C.
 - 2004 Report <http://www.nsf.gov/pubs/2004/nsf04219/nsf04219.pdf>
 - 2009 Report: http://www.nsf.gov/sbe/ses/soc/ISSQR_workshop_rpt.pdf
- Becker, Howard S. 2009. "How to Find Out How to Do Qualitative Research." *International Journal of Communication* 3: 545–53.

II. Elements of Research Design

Week 2 – January 13

Developing Research Questions

Assignment #1

What is your research question? You should also be ready to discuss your research question in class.

- King, Gary, Robert Keohane, and Sidney Verba. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton N.J.: Princeton University Press, 1994. Chapter 1
- Yin, Robert K. 2014. *Case Study Research: Design and Methods*. Los Angeles, CA: Sage. Chapter 1
- Rubin, Herbert J., and Irene S. Rubin. 2012. *Qualitative Interviewing: The Art of Hearing Data*. Third Edition. New York: SAGE Publications, Inc. Chapter 4
- Becker, Howard S. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article: Second Edition*. 2nd ed. University Of Chicago Press, 2007. Chapter 8
- Geddes, Barbara. 2003. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. University of Michigan Press. Chapter 2: "Big Questions, Little Answers."
- Weingast, Barry R. "Structuring Your Papers (Caltech Rules)." Stanford University, April 2010.
- Pzeworski, Adam and Salomon, Frank, *The Art of Writing Proposals*. (Social Science Research Council, 1995 rev., 1988).

Read Skocpol and one other:

- Skocpol, Theda. *States and Social Revolutions: A Comparative Analysis of France, Russia and China*. New York: Cambridge University Press, 1979. Chapter 1

- Posner, Daniel N. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi." *The American Political Science Review* 98(4): 529–45.
- Tsai, Lily. 2007. "Solidary Groups, Informal Accountability, and Local Public Goods Provision in Rural China." *American Political Science Review* 101(2).
- Wood, Elisabeth Jean. 2001. "An Insurgent Path to Democracy Popular Mobilization, Economic Interests, and Regime Transition in South Africa and El Salvador." *Comparative Political Studies* 34(8): 862–88.

Week 3 – January 20

No class - MLK Day

Week 4 – January 27

Assessing Causality in Qualitative Research: Positivist Approaches

- Hall, Peter A., and Rosemary C. R. Taylor. 1996. "Political Science and the Three New Institutionalisms." *Political Studies* 44(5): 936–57
- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, N.J.: Princeton University Press. Chapters 2 and 3
- Rogowski, Ronald. "How Inference in the Social (but Not the Physical) Sciences Neglects Theoretical Anomaly." In *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, edited by David Collier and Henry Brady, 89–98. Second Edition. Rowman & Littlefield Publishers, 2010.
- Schelling, Thomas C. 2006. *Micromotives and Macrobehavior*. Revised. W. W. Norton & Company. Chapter 1
- Mill, John Stuart. 2006. *A System of Logic, Ratiocinative and Inductive: Being a Connected View of the Principles of Evidence and the Methods of Scientific Investigation*. Chapter 8.
- Weber, Max. 2001 [1905]. "Objective Possibility and Adequate Causation in Historical Explanation." In Michael Martin and Lee McIntyre, eds., *Readings in The Philosophy of Social Science*. Cambridge, MIT Press.

Week 5 – February 3

Assessing Causality in Qualitative Research: Interpretive Approaches

- Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture." In Geertz, *The Interpretation of Cultures*. New York: Basic Books.
 - Chapter 1: "Thick Description"
 - Chapter 15: "Deep Play: Notes on the Balinese Cockfight"
- Lin, Ann Chih. 1998. "Bridging Positivist and Interpretivist Approaches to Qualitative Methods." *Policy Studies Journal* 26(1): 162–80.
- Hall, Peter A. 2003. "Aligning Ontology and Methodology in Comparative Politics." In *Comparative Historical Analysis in the Social Sciences*, eds. James Mahoney and Dietrich Rueschemeyer. New York: Cambridge University Press, 337–72.
- Schatz, Edward. 2009. *Political Ethnography: What Immersion Contributes to the Study of Power*. Chicago: The University of Chicago Press. Pp 1-52, 75-86, 255-274.

Week 6 – February 10

Research Design and Concept Measurement

assignment #2:
what's your DV

Assignment #2: Describe how you would measure the concept that is the object of your research design/project this semester in less than 1500 words.

- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton N.J.: Princeton University Press. Chapter 4
- Collier, David, Gerardo L. Munck, and Jason Seawright. "The Quest for Standards: King, Keohane, and Verba's *Designing Social Inquiry*." In *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, edited by David Collier and Henry Brady, 33-64. Second Edition. Rowman & Littlefield Publishers, 2010.
- King, Gary, Robert Keohane, and Sidney Verba. "The Importance of Research Design." In *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, edited by David Collier and Henry Brady, 111–122. Second Edition. Rowman & Littlefield Publishers, 2010.

Concepts and Measures

- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton N.J.: Princeton University Press. Chapter 5
- Adcock, Robert, and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *The American Political Science Review* 95(3): 529–546.
- Sartori, Giovanni. 1970. "Concept Misformation in Comparative Politics." *American Political Science Review* 64: 1033-1053.
- Coppedge, Michael, et. al. 2011. "Conceptualizing and Measuring Democracy: A New Approach." *Perspectives on Politics* 9(2): 247–67.

I. The Case Study Approach

Week 7 – February 17

Approaches to Case Studies

- Yin, Robert K. 2014. *Case Study Research: Design and Methods*. Los Angeles, CA: Sage.
- Gerring, John. 2006. *Case Study Research: Principles and Practices*. New York: Cambridge University Press. Chapter 5.
- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton N.J.: Princeton University Press. Chapter 6
- Rueschemeyer, Dietrich. 2003. "Can One or a Few Cases Yield Theoretical Gains?" In *Comparative Historical Analysis in the Social Sciences*, eds. James Mahoney and Dietrich Rueschemeyer. New York: Cambridge University Press, 305–36.
- Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2(1): 131–50.

Examples

- Kaufman, Herbert. 1960. *The Forest Ranger: A Study in Administrative Behavior*. New York: Taylor & Francis.
- Harding, D. J., C. Fox, and J. D. Mehta. 2002. "Studying Rare Events through Qualitative Case Studies: Lessons from a Study of Rampage School Shootings." *Sociological Methods & Research* 31(2): 174–217.

Week 8—February 24

Within Case Analysis: Process Tracing and Analytic Narratives

Process Tracing

- Collier, David. 2011. "Understanding Process Tracing." *PS: Political Science & Politics* 44(4): 823–30.
- George, Alexander L., and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: The MIT Press. Chapter 7
- Tansey, Oisín. 2007. "Process Tracing and Elite Interviewing: A Case for Non-Probability Sampling." *PS: Political Science & Politics* 40(04): 765–72.

Analytic Narratives

- Bates, Robert, Avner Grief, Margaret Levi, Jean-Laurent Rosenthal, and Barry Weingast. 2000. "The Analytic Narrative Project." *American Political Science Review* 94: 696–702.
- Carpenter, Daniel P. 2000. "Commentary: What Is the Marginal Value of Analytic Narratives?" *Social Science History* 24(4): 653–67.
- Levi, Margaret, Jean-Laurent Rosenthal, Robert H. Bates, Avner Greif, and Barry R. Weingast. 2000. "Analytic Narratives Revisited." *Social Science History* 24(4): 685–96.

Analytic Narrative Example (Pick one)

- Nalepa, Monika. "Captured Commitments: An Analytic Narrative of Transitions with Transitional Justice." *World Politics* 62(2): 341–80.
- Zagare, F. C. 2009. "Explaining the 1914 War in Europe: An Analytic Narrative." *Journal of Theoretical Politics* 21(1): 63–95.

Process Tracing Example (Pick one)

- Sagan, Scott Douglas. 1995. *The Limits of Safety*. Princeton, N.J.: Princeton University Press. Chapter 1.
- Jacobs, Alan M. 2011. *Governing for the Long Term: Democracy and the Politics of Investment*. Cambridge; New York: Cambridge University Press. Pp. 28-73, 110-132.

assignment #3:
a prominent piece
with primary sources
up to 10 pages

Week 9—March 3

Temporality: Macro-Historical Analysis and Path Dependence

Assignment #3: Critical review due. No longer than 2,000 words. For this assignment you are to provide a critical review of an important qualitative piece of literature in your field.

- Gaddis, John Lewis. 1987. "Expanding the Data Base: Historians, Political Scientists, and the Enrichment of Security Studies." *International Security* 12(1): 3–21.

Comparative Historical Analysis

- Skocpol, Theda, and Margaret Somers. 1980. "The Uses of Comparative History in Macrosocial Inquiry." *Comparative Studies in Society and History* 22(2): 174–97.
- Tilly, Charles. 1984. *Big Structures, Large Processes, Huge Comparisons*. New York: Russell Sage Foundation. Chapters 1-3.
- Mahoney, James. 2003. "Strategies of Causal Assessment in Comparative Historical Analysis." In *Comparative Historical Analysis in the Social Sciences*, eds. James Mahoney and Dietrich Rueschemeyer. New York: Cambridge University Press, 337–72.
- Somers, M. R., and F. Block. 2005. "From Poverty to Perversity: Ideas, Markets, and Institutions over 200 Years of Welfare Debate." *American Sociological Review* 70(2): 260–87.

Path Dependence

- David, Paul A. 1985. "Clio and the Economics of QWERTY." *The American Economic Review* 75(2): 332–37.
- Pierson, Paul. 2000. "Increasing Returns, Path Dependence, and the Study of Politics." *The American Political Science Review* 94(2): 251–67.
- Robinson, James A., and Q. Neil Parsons. 2006. "State Formation and Governance in Botswana." *Journal of African Economies* 15(S1): 100–140.

Week 10—March 10

Spring Break

Week 11 – Week 17

Entering the Field and Research Ethics

Note: this week you must submit paperwork indicating that you have completed IRB training from the University of Pittsburgh IRB website.

- DeWalt, Kathleen M., and Billie R. DeWalt. 2010. *Participant Observation: A Guide for Fieldworkers*. Second Edition. AltaMira Press. Chapters 1 -3
- Cassell, Joan. 1980. "Ethical Principles for Conducting Fieldwork." *American Anthropologist* 82(1): 28–41.
- Elisabeth Wood, "Field Methods." In Charles Boix and Susan Stokes (eds.), *The Oxford Handbook of Comparative Politics*. Oxford, 2007.
- Schatz, Edward. 2009. *Political Ethnography: What Immersion Contributes to the Study of Power*. Chicago: The University of Chicago Press. Pp. 165-182, 201-236. Pp. 119-142.

- Emerson, Robert M, Rachel I Fretz, and Linda L Shaw. 2011. *Writing Ethnographic Fieldnotes*. Chicago: The University of Chicago Press. Chapters 1-2
- University of Pittsburgh IRB training.

Examples (Pick 2)

- Edwards, David B. 1996. *Heroes of the Age: Moral Fault Lines on the Afghan Frontier*. Berkeley, C.A.: University of California Press. Introduction
- Liebow, Elliott. 2003. *Tally's Corner: A Study of Negro Streetcorner Men*. 2nd ed. New York: Rowman & Littlefield Publishers. Excerpts
- Turam, Berna. 2006. *Between Islam and the State: The Politics of Engagement*. Palo Alto, CA: Stanford University Press. Excerpts
- Laitin, David D. 1986. *Hegemony and Culture: Politics and Change Among the Yoruba*. Chicago: University Of Chicago Press. Methodology Appendix

Recommended

- Symposium: Protecting Human Research Participants, IRBs, and Political Science Redux. 2008. *PS: Political Science and Politics* 41 (July)

Week 12 –March 24

Participant Observation and Non-participant Observation

- DeWalt, Kathleen M., and Billie R. DeWalt. 2010. *Participant Observation: A Guide for Fieldworkers*. Second Edition. AltaMira Press. Chapters 4-7
- Emerson, Robert M., Rachel I .Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes*. Chicago: The University of Chicago Press. Chapters 3-5
- Schatz, Edward. 2009. *Political Ethnography: What Immersion Contributes to the Study of Power*. Chicago: The University of Chicago Press. Pp. 165-182, 201-236.
- Fenno, Richard F. 2009. *Home Style: House Members in Their Districts (Longman Classics Series)*. New York: Pearson. Excerpts
- Lipsky, Michael. 2010. *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. New York: Russell Sage Foundation. Excerpts
- Gilboy, Janet A. 1992. "Penetrability of Administrative Systems: Political 'Casework' and Immigration Inspections." *Law & Society Review* 26(2).

Recommended

- Fenno, Richard F. 1990. *Watching Politicians: Essays on Participant Observation*. Berkeley, C.A.: University of California Press.
- Fenno, Richard F. 1995. *Congressmen in Committees*. 1st ed. Berkeley, C.A.: University of California Press.
- Whyte, William Foote. 1993. *Street Corner Society: The Social Structure of an Italian Slum*. Chicago: University Of Chicago Press. Methods Appendix

Week 13 – March 31

Interviews and Focus Group Discussions

Assignment #4: Design an interview guide to investigate your research question. You should conduct at least three semi-structured interviews using this protocol. The write-up this assignment should not

exceed 3,000 words and should include your research question, interview guide, and findings. Interview guides and transcripts will be appendices to submission. M.A. students are required to submit the description of their research question, interview guides, transcripts and preliminary findings.

- Rubin, Herbert J., and Irene S. Rubin. 2012. *Qualitative Interviewing: The Art of Hearing Data*. Third Edition. New York: SAGE Publications, Inc. Chapters 1-3, 5-7
- Morgan, David L. 1996. "Focus Groups." *Annual Review of Sociology* 22: 129–52.
- Fujii, Lee Ann. 2010. "Shades of Truth and Lies: Interpreting Testimonies of War and Violence." *Journal of Peace Research* 47(2): 231–41.
- Schatz, Edward. 2009. *Political Ethnography: What Immersion Contributes to the Study of Power*. Chicago: The University of Chicago Press. Pp. 53-74.
- Murtazashvili, Jennifer, *Informal Order and the State*, Preface, Chapter 7, methodological appendix

Recommended

- Weiss, Robert S. 1995. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. Original. New York: Free Press.
- Krueger, Richard A., and Mary Anne Casey. 2008. *Focus Groups: A Practical Guide for Applied Research*. 4th ed. SAGE Publications, Inc.
- Symposium: Interview Methods in Political Science. *PS: Political Science and Politics* 35(4) 2002: 663-672.

Week 14 – April 7

Analyzing and Presenting Qualitative Data

- Yin, Robert K. 2014. *Case Study Research: Design and Methods*. Los Angeles, CA: Sage. Chapters 5-6.
- Saldaña, Johnny. 2013. *The Coding Manual for Qualitative Researchers*. Los Angeles: SAGE. pp. 1-31.
- DeWalt, Kathleen M., and Billie R. DeWalt. 2010. *Participant Observation: A Guide for Fieldworkers*. Second Edition. AltaMira Press. Chapters 8 and 9
- Emerson, Robert M, Rachel I Fretz, and Linda L Shaw. 2011. *Writing Ethnographic Fieldnotes*. Chicago: The University of Chicago Press. Chapters 6-7.
- Rose McDermott et al., Symposium, Data Collection and Collaboration. *PS: Political Science and Politics* 43(1): 15-58, 2010.

Week 15 – April 14

Wrapping up

Becker, Howard S. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*: Second Edition. 2nd ed. University Of Chicago Press, 2007.