

# Qualitative-Interpretive Research Methods

**POLS 6004**

**Spring 2017**

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Office Hours: by appointment  
Class: Mondays, 2:00-5:00 pm,  
Location: Bldg 73, Rm 108

All graduate students in political science are required to take a course in quantitative methods (6001) and in research design (7004). As the newest core course in the graduate program, POLS 6004 broadens the methodological training offered by the department so that students are more fully aware of the possible approaches they might use for the Masters essay or Doctoral dissertation. (The department also offers an advanced course in quantitative methods, 6002, which may be substituted for 6004). The course introduces basic qualitative-interpretive methods and students are encouraged to supplement their training with more advanced courses available across the university.

Qualitative-interpretive approaches have a long history of use in the social sciences. In political science their use has varied by subfield and by publishing venue (i.e., journals versus books). Both comparative politics and international relations have had comparatively strong traditions, with the latter having developed an interpretive (constructivist) strain over the last decades. As a more interdisciplinary subfield, public administration has a complex history with qualitative approaches prominent but increasingly challenged by those championing quantitative methods. Despite significant exceptions like Richard Fenno's *Home Style: House Members in their Districts* (1978), American politics has been dominated by quantitative methods—particularly when it comes to what is published in journals. However, that dominance is beginning to be challenged. (See the January 2017 *PS: Political Science & Politics* symposium on political ethnography, in which 3 of the 5 contributors are scholars working in the American subfield.) Finally, while political theory is conventionally thought of as a “non-empirical” field, theorists have always used the kinds of textual methods common to interpretive approaches and a new generation of theorists is challenging that convention—using interviews, policy texts, etc. Because 6004 is offered across subfields, students are urged to attend to practices within their major and minor subfields and to bring those perspectives into class discussion.

Of the four texts for the course, the text on fieldnotes is authored by non-political scientists (two sociologists, one folklorist); the edited text demonstrates qualitative-interpretive methods within contemporary political science across subfields; and the two specialty texts (Schaffer and Shenhav) are part of the Routledge Series on Interpretive Methods edited by Yanow and Schwartz-Shea.

Because of the breadth of qualitative-interpretive research traditions, there are inevitable tradeoffs in what can be fruitfully covered in a single semester. This is especially so when it comes to data-analytic methods, which are numerous—ranging from thematic coding to discourse analysis. For this reason we will focus our energies on basic data generation—observation, interviewing, documents—with more limited attention to data analytic techniques. I welcome your feedback on any aspect of the course but, particularly, on the extent to which you believe it meets your subfield needs—although promoting subfield methodological pluralism is a goal of this course!

### **Required Texts**

Emerson, Robert M., Fretz, Rachel I., and Shaw, Linda L. 2011. *Writing Ethnographic Fieldnotes*, 2<sup>nd</sup> edition. Chicago: University of Chicago Press.

Schaffer, Frederick, C. 2016. *Elucidating Social Concepts: An Interpretivist Guide*. New York: Routledge.

Shenhav, Shaul R. 2015. *Analyzing Social Narratives*. New York: Routledge.

Yanow, Dvora, and Schwartz-Shea, Peregrine. eds. 2014. *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 2<sup>nd</sup> edition. Armonk, NY: M.E. Sharpe.

Marriott e-reserve and CANVAS readings

### **Key Dates - No class**

January 16, MLK Day  
February 20, Presidents' Day  
March 13-20, Spring Break

### **Course Requirements**

Reading and participation	30%
Hands-on assignments	70%

Multiple meanings/symbols, brief assignment (≈ 2 pgs)  
Fieldnotes assignment (≈ 5 pgs)  
Interview design, brief assignment (≈ 3 pgs)  
Interview I - A phenomenological interview (≈ 5 pgs)  
Interview II – in “teams”  
    audio taping  
    transcription  
    analyses I & II  
Evidence generation, brief assignment (≈ 3 pgs)  
Analysis assignment I (single interview)  
Analysis assignment II (two interviews)

*I reserve the right to adapt this syllabus over the course of the semester.*

### **Reading and participation**

Grading for participation will be based on attendance and contribution. For reading, each student will be assigned responsibility for producing several 1 page summaries to be distributed to me (in class) and to other students via CANVAS.

### **Americans with Disabilities Act: Reasonable Accommodations for Qualified Students**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, email: [info@disability.utah.edu](mailto:info@disability.utah.edu). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services (<http://disability.utah.edu>).

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of

Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776.

**COURSE OVERVIEW** Note: Numbers of pages of reading are estimates only.

Week 1 **January 9**—INTRODUCTION

What is the place of qualitative-interpretive methods in political science?

Reading: 40 pages

HAND OUT: Multiple meanings/symbols assignment

Week 2 **January 16**—MLK DAY No class

Week 3 **January 23**—CONCEPTS AND THEORY

Concepts are the building blocks of theory. How should these “blocks” be built? What is the role of theory in research? What constitutes “quality” in research? What role do “causality” and “generalizability” play in qualitative and interpretive studies?

Reading: 177 pages

**DUE**: Multiple meanings/symbols assignment

Week 4 **January 30**—OBSERVATION

Getting started – a skill that can be learned!

Reading: 163 pages

HAND OUT: Fieldnotes Assignment

Week 5 **February 6**—ETHNOGRAPHY IN POLITICAL SCIENCE

GUEST LECTURE: Professor Jim Curry

Reading: 115 pages

**DUE** Wednesday February 8, 5 pm (please email): Fieldnotes Assignment

HAND OUT: Research design for an interview study [brief assignment]

Week 6 **February 13**—INTERVIEWING

Varieties of interviewing; What difference does researcher identity make?

Reading: about 200 pages

**DUE**: Research design for an interview study [brief assignment]

HAND OUT: Interview I - A Phenomenological Interview

Week 7 **February 20**—PRESIDENT’S DAY, No class

Week 8 **February 27**—INTERVIEWING and RESEARCH ETHICS

GUEST Roundtable: Political science doctoral students Arielle Newman, Jen Seelig, and others

Reading: 36 pages

**DUE**: Interview I

Week 9 **March 6**—ANALYSIS I

What are the basics? Close reading, Coding and memoing, Word-based content analysis; What are the possibilities? Visual methods, Varieties of discourse analysis (Handout), Process tracing (see week 11), etc. *See Table I-1, p. xxiii, Yanow and Schwartz-Shea, 2014!*

Reading: 120 pages

HAND OUT: Interview II (instructions); teams/pairs in-class work

Week 10 **March 13**—SPRING BREAK, no class

Week 11 **March 20**—ANALYSIS II

Framing, Metaphor Analysis, Story and Narrative Analysis, Collective Memory

Reading: 175 pages

Week 12 **March 27**—DOCUMENTS and ARCHIVAL RESEARCH

How should we understand documents? How do we locate them? Which ones are relevant? What about other artifacts? What narratives can we analyze in such texts?

Reading: 66 pages

**DUE:** Interview II – evidence of its completion, i.e., fieldnotes, audio file

HAND OUT: Generating evidence through documents [brief assignment]

Week 13 **April 3**—[COMPARATIVE] CASE STUDY RESEARCH – HISTORICAL AND OTHERWISE

GUEST LECTURE Professor Steven Lobell

Reading: 113 pages

**DUE:**

- Interview II – Transcription
- Generating evidence, brief assignment

HAND OUT: Analysis I

Week 14 **April 10**—CASE STUDY RESEARCH – PROCESS TRACING

GUEST LECTURE Professor Sam Handlin

Reading: 50 pages

Week 15 **April 17**—MULTIPLE METHODS, MIXED METHODS, MULTI-METHOD

What are the differences?

Reading: 9 pages

**DUE:** Analysis I

HAND OUT: Analysis II

Week 16 **April 24**—RESEARCH ETHICS Revisited

Reading: 73 pages

Finals Week: Thurs-Wed, April 27-May 3

**DUE:** Thursday May 4, noon, Analysis II

## **COURSE DETAIL**

Readings are available in texts, on e-reserve or through CANVAS

### Week 1 **January 9—INTRODUCTION (40)**

What is the state of qualitative-interpretive methods and methodologies in political science?

Collier, David, Seawright, Jason, and Brady, Henry E. 2003. Qualitative versus Quantitative: What Might This Distinction Mean? *Qualitative Methods: Newsletter of the American Political Science Association Organized Section on Qualitative Methods* 1 (1): 4–8. **4 ON CANVAS**

Yanow, Dvora. 2003. Interpretive Empirical Political Science: What Makes This Not a Subfield of Qualitative Methods. *Qualitative Methods: Newsletter of the American Political Science Association Organized Section on Qualitative Methods* 1 (2): 9–13. **5 ON CANVAS**

Prasad, Pushkala. 2005. Qualitative Research as Craft: Postpositivist Traditions and Research Styles. In *Crafting Qualitative Research*. Armonk, NY: M.E. Sharpe, pp. 3-11. **8 ON CANVAS**

Hawkesworth, Mary. 2014. Contending Conceptions of Science and Politics: Methodology and the Constitution of the Political. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 27-49. Armonk, NY: M.E. Sharpe. **23**

#### **Further reading**

Yanow, Dvora. 2014. Thinking Interpretively: Philosophical Presuppositions and the Human Sciences. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 5-26. Armonk, NY: M.E. Sharpe.

[Annotation: Understand the sources and history of interpretive social science.]

Bochner, Arthur P. 2012. Between Obligation and Inspiration: Choosing Qualitative Inquiry. *Qualitative Inquiry* 18 (7): 535-543. **8 [Annotation: One scholar's story of changing his views.]**

### Week 2 **January 16—MLK DAY** No class

### Week 3 **January 23—CONCEPTS AND THEORY (177)**

Concepts are the building blocks of theory. How should these “blocks” be built? What is the role of theory in research? What constitutes “quality” in research? What role do “causality” and “generalizability” play in qualitative and interpretive studies?

Schaffer, Frederick, C. 2016. Chapters 1-4 from *Elucidating Social Concepts: An Interpretivist Guide*. New York: Routledge. **88 [read closely]**

Yanow and Schwartz-Shea, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 2<sup>nd</sup> edition: read the following section introductions: **19**

- Part I. Meaning and Method, 1-3, **3**
- Part II. Generating Data, 147-60, **11**
- Part IV. Re-Recognizing the Human Sciences Through Interpretive Methodologies, 421-25, **5**

- Adcock, Robert. 2014. Generalization in Comparative and Historical Social Science: The Difference that Interpretivism Makes. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 80-96. Armonk, NY: M.E. Sharpe, **14** [Annotation: if your field is comparative politics, read this one closely.]
- Dow, Doug. 2014. Working with Concepts: Challenging the Language-Reality Dichotomy. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 64-79. Armonk, NY: M.E. Sharpe. **14** [Annotation: A strong history within political theory.]
- Schwartz-Shea Peregrine. 2014. Judging Quality: Evaluative Criteria and Epistemic Communities. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 120-46. Armonk, NY: M.E. Sharpe. **22** [Annotation: Skim pgs 124-129 but pay attention to the tables; key portion of chapter are the criteria and final section. Read note 31 on causality.]
- Wilkinson, Cai. 2014. Not Just Finding What You (Thought You) Were Looking For: Reflections on Fieldwork Data and Theory. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 387-405. Armonk, NY: M.E. Sharpe. **17** [Annotation: She writes from the perspective of IR theory.]
- Erickson, Frederick. 2012. Comments on Causality in Qualitative Inquiry. *Qualitative Inquiry* 18(8) 686–688. **3**

#### Further reading

- Shaw, James A., and DeForge, Ryan T. 2014. Qualitative Inquiry and the Debate Between Hermeneutics and Critical Theory. *Qualitative Health Research* 24 (11):1567-1580. **13** [Annotation: This is a “debate” but also has a section on assessing quality of research.]
- Brandwein, Pamela. 2014. Studying the Careers of Knowledge Claims: Applying Science Studies to Legal Studies. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 284-99. Armonk, NY: M.E. Sharpe, **13** [Annotation: For those interested in legal analysis]
- Walt, Stephen, and John J. Mearsheimer. 2013. Leaving Theory Behind: Why Simplistic Hypothesis Testing is Bad for International Relations. *European Journal of International Relations* 19 (3): 427-57. [IR]; see, also, <http://duckofminerva.com/2013/09/leaving-theory-behind-why-simplistic-hypothesis-testing-is-bad-for-ir.html>
- Suddaby, Roy. 2006. What Grounded Theory Is Not. *Academy of Management Journal* 49 (4):633–642. **9** [Annotation: If you are going to do grounded theory, you must cite the version you will use; the founders split and went in different philosophical directions.]
- Lichterman, Paul. 2005. Theory and Evidence in a Study of Religious Groups. From *Evasive Togetherness: Church Groups Trying to Bridge America's Division*. Princeton, NJ: Princeton University Press, pp. 264-73. **9**
- Eliasoph, Nina, and Paul Lichterman. 1999. ‘We Begin with Our Favorite Theory...’: Reconstructing the Extended Case Method. *Sociological Theory* 17 (2), 228-234. **6** [Annotation: “Extended case method” is sociological tradition.]
- Little, Daniel. 1993. On the Scope and Limits of Generalizations in the Social Sciences. *Synthese* 97: 183-207. **24**
- Becker, Howard S. 1992. Cases, causes, conjunctures, stories, and imagery. In C.C. Ragin & H.S. Becker (Eds.), *What is a case? Exploring the foundations of social inquiry* (pp. 217-226). Cambridge: Cambridge University Press. **9** [Annotation: Haven’t read this particular one but Becker is

- always good.]**
- Njolstad, Olav 1990. Learning from History? Case Studies and the Limits to Theory Building. In Nils Gleditsch and Olav Njolstad, eds. *Arms Races: Technological and Political Dynamics*. Newbury Park: Sage, pp. 202-246. **44 [Annotation: Does political science take history seriously enough?]**
- Schatzberg, Michael G. 2009. Ethnography and Causality: Sorcery and Popular Culture in the Congo. In Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power*, 183-200. Chicago: University of Chicago Press. **18 [Annotation: Schatzberg also mentions sorcery-like beliefs in Western countries.]**
- Zirakzadeh, Cyrus Ernesto. 2009. When Nationalists Are Not Separatists: Discarding and Recovering Academic Theories While Doing Fieldwork in the Basque Region of Spain. In Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power*, 97-118. Chicago: University of Chicago Press. **21 [Annotation: Classic work on what can happen in the field and how it upends plans and theories.]**

#### Week 4 **January 30—OBSERVATION** (163)

Getting started – a skill that can be learned!

- Emerson, Robert M., Fretz, Rachel I., and Shaw, Linda L. 2011. Chapters 1-4. *Writing Ethnographic Fieldnotes*, 1-127. Chicago: University of Chicago Press. **127**
- Pader, Ellen. 2014. Seeing with an Ethnographic Sensibility: Explorations beneath the Surface of Public Policies. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 194-208. Armonk, NY: M.E. Sharpe. **13**
- Woolf, Nicholas, and Yim, Jennifer MJ. 2012. The Courtroom-Observation Program of the Utah Judicial Performance Evaluation Commission. *Court Review*, 47: 84-91. **7**
- Yanow, Dvora. 2014. How Built Spaces Mean: A Semiotics of Space. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 368-86. Armonk, NY: M.E. Sharpe. **16**

#### **Further reading**

- Alvarez, Michael R., Atkeson, Lonna Rae, and Hall, Thad. 2013. Appendix: Precinct Opening, Closing, Election Day Forms. From *Evaluating Elections*, 151-58. Cambridge: Cambridge University Press. **7 [Annotation: A positivist approach to observation.]**
- Scott, Susie, Tamsin Hinton-Smith, Vuokko Härmä and Karl Broome. 2012. The Reluctant Researcher: Shyness in the Field. *Qualitative Research* 12: 715-734. **16 [Annotation: Useful if you are shy—though we all may feel shy in the field.]**

#### Week 5 **February 6—ETHNOGRAPY IN POLITICAL SCIENCE** (115)

GUEST LECTURE: Professor Jim Curry

- Emerson, Robert M., Fretz, Rachel I., and Shaw, Linda L. 2011. Chapter 5. Pursuing Members' Meanings. *Writing Ethnographic Fieldnotes*, 129-69. Chicago: University of Chicago Press. **40**
- Schwartz-Shea, Peregrine, and Majic, Samantha. 2017. Symposium Introduction—Ethnography and Participant Observation: Political Science Research in this “Late Methodological Moment.” *PS: Political Science & Politics*, 50 (1), 1-9. **9 ON CANVAS. [Annotation: 3 symposium contributions from the American field,**

- including Professor Curry, 1 from IR and 1 from Comparative; comments from Ed Schatz (comparative politics) and Evelyn Brodtkin (public administration).]**
- Curry, James M. 2015. Appendix A: Notes on the Qualitative Methods. From *Legislating in the Dark: Information and Power in the House of Representatives*, Chicago: University of Chicago Press, pp. 207-222. **15**
- Kurowska, Xymena. 2014. Practicality by Judgement: Transnational Interpreters of Local Ownership in the Polish-Ukrainian Border Reform Encounter. *Journal of International Relations and Development* 17: 545–565. **20 [Annotation: Ethnography in IR! Kurowska has contributed to Brent Steele’s edited books.]**
- Shehata, Samer. 2014. Ethnography, Identity, and the Production of Knowledge. In Dvora Yanow and Peregrine Schwartz-Shea, eds., *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Armonk, NY: M.E. Sharpe, pp. 209-27. **17 [Annotation: Great stories and a nice meditation on how identity affects data generation.]**
- Schatz, Edward. 2009. What Kind(s) of Ethnography Does Political Science Need? In Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power*, 303-18. Chicago: University of Chicago Press. **14 [Annotation: Schatz’ book has become a classic in political science.]**

#### **Further reading**

- Taylor, Scott, and Land, Christopher. 2014. Organizational Anonymity and the Negotiation of Research Access. *Qualitative Research in Organizations and Management: An International Journal* 9 (2):98-109. **[Access!]**
- Orsini, Michael. 2014. “May I See Your Color-Coded Badge?” Reflections on Research with “Vulnerable” Communities. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 406-420. Armonk, NY: M.E. Sharpe. **14**
- Kunda, Gideon. 2013. Reflections on Becoming an Ethnographer. *Journal of Organizational Ethnography* [in press]. **28**
- Bondy, Christopher. 2012. How Did I Get Here? The Social Process of Accessing Field Sites. *Qualitative Research* 13 (5): 578-90. **12 [Access!]**
- Feldman, Martha S., Bell, Jeannie, and Berger, Michelle Tracy. 2012. *Gaining Access: A Practical and Theoretical Guide for Qualitative Researchers*. Walnut Creek, CA: AltaMira Press. **[Access!]**
- Agar, Michael. 2010. On the Ethnographic Part of the Mix: A Multi-Genre Tale of the Field. *Organizational Research Methods* 13(2): 286–303. **17**
- Allina-Pisano, Jessica. 2009. How to Tell an Axe murderer: An Essay on Ethnography, Truth, and Lies. In Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power*, 53-74. Chicago: University of Chicago Press. **20 [Annotation: Makes a compelling argument for a positivist approach to ethnography.]**
- Bayard de Volo, Lorraine. 2009. Participant Observation, Politics, and Power Relations: Nicaraguan Mothers and U.S. Casino Waitresses. In Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power*. 217-36. Chicago: University of Chicago Press. **18**
- Kubik, Jan. 2009. Ethnography of Politics: Foundations, Applications, Prospects. In Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power*, 25-52. Chicago: University of Chicago Press. **25**
- Marcus, George. 2007. How Short can Field Research Be? *Social Anthropology / Anthropologie Sociale* 15 (3):353–367. **14 [Annotation: Key question give quality standards, goals of ethnographic work and the realities of academic life.]**



- McCorkel, Jill A. and Myers, Kristen. 2003. What Difference Does Difference Make? Position and Privilege in the Field. *Qualitative Sociology* 26 (2): 199-231. **32 [Annotation: Haven't read this one but address a key issue re identity and the subjects we chose to research.]**
- Pierce, Jennifer. 1995. Articulating the Self in Field Research. From *Gender Trials: Emotional Lives in Contemporary Law Firms*. Berkeley: University of California Press, pp. 189-214. **25 [Annotation: She articulates and complicates the traditional view of insider/outside field identities.]**
- Gilboy, Janet 1992. Penetrability of Administrative Systems: Political 'Casework' and Immigration Inspections. *Law & Society Review* 26: 273-314. **41 [Annotation: Joe Soss recommendation]**
- Fenno, Richard F. Jr. 1990. The Political Scientist as Participant Observer. From *Watching Politicians: Essays on Participant Observation*. p. 55-94. **39**
- White, Lucie E. 1990. Subordination, Rhetorical Survival Skills, and Sunday Shoes: Notes on the Hearing of Mrs. G. *Buffalo Law Review* 38(1): 1-58. **57 [Annotation: Joe Soss recommendation]**
- Huitt, Ralph. 1961. The Outsider in the Senate: An Alternative Role. *American Political Science Review*. 55: 566-75. **9**

## Week 6 February 13—INTERVIEWING (200)

Varieties of interviewing; What difference does researcher identity make?

**REVIEW:** Schaffer, Frederick, C. 2016. Grounding: Elucidating How People Understand a Concept. Chapter 2 from *Elucidating Social Concepts: An Interpretivist Guide*. New York: Routledge. **29**

Fujii, Lee Ann. Forthcoming 2017. *Interviewing in Social Science Research: A Relational Approach*. New York: Routledge. **Approximately 160 ms. pages**

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., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 161-182. Armonk, NY: M.E. Sharpe. **19 [Annotation: Note Soss' comparison between talk and observation.]**

Spradley, James P. 1979. Asking Descriptive Questions. Chapter 4 from *The Ethnographic Interview*, 78-91, Fort Worth, TX: Holt, Rinehart and Winston. **14 [Please consult for your formal interview, #2.]**

### Further reading

- Kristensen, Guro Korsnes, and Ravn, Malin Noem. 2015. The Voices Heard and the Voices Silenced: Recruitment Processes in Qualitative Interview Studies. *Qualitative Research* 15 (6): 722-737. **15 [Annotation: Haven't read this one yet but key question for anyone doing interviews.]**
- Schaffer, Frederick C. 2014. Ordinary Language Interviewing. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 183-193. Armonk, NY: M.E. Sharpe. **10**
- Mosley, Layna, ed. 2013. *Interview Research in Political Science*. Ithaca: Cornell University Press. **[Annotation: A very positivist approach to interviewing.]**
- Fujii, Lee Ann. 2013. "Working with Interpreters." In *Interview Research in Political Science*, edited by Layna Mosley, 144-58. Ithaca: Cornell University Press.
- Walsh, Katherine Cramer. 2012. Putting Equality in Its Place: Rural Consciousness and the Power of Perspective. *American Political Science Review* 106 (3): 517-532. **[Annotation: An interpretive public opinion researcher makes it into APSR!]**
- Manekin, Devorah. 2011. Collecting Sensitive Data: On the Challenges of Studying Violence in Conflict. Delivered at the Annual Meeting of the American Political Science Association, Seattle September 1-4, 2011. *Winner of the Hayward R. Alker Student Paper Award, Interpretive Methodologies and*

- Methods Conference Group, American Political Science Association August 30, 2013. 23 ms. pages [Annotation: If you plan to do interviews on very sensitive topics, read this one.]*
- Fujii, Lee Ann. 2010. Shades of Truth and Lies: Interpreting Testimonies of War and Violence. *Journal of Peace Research* 47 (2):231-41. **10**
- Walsh, Katherine Cramer. 2009. Scholars as Citizens: Studying Public Opinion through Ethnography. In Edward Schatz, ed. *Political Ethnography: What Immersion Contributes to the Study of Power*. Chicago: University of Chicago Press, 165-182. **17 [Annotation: Precursor to APSR article re methods.]**
- Locke, Karen and Velamuri, S. Ramakrishna. 2009 The Design of Member Review: Showing What to Organization Members and Why. *Organizational Research Methods* 12 (3):488-509. **21 [Annotation: More on member-checking!]**
- Guest, Greg, Bunce, Arwen, and Johnson, Laura. 2006. How Many Interviews Are Enough?: An Experiment with Data Saturation and Variability. *Field Methods* 18: 59-82. **20 [Annotation: A positivist perspective.]**
- Aberbach, Joel D. and Rockman, Bert A. 2002. Conducting and Coding Elite Interviews. *PS: Political Science & Politics* 28(3): 476 - 478. **3**
- Lin, Ann Chih. 2000. Appendix 2. On Being Who You Are: Credibility, Bias, and Good Research. From *Reform in the Making: The Implementation of Social Policy in Prison*. Princeton, NJ: Princeton University Press, pp. 186-94. **8 [Annotation: Useful story of how her racial identity was read differently by various prison interviewee groups.]**
- Peabody, Robert L., et al. 1990. Interviewing Political Elites. *PS: Political Science & Politics* 23(3): 451-455. **3**

Week 7 **February 20**—PRESIDENT’S DAY, No class

Week 8 **February 27**—INTERVIEWING and RESEARCH ETHICS (36)  
GUEST ROUNDTABLE: Political science doctoral students Arielle Newman, Jen Seelig, and possibly others

- Schwartz-Shea, Peregrine, and Yanow, Dvora. 2016. Encountering Your IRB 2.0: What Political Scientists Need to Know. *PS: Political Science & Politics* 49 (2), 277-86. **9**
- Schaffer, Frederick, C. 2016. Chapter 5. The Ethics of Elucidating. From *Elucidating Social Concepts: An Interpretivist Guide*. New York: Routledge. **10**
- Yanow, Dvora, and Schwartz-Shea, Peregrine 2014. Doing Social Science in a Humanistic Manner. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 433-47. Armonk, NY: M.E. Sharpe. **12**
- Fujii, Lee Ann. 2012. Research Ethics 101: Dilemmas and Responsibilities. *PS: Political Science & Politics* October, 717-23. **5**

Week 9 **March 6**—ANALYSIS I (120)

What are the basics? Close reading, Coding and memoing, Word-based content analysis; What are the other possibilities? Visual methods, Varieties of discourse analysis (Handout), Process tracing (see week 14), etc. *See Table I-1, p. xxiii, Yanow and Schwartz-Shea, 2014!*

**REVIEW:** Fujii, Lee Ann. Forthcoming 2017. I Have My Data—Now What? Chapter 5 from *Interviewing in Social Science Research: A Relational Approach*. New York: Routledge. Approximately **32** ms. pages

Shenhav, Shaul R. 2015. Introduction, Chapters 1-4 and 7 from *Analyzing Social Narratives*. New York: Routledge. **64**

Emerson, Robert M., Fretz, Rachel I., and Shaw, Linda L. 2011. Chapter 6. Processing Fieldnotes: Coding and Memoing. *Writing Ethnographic Fieldnotes*, 171-199. Chicago: University of Chicago Press. **28**

Yanow, Dvora and Schwartz-Shea, Peregrine. 2014. Part III. Analyzing Data. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 255-66., Armonk, NY: M.E. Sharpe. **9**

Danjoux, Ilan. 2014. Don't Judge a Cartoon by Its Image: Interpretive Approaches to the Study of Political Cartoons. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 353-367. Armonk, NY: M.E. Sharpe. **14**

Schwartz-Shea, Peregrine, and Yanow, Dvora. 2002. 'Reading' 'Methods' 'Texts': How Research Methods Texts Construct Political Science. *Political Research Quarterly* 55 (2): 457-86—**skim focusing on pages 462-6!** **5**

Discourse Analytic Techniques, Reference List **ON CANVAS**

#### **Further reading**

Vindola-Padros, Cecilia, and Johnson, Ginger A. 2014. The Narrated, Nonnarrated, and the Disnarrated: Conceptual Tools for Analyzing Narratives in Health Services Research. *Qualitative Health Research* 24 (11):1603-1611. **6.5**

Week 10 **March 13**—SPRING BREAK, no class

Week 11 **March 20**—ANALYSIS II (175)

Framing, Metaphor Analysis, Story and Narrative Analysis, Collective Memory

**REVIEW:** Shenhav, Shaul R. 2015. Chapter 2-4 and 7 from *Analyzing Social Narratives*. New York: Routledge. 45

Yanow, Dvora and van Hulst, Merlijn. 2016. From Policy “Frames” to “Framing”: Theorizing a More Dynamic, Political Approach. *American Review of Public Administration*. 46 (1):92-112. **20**

Maynard-Moody, Steven, and Michael Musheno. 2014. Stories for Research. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 338-52. Armonk, NY: M.E. Sharpe. **14**

Schmidt, Ronald, Sr. 2014. Value-Critical Policy Analysis: The Case of Language Policy in the United States. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the*

- Interpretive Turn*, 322-37. Armonk, NY: M.E. Sharpe. **15**
- Yanow, Dvora and van der Haar, Marleen. 2013. People Out of Place: Allochthony and Autochthony in The Netherlands' Identity Discourse—Metaphors and Categories in Action. *Journal of International Relations and Development* 16 (2): 227-61. **25**
- Bruyneel, Kevin. 2013. The Trouble with Amnesia: Collective Memory and Colonial Injustice in the United States. In Gerald Berk, Dennis C. Galvan, and Victoria Hattam, eds., *Political Creativity: Reconfiguring Institutional Order and Change*. Philadelphia: University of Pennsylvania Press, 236-57. **21**
- Lejano, Raul P. and Ching Leong. 2012. A Hermeneutic Approach to Explaining and Understanding Public Controversies. *Journal of Public Administration Research and Theory* 22 (4): 793-814. **19**
- Rasmussen, Amy Cabrera. 2011. Contraception as Health? The Framing of Issue Categories in Contemporary Policy Making. *Administration & Society* 43 (8): 930-53. **23**
- Keeler, Rebecca. 2007. Analysis of Logic: Categories of People in US HIV/ AIDS Policy. *Administration & Society* 39 (5): 612-30. **18**
- Morse, Janice M. 1994. Emerging From the Data: Cognitive Processes of Analysis in Qualitative Inquiry. In J. Morse (Ed), *Critical Issues in Qualitative Research* 23-43. Menlo Park, CA: Sage. **20**

#### **Further reading**

- Feldman, Martha S. and Almquist, Julka. 2012. Analyzing the Implicit in Stories. *Varieties of Narrative Analysis*, 207-229. **22**
- Holtzman, Rich. 2011. What's the Problem, Mr. President?: Bush's Shifting Definitions of the 2008 Financial Crisis. *International Social Science Review* 86 (3&4): 95-112. **17**
- Clarke, Adele, E. 2009. From Grounded Theory to Situational Analysis. From Morse, Janice M., Stern, Phyllis N., Corbin, Juliet, Bowers, Barbara, Charmaz, Kathy, and Clarke, Adele. E. *Developing Grounded Theory: The Second Generation*, 194-233. Walnut Creek, CA: Left Coast Press. **21**
- Ginger, Clair. 2006. Interpretive Content Analysis: Stories and Arguments in Analytic Documents. In Dvora Yanow and Peregrine Schwartz-Shea, eds., *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Armonk, NY: M.E. Sharpe, 331-48. **17**  
**[Annotation: Read this if you are analyzing government texts!]**
- Shenhav, Shaul. 2006. Political Narratives and Political Reality. *International Political Science Review* 27 (3): 245-62. **17**
- Shenhav, Shaul. 2004. Once Upon a Time There was a Nation: Narrative Conceptualization Analysis. The Concept of 'Nation' in the Discourse of Israeli Likud Party Leaders. *Discourse & Society*. 15(1): 81-104. **23**
- Salzinger, Leslie. 2004. Revealing the Unmarked: Finding Masculinity in a Global Factory. *Ethnography* 5(1): 5-27. **22** **[Annotation: Tackles a taboo topic: acknowledging that one has rethought an analysis in the absence of new data.]**
- Howarth, David, Norval, Aletta, and Stavrakakis, Yannis. eds. 2000. *Discourse Theory and Political Analysis: Identities, Hegemonies, and Social Change*. Manchester, UK: Manchester University Press.
- Yanow, Dvora. 1996. American Ethnogenesis and Public Administration. *Administration & Society* 27: 483-509. **26** **[Annotation: You will never look at the census in the same way again!]**

#### **Week 12 March 27—DOCUMENTS and ARCHIVAL RESEARCH (66)**

How should we understand documents? How do we locate them? Which ones are relevant? What about other artifacts? What narratives can we analyze in such texts?

- Weldes, Jutta. 2014. High Politics and Low Data: Globalization Discourses and Popular Culture. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 228-38. Armonk, NY: M.E. Sharpe. **10**
- Lynch, Cecelia. 2014. Critical [Historical] Interpretation and Interwar Peace Movements. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 300-08. Armonk, NY: M.E. Sharpe. **8**
- Bowen, Glenn A. 2009. Document Analysis as a Qualitative Research Method. *Qualitative Research Journal* 9 (2): 27-40. **12**
- Lustick, Ian S. 1996. History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias. *American Political Science Review* 90(3): 605-18. **13 [Annotation: Classic positivist perspective; read carefully for next week.]**
- Pitt, David. 1975. The Critical Analysis of Documentary Evidence. In G. Lewis, ed. *Fist-Fights in the Kitchen: Manners and Methods in Social Research*. Pacific Palisades, CA: Goodyear Pub. Co., pp. 319-331. **12**
- Smith, Dorothy. 1974. The Social Construction of Documentary Reality. *Sociological Inquiry*, 44(4): 257-268. **11**
- TABLE HANDOUT—ON CANVAS from** Hansen, Lene. 2006. *Security as Practice: Discourse Analysis and the Bosnian War*. London: Routledge. **[Annotation: Theorizes selection of texts.]**

#### **Peruse:**

- Schmidt, Laura. Using Archives: A Guide to Effective Research. Society of American Archivists, [www2.archivists.org/usingarchives](http://www2.archivists.org/usingarchives). **[Annotation: There is a downloadable pdf for your files.]**
- Note, Margaret. 2011. Archival Research Methods. [slideshare.net/margotnote/archival-research-methods](http://slideshare.net/margotnote/archival-research-methods).
- Heck, Barbara, Preston, Elizabeth, and Svec, Bill. 2008. A Survival Guide to Archival Research. <http://historians.org/perspectives/issues/2004/0412/0412arc.1cfm>. Reprinted from the Archives and Research column, Perspectives on History [American Historical Association News Magazine, December 2004].
- The “Wayback Machine” – a web crawler that archives webpages including 150 billion sites! <http://archive.org/web/web.php> According to Wikipedia, “The Wayback Machine is a digital time capsule created by the Internet Archive, a non-profit organization, based in San Francisco, California. It is maintained with content from Alexa Internet. The service enables users to see archived versions of web pages across time, which the Archive calls a ‘three dimensional index’.”

#### **Further reading**

- Frisch, Scott A., and Kelly, Sean Q. 2012. Political Science and Archival Research. In Frisch, Scott A., Douglas B. Harris, Sean Q. Kelly, and David C.W. Parker, eds., *Doing Archival Research in Political Science*. Amherst, NY: Cambria Press, 35-58. **16 [Annotation: I stopped using this chapter because they ‘dissed’ historians.]**
- Harris, Douglas B. 2012. Behavioral Reality and Institutional Change: Historical Methods for Political Science’s Historical-Institutional Turn. In Frisch, Scott A., Douglas B. Harris, Sean Q. Kelly, and

- David C.W. Parker, eds., *Doing Archival Research in Political Science*. Amherst, NY: Cambria Press, 59-98. **37**
- Van Veeren, Elspeth. 2011. Captured by the Camera's Eye: Guantánamo and the Shifting Frame of the Global War on Terror. *Review of International Studies* 37: 1721-49. **28**
- Sadiq, Kamal. 2008. *Paper Citizens: How Illegal Immigrants Acquire Citizenship in Developing Countries*. Oxford: Oxford University Press.

**Week 13 April 3—[COMPARATIVE] CASE STUDY RESEARCH – HISTORICAL AND OTHERWISE (113)**

GUEST LECTURE: Professor Steven Lobell

**REVIEW:** Schaffer, Frederick, C. 2016. Locating: Elucidating Historical and Linguistic Specificity. Chapter 3 from *Elucidating Social Concepts: An Interpretivist Guide*. New York: Routledge. **19**

Ripsman, Norrin, M., Taliaferro, Jeffrey W., and Lobell, Steven E. 2016. A Methodology of Neoclassical Realism. Chapter 5 from *Neoclassical Realist Theory of International Politics*. Oxford: Oxford University Press, 99-138. **40**

Yanow, Dvora. 2014. Interpretive Analysis and Comparative Research. In Isabelle Engeli and Christine Rothmayr Allison, eds., *Comparative policy studies: Conceptual and methodological challenges*, 131-59. Houndsmill, Basingstoke: Palgrave Macmillan. **28**

Oren, Ido. 2014. Political Science as History: A Reflexive Approach. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 309-21. Armonk, NY: M.E. Sharpe. **11 [Annotation: An interpretive IR scholar.]**

Jackson, Patrick T. 2014. Making Sense of Making Sense: Configurational Analysis and the Double Hermeneutic. In Dvora Yanow and Peregrine Schwartz-Shea, eds., 2<sup>nd</sup> edition, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 267-83. Armonk, NY: M.E. Sharpe. **14 [Annotation: An interpretive IR scholar, working only with documents.]**

Thomas, Gary. 2011. Models of the Whole. Chapter 3 from *How to Do Your Case Study*. Thousand Oaks, CA: Sage. 45-60. **15**

Yanow, Dvora, Schwartz-Shea, Peregrine, and Maria José Freitas. 2009. Case Study Research in Political Science. *Encyclopedia of Case Study Research*, ed. Albert Mills, Gabrielle Durepos, and Elden Wiebe, Sage, Volume one, pgs. 108-113. **5 [Annotation: Broad perspective on meaning of 'case study' over time.]**

**Further reading**

Review Symposium: Field Experiments and Their Critics - A Discussion of Dawn Langan Teele's *Field Experiments and Their Critics: Essays on the Uses and Abuses of Experimentation in the Social Sciences. Perspectives on Politics*, 2016, 14 (4) 1130-37. Invited contribution, 1600 words. Invited contributors: Henry E. Brady, Yanna Krupnikov, Jessica Robinson Preece, Peregrine Schwartz-Shea, and Betsy Sinclair. **[Annotation: Rebutting the claim that experiments are the "gold standard" for social science knowledge.]**

Halkier, Bente. 2013. Review Article [Two Texts on How to Conduct Case Studies]. *Qualitative Research* 13 (1):107-110. **4 [Annotation: What "case study" means can vary dramatically! If you are doing one, here are two texts to consult. Also note the discussion of generalizability.]**

Reddy, Sanjay G. 2012. Randomise This! On Poor Economics. *Review of Agrarian Studies*. 2(2) July-

- December, 60-73. **12 [Annotation: Does history matter for understanding the social world or are field experiments enough?]**
- Tarrow, Sidney. 2010. The Strategy of Paired Comparison: Toward a Theory of Practice. *Comparative Political Studies* 43(2): 230–59. **18**
- Carol Cohn. 2006. Motives and Methods: Using Multi-sited Ethnography to Study US National Security Discourses. In Brooke Ackerly, Maria Stern, and Jacquie True, eds., *Feminist Methodologies for International Relations*, 91-107. Cambridge University Press. **16 [Classic piece re interviewing professionals who may be suspicious or disdainful of the interviewer.]**
- George, Alexander L., and Bennett, Andrew. 2005. Process Tracing and Historical Explanation, From *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: MIT Press, 205-32. **27**
- Hall, Rodney B. 2002. The Socially Constructed Contexts of Comparative Politics. In Daniel Green, ed. *Constructivism and Comparative Politics*, 121-50. Armonk, NY M E Sharpe. **29**
- Jackson, Patrick Thaddeus, and Nexon, Daniel. 2002. Globalization, the Comparative Method and Comparing Constructions. In Daniel Green, ed. *Constructivism and Comparative Politics*. Armonk, NY: M E Sharpe, 88-120. **32**
- Thies, Cameron G. 2002. A Pragmatic [Positivist] Guide to Qualitative Historical Analysis in the Study of International Relations. *International Studies Perspectives* 3(4):351-372. **21**
- Thelen, Kathleen. 2000. Timing and Temporality in the Analysis of Institutional Evolution and Change. *Studies in American Political Development* 14 (Spring), 101-8. **7**
- Marcus, George. 1995. Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography. *Annual Review of Anthropology* 24:95-117. **22 [Annotation: Why the word “multi-sited”?]**
- Njolstad, Olav 1990. Learning from History? Case Studies and the Limits to Theory Building. In Nils Gleditsch and Olav Njolstad, eds. *Arms Races: Technological and Political Dynamics*. Newbury Park: Sage, pp. 202-246. **44 [Annotation: Does political science take history seriously enough?]**

#### Week 14 **April 10—CASE STUDY RESEARCH AND PROCESS TRACING (50)**

GUEST LECTURE: Professor Sam Handlin

- Collier, David. 2011. Understanding Process Tracing. *PS: Political Science and Politics* 44 (4): 823-30. **7 ON CANVAS**
- Bennett, Andrew. 2010. Process Tracing and Causal Inference. In Henry Brady and David Collier, eds, 2<sup>nd</sup> edition, *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, 207-220. Lanham MD: Rowman and Littlefield. **13 ON CANVAS**
- Doyle, Arthur Conan. 2011 [1892]. The Adventure of Silver Blaze. *Public Domain Books*. Link from *PS: Political Science and Politics* 44 (4). **15 ON CANVAS**
- Fairfield, Tasha. 2013. Going Where the Money Is: Strategies for Taxing Economic Elites in Unequal Democracies. *World Development*. 47:42–57. **15 ON CANVAS**

#### Week 15 **April 17—MULTIPLE METHODS, MIXED METHODS, MULTI-METHOD (9)**

What are the differences?

- Yanow, Dvora, and Schwartz-Shea, Peregrine. 2012. Designing for “Mixed Methods” Research. From *Interpretive Research Design*. New York: Routledge, pp. 130-35. **5 ON CANVAS**
- Ahmed, Amel and Sil, Rudra. 2009. Is Multi-Method Research Really “Better”? *Qualitative and Multi-Method Research* [Newsletter of the American Political Science Association Organized Section for Qualitative and Multi-Method Research] 7/2: 2–6. **4 ON CANVAS**

### Further reading

Agar, Michael. 2013. *The Lively Science: Remodeling Human Social Research*. Minneapolis, MN: Mill City Press.

### Week 16 April 24—RESEARCH ETHICS Revisited (73)

Schwartz-Shea, Peregrine, and Yanow, Dvora. 2016. Framing “Deception” and “Covertness” in Research: The Legacy of Milgram, Humphreys, and Zimbardo for Regulating Social Science Research Ethics. **36** ms. pages

Shenhav, Shaul R. 2015. Normative Perspectives in the Study of Social Narratives. Chapter 6 from *Analyzing Social Narratives*. New York: Routledge. **11**

Ellis, C. 2007. Telling Secrets, Revealing Lives: Relational Ethics in Research with Intimate Others. *Qualitative Inquiry* 13, 3-29. **26**

### Further reading

Schwartz-Shea, Peregrine, Yanow, Dvora, and Levin Daniel. 2016. Comment on NPRM, Federal Register, September 8, 2015. **9** [Annotation: **Trying to get the federal regulators to retain the existing exemption for public officials.**]

Schwartz-Shea, Peregrine, and Yanow, Dvora. 2016. Legitimizing Political Science or Splitting the Discipline? Reflections on DA-RT and the Policy-making Role of a Professional Association. *Politics & Gender* 12 (3), e11, 1-19. Invited. [doi.org/10.1017/S1743923X16000428](https://doi.org/10.1017/S1743923X16000428) **19** [Annotation: **Detailed history and assessment of role of APSA.**]

Clarke, Caroline A., and Knights, David. 2015. Career through Academia: Securing Identities or Engaging Ethical Subjectivities? *Human Relations* 68 (12):1865-88. **23** [Annotation: **Analysis based on 52 semi-structured interviews with business school professors.**]

Wood, Elisabeth Jean. 2009. Ethnographic Research in the Shadow of Civil War. In Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power*. 119-42. Chicago: University of Chicago Press. **21**

Mills, C. Wright. 1959. On Intellectual Craftsmanship. From *The Sociological Imagination*. New York: Oxford University Press, pp.195-226. **31**

### Academic Honesty and Dishonesty

Academic honesty is expected. An act of academic dishonesty will result in a course grade of E and a recommendation of additional disciplinary action. In the event of suspected academic dishonesty, I may substitute a quiz, examination, or assignment for the work in question.

These are my guidelines concerning what constitutes a violation of ethical standards for course work. Any of these violations will be considered academic dishonesty and treated as such. These guidelines are in addition to any University-wide guidelines concerning academic honesty or dishonesty that may be in effect.

1. Cheating. The giving or receiving of any unauthorized assistance on any academic work.
2. Plagiarism. Presenting the language, structure or ideas of another person or persons as one's own original work.
3. Falsification. Any untrue statement, either oral or written concerning one's own academic work, work of another student, or the unauthorized alteration of any academic record.
4. Original work. Unless specifically authorized by the instructor, all academic work undertaken in a course must be original; i.e., it must not have been submitted in a prior course or be submitted in a course being taken concurrently.