

**PS 620/627**  
**Qualitative Methods, Mixed Methods, and Applications**

Spring 2014  
Thursday Hickman Rm. 613 12:00-2:40pm

**Professors**

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The complexity of our research problems calls for answers beyond simple numbers in a quantitative sense or words in a qualitative sense. A combination of both forms of data can provide the most complete analysis of problems.

- Creswell & Plano Clark (2007)

**Overview**

Building on the methods sequence in the department (PS 532 and 533), this course will expand on qualitative and quantitative topics covered, and expose students to research on mixed methods including methodologies, research design, and empirical applications in published work. Half of the course will focus on learning about the most commonly utilized qualitative methodologies and the other half will focus on mixed methods approaches. Each week will combine theoretical work with practical, hands-on instruction of how to execute the research approach in practice through analysis of applied examples. The mixed methods approaches will cover the combination of quantitative and qualitative methods, in addition to combining various qualitative methods and various quantitative methods. Applied examples will also engage the use of formal methods in conjunction with other approaches. Topics include, case studies, longitudinal studies, spatial analysis, GIS, comparative historical analysis, analytical narratives, interviews, focus groups, fieldwork, field experiments, and mixed methods.

**Objectives**

- 1) Introduce students to qualitative and mixed methods research approaches, generally, and how it should be used/conducted.
- 2) Increase knowledge of philosophical underpinnings of mixed methods and qualitative research.
- 3) Recognize and understand the various designs that exist, their key/distinguishing features and characteristics, and the basic steps in using them.
- 4) Gain an understanding of how to execute these methods in practice through analysis of applied examples.
- 5) Assist students in developing their own mixed methods or qualitative research proposal using an appropriate research design.

## Requirements

Class Participation: 30%

Short Assignments (4): 40%

Research Proposal: 30%

\*\* Please note that in order to receive a passing grade in this course, all assignments must be completed. Moreover, late assignments will not be accepted unless prior accommodations have been granted beforehand in writing by the professors.\*\*

### *Participation*

This is a graduate seminar and your avid participation is vital to its success. Attendance and participation in the weekly seminar meeting is required. Students are expected to complete all assigned readings before class and come prepared to discuss the material. All students will be expected to contribute to the discussion at every class meeting. Quality of comments is valued over quantity. If students come to seminar unprepared, the quality of discussion will be radically diminished.

### *Short Assignments*

Short Assignments (averaging 3-5 pages each) will be due at the start of class on Feb 6<sup>th</sup>, Feb 27<sup>th</sup>, March 27<sup>th</sup>, and April 17<sup>th</sup>. Detailed assignment instructions will be distributed throughout the semester as the due dates approach. Assignments will ask students to either reflect and analyze assigned readings, or evaluate and consider particular methods for their own research.

### *Research Proposal*

The final assessment will be a research proposal (15-20 pages) on a topic of your choosing outlining a research question, theory and observation implications, research design specifying the method(s) to be used, and a strategy for conducting and completing the project. A 2-page memo elaborating your topic and research design is due on **February 20<sup>th</sup>**. Students will present a 15-minute summary of their proposals during the last class of the semester on **May 1<sup>st</sup>**. The final proposal will be due on **May 8<sup>th</sup> at 5pm**. Students will be required to submit it on the course website as well as directly emailed to the professors.

## Grading Scale

90-100%	A
87-89.9	B+
80-86.9%	B
77-79.9%	C+
70-76.9%	C
60-69.9%	D
59.9 and below	F

## Plagiarism and Cheating

In an effort to deter plagiarism and cheating, all students will be required to submit all written work to TurnItIn. This software program is designed to detect plagiarism, similarities in work submitted by students, and other forms of academic dishonesty.

Plagiarism and cheating are serious offenses and are treated as such by both the university and the professor. Be aware that the professor is apt to impose the most severe penalty allowed by university rules, which includes but is not limited to issuing an automatic grade of 0.0 for the course. If students have any questions about what constitutes plagiarism, or other matters of academic integrity, the following link may be helpful  
[http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf).

Section II specifically discusses the definitions of cheating and plagiarism. If you are having trouble assimilating outside information into your own ideas or have any other questions concerning academic writing, see the Rutgers Learning Center (<http://lrc.rutgers.edu/>), or come to my office hours.

### **Collaborative work**

Please note that unless specifically granted by the professor, or directly indicated on the assignment sheet, students should only complete assignments individually. Short assignments and papers are NOT to be completed in a collaborative effort with other students. Additional warnings and directions concerning these points will be further elaborated on specific course assignment handouts.

### **Course Materials**

It is strongly recommend that you purchase the required book in this course to build your library. Books can be purchased online from sites such Amazon where used options are available. The books will NOT be available for purchase at a campus bookstore. Books with large selections on the syllabus are listed as required for purchase. Assigned shorter book selections and articles will be posted on the class website. Please note the reading schedule and reading selections are subject to change if the professors deem it necessary.

#### *Required Book for Purchase*

Creswell, J. W., & Plano Clark, V. L. 2011. *Designing and Conducting Mixed Methods Research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.

### **Readings and Seminar Schedule**

#### **Week 1 (Jan 23<sup>rd</sup>): A Quantitative vs. Qualitative Divide?**

Collier, David and Colin Elman. 2010. "Qualitative and Multimethod Research: Organizations, Publications, and Reflections on Integration." In *The Oxford Handbook on Political Methodology*. Janet M. Box-Steffensmeir, Henry E. Brady, and David Collier, eds. New York: Oxford University Press, 779-795.

Mahoney, James and Gary Goertz. 2006. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research." *Political Analysis* 14 (3): 227-249.

Tarrow, Sidney. 1995. "Bridging the Quantitative-Qualitative Divide in Political Science." *American Political Science Review*. 89 (2): 471-474.

#### **Week 2 (Jan 30<sup>th</sup>): Case Studies and Case Selection**

Seawright, Jason and John Gerring. 2008. "Case Selection Techniques in Case Study Research." *Political Research Quarterly* 61 (2): 294-308.

- Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2 (1): 131-150.
- Collier, David and James Mahoney. 1996. "Insight and Pitfalls: Selection Bias in Qualitative Research." *World Politics*. 49 (1): 56-91.
- Harding, David J., Cybelle Fox, and Jal D. Mehta. 2002. "Studying Rare Events Through Qualitative Case Studies: Lessons from a Study of Rampage School Shootings." *Sociological Methods and Research* 31 (2): 174-217.
- 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* 98 (4): 529-546.

**Week 3 (Feb. 6<sup>th</sup>): Comparative Historical Analysis and Analytic Narratives**  
**Short Assignment #1 Due**

- Bates, Robert, Avner Grief, Margaret Levi, Jean-Laurent Rosenthal, and Barry Weingast 1998. *Analytic Narratives*. Princeton: Princeton University Press. Introduction (3-22) and Chapter 1 (23-63).
- Elster, Jon. 2000. "Rational Choice History: A Case of Excessive Ambition." *American Political Science Review* 94 (3): 685-695.
- Carpenter, Daniel. 2000. "Commentary : What is the Marginal Value of Analytic Narratives?" *Social Science History* 24 (4): 653-667.
- Pierson, Paul & Theda Skocpol. 2002. "Historical Institutionalism in Contemporary Political Science." In *Political Science: The State of the Discipline*. Ira Katznelson and Helen V. Milner, eds. New York: W.W. Norton & Co., 693-721.
- Mahoney, James and Dietrich Rueschemeyer (eds.). 2002. *Comparative-Historical Analysis in the Social Sciences*. New York: Cambridge University Press. Chapter 1

**Week 4 (Feb. 13<sup>th</sup>): Time and Space**

- Cho, Wendy K. Tam and James G. Gimpel. 2012. "Geographic Information Systems and the Spatial Dimensions of American Politics." *Annual Review of Political Science* 15: 443-460.
- Grzymala-Busse, Anna. 2011. "Time Will Tell? Temporality and the Analysis of Causal Mechanisms," *Comparative Political Studies* 44 (9): 1267-1297.
- Wallace, Sophia J., Chris Zepeda- Millán and Michael Jones-Correa. Forthcoming. "Spatial and Temporal Proximity: Examining the Effects of Protests on Political Attitudes." *American Journal of Political Science*. Published Online Sept. 2013 including Supplementary Information.
- Gimpel, James G. and Jason E. Schuknecht. 2003. "Political Participation and Accessibility of the Ballot Box." *Political Geography*. 22 (5): 471-488.
- Lyall, Jason. 2009. "Does Indiscriminate violence incite insurgent attacks? Evidence from Chechnya". *Journal of Conflict Resolution*. 53 (3): 331-362.

**Week 5 (Feb 20<sup>th</sup>): Archival Research**

- Trachtenberg, Marc. 2006. *The Craft of International History: A Guide to Method*. Princeton, NJ: Princeton University Press. Ch.5 "Working with Documents" (140-168).
- Thies, Cameron G. 2002. "A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations." *International Studies Perspectives* 3 (4): 351-372.

- Lieberman, Evan. 2010. "Bridging the Qualitative-Quantitative Divide: Best Practices in the Development of Historically Oriented Replication Databases." *Annual Review of Political Science* 13: 37-59.
- Moravcsik, Andrew . 1998. *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht*. Ithaca: Cornell University Press. Excerpts 10-17, 24, 28, 176-197, 473-479.
- Lieshout, Robert H., Mathieu L.L. Segers and Anna M. van der Vleuten. 2004. "The Choice for Europe: Soft Sources, Weak Evidence." *Journal of Cold War Studies* 6 (4): 89-139. (Read main body of article and skim appendices).

### **Week 6 (Feb 27<sup>th</sup>): Interviews and Focus Groups**

#### **Short Assignment #2 Due**

- Leech, Beth L. et al. 2002. "Symposium: Interview Methods in Political Science." *PS: Political Science and Politics* 35 (4): 663-688.
- Peabody, Robert L. et al. 1990. "Interviewing Political Elites." *PS: Political Science and Politics* 23 (3): 451-455.
- Hochschild, Jennifer. 1981. *What's Fair: American Beliefs About Distributive Justice*. Cambridge, MA: Harvard University Press. Chapters 1 (1-26) and 9 (260-285), Appendices A and B (286-308).
- Morgan, David. 1996. "Focus Groups." *Annual Review of Sociology* 22: 129-152.

### **Week 7 (March 6<sup>th</sup>): Field & Ethnographic Research**

- Wood, Elisabeth. 2007. "Field Methods." In *The Oxford Handbook of Comparative Politics*. Charles Boix and Susan Stokes, eds. Oxford: Oxford University Press, 123-146.
- Wedeen, Lisa. 2010. "Reflections on Ethnographic Work in Political Science." *Annual Review of Political Science* 13: 255-272.
- Butler, Daniel and David E. Broockman. 2011. "Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators." *American Journal of Political Science*. 55 (3): 463-477.
- Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55 (3): 399-422.

### **Week 8 (March 13<sup>th</sup>): What is Mixed Methods Research?**

- Yeasmin, Sabina, and Khan Ferdousour Rahman. 2012. "Triangulation Research Method as the Tool of Social Science Research." *BUP Journal* 1 (1): 154-163.
- Jick, Todd D. 1979. "Mixing Qualitative and Quantitative Methods: Triangulation in Action." *Administrative Science Quarterly* 24 (4): 602-611.
- Creswell, J. W., & Plano Clark, V. L. 2011. *Designing and Conducting Mixed Methods Research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications. Ch.1 (1-18).
- Bennett, Andrew et al. 2007. "Symposium: Multi-Method Work, Dispatches from the Front Lines" *Qualitative Methods: Newsletter of the American Political Science Association Organized Section on Qualitative Methods* 5 (1): 9-27.

**\*\* No Class March 20<sup>th</sup> Spring Break \*\***

### **Week 9 (March 27<sup>th</sup>) Complexities and Trade-offs in Mixed Methods Research**

#### **Short Assignment #3 Due**

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

- Coppedge, Michael. 1999. "Thickening Thin Concepts and Theories: Combining Large N and Small in Comparative Politics." *Comparative Politics* 31(4): 465-76.
- 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): 935-953.

### **Week 10 (April 3<sup>rd</sup>): Mixed Methods Research Designs**

- Creswell, J. W., & Plano Clark, V. L. 2011. *Designing and Conducting Mixed Methods Research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications. Chapters 3 (53-106) & 4 (107-142).
- Greene, Jennifer, Valerie Caracelli, and Wendy Graham. 1989. "Toward a Conceptual Framework for Mixed-Method Evaluation Designs." *Educational Evaluation and Policy Analysis* 11 (3): 255-274.
- Rodden, Jonathan. 2006. *Hamilton's Paradox: the Promise and Peril of Fiscal Federalism*. New York: Cambridge University Press. Chapters TBD.

### **Week 11 (April 10<sup>th</sup>): Nested Analysis**

- Lieberman, Evan S. 2005. "Nested Analysis as a Mixed-Method Strategy for Comparative Research." *American Political Science Review* 99 (3): 435-452.
- Rohlfing, Ingo. 2007. "What You See and What You Get Pitfalls and Principles of Nested Analysis in Comparative Research." *Comparative Political Studies* 4 (11): 1492-1514.
- Howard, Marc Morjé and Philip G. Roessler. 2006. "Liberalizing Electoral Outcomes in Competitive Authoritarian Regimes." *American Journal of Political Science* 50 (2): 365-381.
- Coppedge, Michael. 2005. "Explaining Democratic Deterioration in Venezuela Through Nested Inference," in *The Third Wave of Democratization in Latin America: Advances and Setbacks*. Frances Hagopian and Scott Mainwaring, eds. Cambridge: Cambridge University Press, 289-318.

**\*\* No Class - Submit Short Assignment #4 Due Online on April 17<sup>th</sup>\*\***

### **Week 12 (April 24<sup>th</sup>): Data Collection, Analysis, Interpretation, and Writing up Mixed Methods Research**

- Creswell, J. W., & Plano Clark, V. L. 2011. *Designing and Conducting Mixed Methods Research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications. Ch.6-8 (171-272).
- Bamberger, Michael, Vijayendra Rao, and Michael Woolcock. 2010. "Using Mixed Methods in Monitoring and Evaluation: Experiences from International Development." *BWPI Working Paper No. 107*. (30 Pages)
- García Bedolla, Lisa and Melissa R. Michelson. 2012. *Mobilizing Inclusion: Transforming the Electorate Through Get out the Vote Campaigns*. New Haven: Yale University Press. Chapters TBD.

### **Week 13 (May 1<sup>st</sup>): Research Design Student Presentations**

**\*\*RESEARCH PROPOSAL DUE May 7<sup>th</sup> at 5pm\*\***