

**Institute for Qualitative and Multi-Method Research – June 20-30, 2023**  
**Schedule and Reading List June 13 2023**

There are three types of institute sessions: (1) A unified (whole institute) session on the first Tuesday (6/20); (2) research design discussion groups; and (3) elective modules.

The research design discussion groups will be held for 1 and ¾ hours on most mornings of the institute. A separate schedule will be available.

There are 38 elective modules, of which participants will select nine. That is, for each of the nine days of the institute, participants will select from the modules offered.

**Choosing Which Modules to Take**

While several of the 38 modules can be taken as stand-alone units, there are some limitations on selections.

Modules with higher numbered suffixes (e.g. Computer Assisted Text Analysis II) can usually *only* be taken with the first module in the sequence (e.g. Computer Assisted Text Analysis I). [That is, while it is often fine to take I and not II in a sequence, it is usually not possible to take II and not I.] The exceptions to this rule are module 14 The Logic of Qualitative Research II and module 26 Designing and Conducting Fieldwork III.

Modules 20, 24, 28, 33 and 38 (Ethnographic Methods I, II, III , IV and V) should be considered as a single unit, and accordingly can only be selected together (i.e. participants cannot take only one or some of those modules).

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

Modules 1 and 5 (Natural and Randomized Experiments I and II), Modules 9 and 13 (Multimethod Research I and II), and Modules 17, 21 and 25 (Causal Inference from Causal Models I, II, and III).

Modules 10 and 14 (The Logic of Qualitative Methods I and II) and Modules 29 and 34 (QCA/fs I and II).

Modules 4 and 8 (Interpretive Methods I and II), Modules 12 and 16 (Interpretation and History I and II), and Modules 20, 24, 28, 33 and 38 (Ethnographic Methods I, II, III , IV and V).

## **Prerequisites for Modules using R**

Three of IQMR's module sequences involve participants using R software. To ensure that the modules focus on methods and techniques, and not basic instruction in how to use the software, we are requiring participants who sign up for those modules to commit that by IQMR they will have acquired a basic familiarity with R software.

By familiarity, we mean that you should understand packages and how to install them, functions, arguments, and objects; be able to interpret information contained in the various windows in RStudio; know different ways of getting your data 'into R' and then manipulating it (e.g. adding and dropping columns, changing values in specific cells). This year, the three module sequences involving R are:

- M17/21/25 Causal Inference from Causal Models (Jacobs and Medina)
- M29/34 QCA/fs (Oana)
- M31/36 Computer Assisted Text Analysis (Lowe and Chan)

For participants who are planning to take one or more of these sequences and do not yet have such a familiarity (or need a quick refresher), please read the first 2 chapters of Kosuke Imai's *Quantitative Social Science*, a short, self-guided introduction to R, together with a set of online tutorials. In addition, IQMR is providing a short video with some technical information, and the opportunity to attend drop-in office hours. Details can be found in a separate email.

## **Prerequisites for Modules using Python**

One module sequence, Modules 3 and 7, Digital Social Science I and II, will be using Python. Basic Python proficiency is required for this sequence, and students should arrive with a functioning and installed Python 3 environment on their laptop. A good online resource for getting started with Python is located here: <https://www.python.org/about/gettingstarted/>. It contains a number of links based on your current skill level, including several tutorials. While you may use whatever Python environment and editor you prefer, if you do not have a preference, Wilson will be demonstrating via the PyCharm development environment (the free version is available here: <https://www.jetbrains.com/pycharm/download>).

## **Books to Purchase or Otherwise Obtain**

The reading for some modules includes a book or books that must be purchased, or borrowed from your university library. Please note that, except for the books that are available as ebooks/pdfs, they are unlikely to be available at the Syracuse University bookstore or library. You will also see that there is some overlap: some books are used in more than one module.

## **Manuscripts in Press or in Progress**

To the extent possible, IQMR uses the most up-to-date readings on the methods covered at the institute. One consequence is that we are often using manuscripts that are either in press or in progress. Please note that the authors are allowing us to use these materials as a courtesy. As with all IQMR materials, they are made available for current attendees' use only.

## **Revisions**

Added prerequisites for Modules Using Python (modules 3 and 7, Digital Social Science I and II (Wilson)).

Finalized description and readings for module 26-2, Interviewing.

Extended morning coffee breaks by 15 minutes (except for Tuesday 6/20), and deleted research design session on Friday 6/30.

Revised listings for Modules 19 and 23 (Waldner).

## Outline for IQMR 2023

<b>6/20 Tue</b>	M1 Natural and Randomized Experiments I ( <b>Carter</b> )	or	M2 Process Tracing and Bayesian Reasoning I ( <b>Bennett and Fairfield</b> )	or	M3 Digital Social Science I ( <b>Wilson</b> )	or	M4 Interpretive Methods I ( <b>Wedeen and Mazzarella</b> )		
<b>6/21 Wed</b>	M5 Natural and Randomized Experiments II ( <b>Carter</b> )	or	M6 Process Tracing and Bayesian Reasoning II ( <b>Bennett and Fairfield</b> )	or	M7 Digital Social Science II ( <b>Wilson</b> )	or	M8 Interpretive Methods II ( <b>Mazzarella and Majumdar</b> )		
<b>6/22 Thur</b>	M9 Multi-Method Research I ( <b>Seawright</b> )	or	M10 Logic of Qualitative Methods I ( <b>Mahoney, Goertz and Haggard</b> )	or	M11 Re-thinking Small-N Comparisons I ( <b>Simmons, Smith and Schwartz</b> )	or	M12 Interpretation and History I ( <b>Winant and Stuart Brundage</b> )		
<b>6/23 Frid</b>	M13 Multi-Method Research II ( <b>Seawright</b> )	or	M14 Logic of Qualitative Methods II ( <b>Mahoney and Goertz</b> )	or	M15 Re-thinking Small-N Comparisons II ( <b>Simmons, Smith and Schwartz</b> )	or	M16 Interpretation and History II ( <b>Winant and Stuart Brundage</b> )		
<b>6/26 Mon</b>	M17 Causal Inference from Causal Models I ( <b>Jacobs and Medina</b> )	or	M18 Designing and Conducting Fieldwork I ( <b>El Kurd, Kapiszewski, Kim, MacLean, and Soifer</b> )	or	M19 Qualitative Causal Inference & Explanation I ( <b>Waldner</b> )	or	M20 Ethnographic Methods I ( <b>Pachirat, Schaffer and Friday</b> )		
<b>6/27 Tue</b>	M21 Causal Inference from Causal Models II ( <b>Jacobs and Medina</b> )	or	M22 Designing and Conducting Fieldwork II ( <b>El Kurd, Kapiszewski, Kim, MacLean, and Soifer</b> )	or	M23 Qualitative Causal Inference & Explanation II ( <b>Waldner</b> )	or	M24 Ethnographic Methods II ( <b>Pachirat, Schaffer and Friday</b> )		
<b>6/28 Wed</b>	M25 Causal Inference from Causal Models III ( <b>Jacobs and Medina</b> )	or	M26 Designing and Conducting Fieldwork III ( <b>El Kurd, Kapiszewski, Kim, MacLean, and Soifer</b> )	or	M27 Spatial and Network Analysis ( <b>Ingram</b> )	or	M28 Ethnographic Methods III ( <b>Pachirat, Schaffer and Friday</b> )		
<b>6/29 Thur</b>	M29 QCA/fs I ( <b>Oana</b> )	or	M30 Comparative Historical Analysis I ( <b>Kreuzer</b> )	or	M31 Computer Assisted Text Analysis I ( <b>Low and Chan</b> )	or	M32 Geographic Information Systems I ( <b>Robinson</b> )	or	M33 Ethnographic Methods IV ( <b>Pachirat, Schaffer and Friday</b> )
<b>6/30 Frid</b>	M34 QCA/fs II ( <b>Oana</b> )	or	M35 Comparative Historical Analysis II ( <b>Kreuzer</b> )	or	M36 Computer Assisted Text Analysis II ( <b>Low and Chan</b> )	or	M37 Geographic Information Systems II ( <b>Robinson</b> )	or	M38 Ethnographic Methods V ( <b>Pachirat, Schaffer and Friday</b> )

In this module sequence, we introduce natural experiments and discuss their strengths and limitations through a survey of recent examples from political science and economics. We introduce a common framework for understanding and assessing natural experiments based on the credibility of causal and statistical assumptions. We discuss tools for developing observational designs, such as instrumental variable analysis, regression-discontinuity designs, and what might be labeled “true” natural experiments. We then discuss how to bolster the credibility of natural experiments in the design and analysis stage, including through robustness tests. We will focus on the role of “ex-ante” approaches to improve the quality and transparency of research designs. The module incorporates applied research and practical advice, especially on how to conduct fieldwork and collect and analyze data. We end the module by evaluating the promise of multi-method research in the analysis of natural experiments. We discuss how qualitative methods can help address some of the criticisms of natural experiments, as well as how natural experiments can bolster the inferences drawn from qualitative evidence. The module will provide students an opportunity to develop their own proposal for a natural experiment and receive feedback from their classmates and professor.

8:45am - 10:00am - Intro to IQMR (not part of module)

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

### **10:30am - 12:00pm - The Potential Outcomes Framework**

In this session, we first provide an overview of the potential outcomes framework and the fundamental problem of causal inference. We then discuss design-based research as a strategy for recovering unbiased estimates of causal effects. We conclude by introducing a common formal framework for understanding and assessing natural experiments.

- 1.1.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapter 1 and pp. 105-121. (Book to obtain, ebook pdf is also available at SU library)
- 1.1.2. Holland, P. W. (1986). “Statistics and causal inference.” *Journal of the American Statistical Association*, 81(396), 945-960. <https://doi.org/10.1080/01621459.1986.10478354>

#### Optional:

- 1.1.3. Gerber, A. S., & Green, D. P. (2008). “Field experiments and natural experiments.” In *The Oxford Handbook of Political Science*. <https://doi.org/10.1093/oxfordhb/9780199286546.003.0015>

- 1.1.4. Sekhon, J. S., & Titiunik, R. (2012). "When natural experiments are neither natural nor experiments." *American Political Science Review*, 106(1), 35-57. <https://doi.org/10.1017/S0003055411000542>
- 1.1.5. Rosenbaum, P. (2010). *Design of Observational Studies*. Springer. Chapter 3. <https://doi.org/10.1007/978-1-4419-1213-8>

12: 00pm - 2:00pm - Lunch.

### **2:00pm - 3:30pm - Evaluating natural experiments**

In this session, we analyze three studies based on the degree to which they fit the criteria of strong natural experiments.

#### **For this session, please read 2 of the following:**

- 1.2.1. Clingingsmith, D., Khwaja, A. I., & Kremer, M. (2009). Estimating the impact of the Hajj: religion and tolerance in Islam's global gathering. *The Quarterly Journal of Economics*, 124(3), 1133-1170. <https://doi.org/10.1162/qjec.2009.124.3.1133>
- 1.2.2. Di Tella, R., Galiani, S., & Schargrodsky, E. (2007). The formation of beliefs: evidence from the allocation of land titles to squatters. *The Quarterly Journal of Economics*, 122(1), 209-241. <https://doi.org/10.1162/qjec.122.1.209>
- 1.2.3. Posner, D. N. (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), 529-545. <https://doi.org/10.1017/S0003055404041334>

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

### **4:00pm - 5:30pm - Non-Compliance and Instrumental Variables**

In this session, we discuss the role of causal and statistical assumptions in the analysis of natural experiments. We focus on instrumental-variables (IV) analysis to illustrate the plausibility of these assumptions in a variety of applications.

- 1.3.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapter 4 and pp. 135-153. (Book to obtain, ebook pdf is also available at SU library)

#### **Optional:**

- 1.3.2. Angrist, J. & Pischke, J. (2008) *Mostly Harmless Econometrics*. Princeton University Press. Pp. 113-221. <https://doi.org/10.2307/j.ctvcm4j72>

This two module sequence (Modules 2 and 6) examines process tracing and its relationship to Bayesian reasoning. The way we intuitively approach qualitative case-study research is similar to how we read detective novels. We consider different hypotheses to explain what happened—whether democratization in South Africa, or the death of Samuel Ratchett on the Orient Express—drawing on the literature we have read (e.g. theories of regime change, or other Agatha Christie mysteries) and any other salient previous knowledge we have. As we gather evidence and discover new clues, we update our beliefs about which hypothesis provides the best explanation—or we may introduce a new alternative that we think up along the way. Bayesianism provides a natural framework that is both logically rigorous and grounded in common sense, that governs how we should revise our degree of belief in the truth of a hypothesis—e.g., "mobilization from below drove democratization in South Africa by altering economic elites' regime preferences," (Wood 2001), or "a lone gangster sneaked onboard the train and killed Ratchett as revenge for being swindled"—given our relevant prior knowledge and evidence that we find during our investigation. Bayesianism is enjoying a revival across many fields, and it offers a powerful tool for improving inference and analytic transparency in qualitative research.

8:45am - 10:00am - Intro to IQMR (not part of module)

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

**10:30am - 12:00pm - Process-Tracing Overview and Exercises**

This session introduces best practices in process tracing and illustrates them through exercises. The examples we use will be primarily in international relations and comparative politics, but the methods we discuss are applicable to all the subfields of political science, to sociology, public policy, and many other fields.

Required Readings:

- 2.1.1. Andrew Bennett and Jeffrey Checkel, "Process Tracing: From Philosophical Roots to Best Practices," Chapter 1 in Andrew Bennett and Jeffrey Checkel eds., *Process Tracing: From Metaphor to Analytic Tool* (Cambridge, 2014).  
<https://doi.org/10.1017/cbo9781139858472.003>

12: 00pm - 2:00pm - Lunch.

## **2:00pm - 3:30pm - Comparing Rival Hypotheses & Assessing Evidentiary Import.**

This session delves into the basic principles of Bayesian reasoning: comparing rival explanations, and assessing the inferential import (or probative value) of evidence. Bayesian reasoning—and essentially all causal inference—involves working with mutually exclusive (i.e., rival) hypotheses. Contrary to common perceptions, this requirement does not restrict the level of complexity or the number of causal factors that we can include in our explanations. Working in groups, participants will practice constructing a set of well-specified mutually exclusive hypotheses from two or three causal factors that might contribute to the outcome of interest. If time permits, we will then practice evaluating *likelihood ratios*, which determine the inferential import of the evidence—namely, how strongly does the evidence favor one hypothesis over a rival? Here we must “mentally inhabit the world” of each hypothesis and ask which one makes the evidence seem more expected. This is the key analytical step that tells us how to update our prior views about the plausibility of our hypotheses—we gain more confidence in whichever hypothesis makes the evidence more expected.

### Required Reading and Videos:

- 2.2.1. Tasha Fairfield, and Andrew Charman. 2022. "Introduction: Bayesian Reasoning for Qualitative Research." *Social Inquiry and Bayesian Inference: Rethinking Qualitative Research*. Cambridge University Press. (book to obtain)
- 2.2.2. Lecture videos: Please watch the following three installments in advance: Overview, Part 1—Foundations, and Part 2—Heuristic Bayesian Reasoning. (Total time: ~1 hour)

### Recommended Reading:

- 2.2.3. Tasha Fairfield, and Andrew Charman. 2022. "Chapter 3: Heuristic Bayesian Reasoning," pp.101-119. *Social Inquiry and Bayesian Inference*. Cambridge University Press. (book to obtain)

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

## **4:00pm - 5:30pm - Assessing the Inferential Weight of Evidence**

One of the most important things that Bayesian reasoning can do for process tracing and qualitative research more generally is to help us make better judgments about how strongly our evidence favors one hypothesis relative to rivals. In this session, we will practice assessing likelihood ratios and a closely related concept: the *weight of evidence*, as promoted by Jack Good and Alan Turing.



Required Reading and Videos:

- 2.3.1. Please watch Part 3—Explicit Bayesian Analysis in advance. (Total time: roughly 30 min)
- 2.3.2. As background for the example used in the lecture video, it may help to read **pp. 47–49 only** in: Tasha Fairfield. 2013. "Going Where the Money Is." *World Development*, 47. <https://doi.org/10.1016/j.worlddev.2013.02.011>
- 2.3.3. Tasha Fairfield and Andrew Charman. 2022. "Chapter 4: Explicit Bayesian Analysis," **pp. 124-137 only**. *Social Inquiry and Bayesian Inference*. Cambridge University Press. (book to obtain)

This module will combine lecture and hands-on learning to teach students how to collect and use digital content from the web and social media in social science projects. Day one of the module will introduce key elements and nuances of digital data, and get students up and running collecting their own social media and web data from a variety of sources.

8:45am - 10:00am - Intro to IQMR (not part of module)

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

**10:30am - 12:00pm - Intro to Digital Social Science**

This session introduces the types of data available on social media and the internet in addition to an overviewing the ways that such data is used in the social sciences. It will cover core problems and limitations of observational data in addition to the unique opportunities it affords for data collection.

- 3.1.1. Wilson, S. (2022). Why Social Media Matters to the Social Sciences. In *Social Media as Social Science Data* (Methods for Social Inquiry, pp. 1-9). Cambridge: Cambridge University Press. (Book to obtain - ebook pdf is also available at SU library)
- 3.1.2. Steven Lloyd Wilson and Charles Wiysonge. 2020. "Social Media and Vaccine Hesitancy." *BMJ Global Health* 5(10): e004206. <http://dx.doi.org/10.1136/bmjgh-2020-004206>

Recommended:

- 3.1.3. Guess, Nagler, Tucker – *Less Than You Think*. Andrew Guess et al., Less than you think: Prevalence and predictors of fake news dissemination on Facebook. *Sci. Adv.*5, eaau4586 (2019). <https://doi.org/10.1126/sciadv.aau4586>
- 3.1.4. Steinert-Threlkeld – *Twitter as Data*. Steinert-Threlkeld, Z. (2018). *Twitter as Data* (Elements in Quantitative and Computational Methods for the Social Sciences). Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781108529327>

12: 00pm - 2:00pm - Lunch.

## 2:00pm - 3:30pm - Basics of Web Scraping

This session introduces students to the basics of web scraping, with hands on modules for creating their own web scraper to download and store data. In addition, this session introduces setting up a database backend and infrastructure for handling mass downloads and processing of digital data. It will also cover the problems of dealing with the unique problems that big data presents, in addition to downloading images, videos, and URLs en masse.

- 3.2.1. Eggleston, J., & Lloyd Wilson, S. (2023). "Chapter 15: Internet policy in South Korea: liberal imperialism and paradox". In *Handbook on Democracy and Security*. Cheltenham, UK: Edward Elgar Publishing. Retrieved May 5, 2023, from <https://doi.org/10.4337/9781839100208.00024>
- 3.2.2. Grossman, S., Bush, D., & DiResta, R. (2019). Evidence of Russia-linked influence operations in Africa. Technical report Stanford Internet Observatory.

Recommended:

- 3.2.3. King, G., Pan, J., & Roberts, M. (2013). How Censorship in China Allows Government Criticism but Silences Collective Expression. *American Political Science Review*, 107(2), 326-343. <https://doi.org/10.1017/S0003055413000014>
- 3.2.4. Petrarca, C. S., Tyrberg, M., & Wilson, S. L. (2019). The 2018 Swedish election campaign on Twitter. *Statsvetenskaplig tidskrift*, 121(3).367-392.

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

## 4:00pm - 5:30pm - Introduction to APIs

This session will introduce students to a series of APIs – programming interfaces specific to given websites for downloading mass quantities of data. Students will be introduced to the basics of the Twitter API, along with several other commonly used sites.

- 3.3.1. Wilson, S. (2022). Getting Started with Social Media Data. In *Social Media as Social Science Data* (Methods for Social Inquiry, pp. 10-39). Cambridge: Cambridge University Press. (Book to obtain - ebook pdf is also available at SU library)
- 3.3.2. Sinpeng, A., Gueorguiev, D., & Arugay, A. (2020). Strong Fans, Weak Campaigns: Social Media and Duterte in the 2016 Philippine Election. *Journal of East Asian Studies*, 20(3), 353-374. <https://doi.org/10.1017/jea.2020.11>

Recommended:

- 3.3.3. Wilson, S. (2017). Detecting Mass Protest through Social Media. *The Journal of Social Media in Society*, 6(2), 5–25.
- 3.3.4. Mundim, Pedro Santos, Fábio Vasconcellos, and Lucas Okado. 2022. "Social Networks and Mobile Instant Messaging Services in the Election of Jair Bolsonaro as President of Brazil in 2018." *Dados* 66 (2022). <https://doi.org/10.1590/dados.2023.66.2.291>

This two-module sequence (Module 4 and 8) provides students with an introduction to various modes of discourse analysis. Students will learn to “read” texts while becoming familiar with contemporary thinking about interpretation, narrative, genre, and critique. In the first four sessions we shall explore the following methods: Wittgenstein’s understanding of language as activity and its practical relevance to ordinary language-use analysis (including theories of “performativity”); Foucault’s “interpretive analytics” with hands-on exercises applying his genealogical method; anthropological lessons for participant observation in political science; and interpreting forms of thought that appear to be paradoxical, nonsensical, or irrational. The last two sessions will be devoted to analysis of moving images and media forms. The goal is to provide tools for interpretive skills necessary when dealing with film and other moving image media.

8:45am - 10:00am - Intro to IQMR (not part of module)

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

**10:30am - 12:00pm - Session One: Ordinary Language Use Analysis (Wedeen)**

This session introduces participants to Ludwig Wittgenstein’s thought and its relationship to ordinary language-use methods. We shall focus on several key ways in which Wittgensteinian-inspired methods can be used in ethnographic and analytical research. Among the questions we shall ask are: What is the “value added” of concentrating on language? Why is understanding language as an activity important? How can social scientists grapple with vexed issues of intention? What does “performative” mean, and how do political theories about language as performative differ from discussions of performance? How can social scientists uninterested in taking on new jargon use this kind of political theory to further their theoretical and empirical work?

- 4.1.1 Hanna Fenichel Pitkin, *Wittgenstein and Justice: On the Significance of Ludwig Wittgenstein for Social and Political Thought*, (University of California Press, 1972), chapter 8 “Justice, Socrates and Thrasymachus,” pp. 169-192.  
<https://doi.org/10.1525/9780520343023>
- 4.1.2 Lisa Wedeen, *Peripheral Visions: Publics, Power, and Performance in Yemen* (Chicago: University of Chicago Press, 2008), Chapter 2, Chapter 3, and Conclusion (book to obtain).  
<https://doi.org/10.7208/chicago/9780226877921.001.0001>
- 4.1.3 Wittgenstein, *The Philosophical Investigations* (Translated by G.E.M. Anscombe), (Blackwell Publishers, 2001), Paragraphs 1-33; paragraph 154; pages 194-195.

12: 00pm - 2:00pm - Lunch.

### **2:00pm - 3:30pm - Foucauldian Discourse Analysis (Wedeen)**

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

- 4.2.1 Michel Foucault, *Language, Counter-Memory, Practice: Selected Essays and Interviews*, edited, with an introduction by Donald F. Bouchard ; translated from the French by Donald F. Bouchard and Sherry Simon (Cornell University Press, 1977),” Nietzsche, Genealogy, History,” pp. 139-164.
- 4.2.2 Michel Foucault, *The History of Sexuality*, translated from the French by Robert Hurley, Vol. 1, pp. 1-35 and pp. 92-114.
- 4.2.3 For this class: please revisit King, Keohane and Verba’s *Designing Social Inquiry* and have this text ready for a class exercise. If you are unfamiliar with this book, we shall discuss that too—from a Foucauldian discourse analysis perspective. [King, Gary, Keohane, Robert O. and Verba, Sidney. *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton: Princeton University Press, 1994.] (Please note that the 2021 “new edition” is identical to the 1994 text, except for the addition of a new foreword and some different page numbering.)

Recommended:

- 4.2.4 Hubert L. Dreyfus and Paul Rabinow, *Michel Foucault: Beyond Structuralism and Hermeneutics* (Chicago: University of Chicago Press, 1983), Part Two.  
<https://doi.org/10.7208/chicago/9780226154534.001.0001>

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

### **4:00pm - 5:30pm - Participant Observation (Mazzarella)**

The term ‘participant observation’ seems paradoxical: how can one both be participating and observing, immersed and analytical, at the same time? Does participation give greater authority to analysis, or does it imply sacrificing objectivity? What is the relation between *being in* a situation and *interpreting* a situation? How can we ever claim to have access to other worlds,

even as participants, across lines of difference? Is the researcher's job to uncover some kind of underlying order – of 'society,' 'culture,' 'history,' or 'ideology,' – or is the point of participation to call such abstractions into question?

- 4.3.1. Tim Ingold, 'Anthropology Contra Ethnography' in *HAU: Journal of Ethnographic Theory* 7(1): 21-26 (2017) <https://doi.org/10.14318/hau7.1.005>
- 4.3.2. Sasha Newell, 'Ethnography in a Shell Game: Turtles All the Way Down in Abidjan' in *Cultural Anthropology* 34(3): 299-327 (2019) <https://doi.org/10.14506/ca34.3.01>
- 4.3.3. Alpa Shah, 'Ethnography? Participant Observation, a Potentially Revolutionary Praxis' in *HAU: Journal of Ethnographic Theory* 7(1): 45-59 (2017) <https://doi.org/10.14318/hau7.1.008>

### **8:45am - 10:15am - Natural experiment proposals**

In this session, students will propose a natural experiment relevant to their dissertation. Students will then workshop their proposals in groups and receive feedback from the professor and classmates.

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

### **2:00pm - 3:30pm - Regression-Discontinuity Designs**

This session analyzes the technique of regression-discontinuity designs. We analyze two separate approaches to the design: local linear and local randomization. We also discuss key assumptions.

- 5.2.1. Hinnerich, B. T., & Pettersson-Lidbom, P. (2014). "Democracy, redistribution, and political participation: Evidence from Sweden 1919–1938." *Econometrica*, 82(3), 961-993. <https://doi.org/10.3982/ECTA9607>
- 5.2.2. Ferwerda, J. & Miller, N. (2014). "Political Devolution and Resistance to Foreign Rule: A Natural Experiment." *American Political Science Review*. 108(3), 642-660. <https://doi.org/10.1017/S0003055414000240>

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

### **4:00pm - 5:30pm - Strengthening Natural Experiments Through Qualitative Evidence**

We highlight the essential role of qualitative methods in the analysis of natural experiments. We present examples that illustrate how qualitative evidence can bolster the credibility of causal assumptions and aid in the interpretation of quantitative results. We discuss how qualitative methods can help address some of the criticisms of natural experiments, as well as how natural experiments can bolster the inferences drawn from qualitative evidence.

- 5.3.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapter 7. (Book to obtain, ebook pdf is also available at SU library)



- 5.3.2. Kocher, M.A. and Monteiro, N.P. (2016). “Lines of Demarcation: Causation, Design Based Inference, and Historical Research.” *Perspectives on Politics*. 14 (4): 952-975. doi:10.1017/S1537592716002863

*Optional:*

- 5.3.3. Eggers, A., Tuñón G., & Dafoe A. “Placebo Tests for Causal Inference.” Working paper.
- 5.3.4. Matthew A. Kocher and Nuno P. Monteiro. (2016). “Lines of Demarcation: Causation, Design-Based Inference, and Historical Research.” *Perspectives on Politics* 14 (4): 952–975. <https://doi.org/10.1017/S1537592716002863>
- 5.3.5. Jeremy Ferwerda and Nicholas Miller. (2015). “Rail Lines and Demarcation Lines: A Response”. <https://dx.doi.org/10.2139/ssrn.2628508>

This two module sequence (Modules 2 and 6) examines process tracing and its relationship to Bayesian reasoning. The way we intuitively approach qualitative case-study research is similar to how we read detective novels. We consider different hypotheses to explain what happened—whether democratization in South Africa, or the death of Samuel Ratchett on the Orient Express—drawing on the literature we have read (e.g. theories of regime change, or other Agatha Christie mysteries) and any other salient previous knowledge we have. As we gather evidence and discover new clues, we update our beliefs about which hypothesis provides the best explanation—or we may introduce a new alternative that we think up along the way. Bayesianism provides a natural framework that is both logically rigorous and grounded in common sense, that governs how we should revise our degree of belief in the truth of a hypothesis—e.g., "mobilization from below drove democratization in South Africa by altering economic elites' regime preferences," (Wood 2001), or "a lone gangster sneaked onboard the train and killed Ratchett as revenge for being swindled"—given our relevant prior knowledge and evidence that we find during our investigation. Bayesianism is enjoying a revival across many fields, and it offers a powerful tool for improving inference and analytic transparency in qualitative research.

### **8:45am - 10:15am - Scrutinizing Case Study Research**

In this session, we will use the Bayesian framework to critique published case-study research. To what extent do authors implicitly follow Bayesian reasoning when analyzing their evidence? How strongly does the evidence actually support their argument over rivals? Bayesianism is both a tool for making better inferences, and a framework for pinpointing disagreements among scholars and building consensus. Working in groups with an example from published research, participants will assess how closely the author's conclusions do, or do not agree with a Bayesian analysis.

Recommended Reading:

- 6.1.1. Tasha Fairfield and Andrew Charman. 2022. "Chapter 7: Scrutinizing Qualitative Research." *Social Inquiry and Bayesian Inference*. Cambridge University Press. (book to obtain)

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

## **2:00pm - 3:30pm - Bayesian Reasoning and Comparative Research**

Methodological literature often treats within-case (process tracing) research and cross case (comparative) research as distinct analytical endeavors that draw on different logics of inference. But within a Bayesian framework, there are no fundamental distinctions; all evidence contributes to inference in the same manner, whether we are studying a single case or multiple cases. We will examine how Bayesian reasoning applies to multiple cases with an example from published comparative politics research on democratic mobilization. As time allows, we will then overview some practical guidelines that emerge from a Bayesian, information-theoretic approach to case selection, along with other Bayesian insights for research design.

Recommended Reading and Videos:

- 6.2.1. Lecture video: Part 4—Multiple Hypotheses and Multiple Cases. (roughly 30 min)
- 6.2.2. Tasha Fairfield and Andrew Charman. 2022. "Chapter 5: Bayesian Analysis with Multiple Cases" in *Social Inquiry and Bayesian Inference*. Cambridge University Press. (book to obtain)
- 6.2.3. Tasha Fairfield and Andrew Charman. 2022. "Chapter 12: Case Selection" in *Social Inquiry and Bayesian Inference*. Cambridge University Press. (book to obtain)

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

## **4:00pm - 5:30pm - Bayesian Reasoning in Perspective**

We will conclude the module by highlighting the relative advantages of Bayesianism and how it differs from other methodological approaches.

Required Video:

- 6.3.1. Lecture video: Part 5—Wrapping Up. (roughly 15 min)

Recommended Reading:

- 6.3.2. Tasha Fairfield and Andrew Charman. 2019, "A Dialogue with the Data: The Bayesian Foundations of Iterative Research in Qualitative Social Science." *Perspectives on Politics* 17(1):154-167.

This module will combine lecture and hands-on learning to teach students how to collect and use digital content from the web and social media in social science projects. Day two of the module will focus on teaching students analytical methods for digital content analysis techniques and research design.

### **8:45am - 10:15am - Computerized Text Analysis**

This session will cover techniques of text analysis, including unsupervised topic models and an introduction to using neural nets to classify digital texts using custom models. It will also cover the use of pre-existing models such as emotion and sentiment detection models.

- 7.1.1. Wilson – Chapter 3 of *Social Media as Social Science Data*. Wilson, S. (2022). Content Analysis of Social Media Data. In *Social Media as Social Science Data (Methods for Social Inquiry*, pp. 40-84). Cambridge: Cambridge University Press. (Book to obtain - ebook pdf is also available at SU library)
- 7.1.2. Herrera & Wilson – *Teaching Computer Content Analysis*. Lloyd Wilson, S., & M. Herrera, Y. (2022). "Chapter 25: Teaching content analysis to graduate students". In *Teaching Graduate Political Methodology*. Cheltenham, UK: Edward Elgar Publishing. Retrieved May 5, 2023, from <https://doi.org/10.4337/9781800885288.00037>
- 7.1.3. Hashemi, Wilson, Petrarca – *500 Days of Farsi*. Hashemi, L., Wilson, S., & Sanhueza, C. (2022). Five Hundred Days of Farsi Twitter: An overview of what Farsi Twitter looks like, what we know about it, and why it matters . *Journal of Quantitative Description: Digital Media*, 2. <https://doi.org/10.51685/jqd.2022.005>

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

### **2:00pm - 3:30pm - Image Analysis**

This session will cover the use of automated techniques to analyze and process images for the purposes of research. This will include coverage of facial recognition, object recognition, and the training of custom neural networks on imagery.

- 7.2.1. Joo & Steinert-Threlkeld – *Images as Data*. Joo, J., & Steinert-Threlkeld, Z. C. (2018). Image as data: Automated visual content analysis for political science. arXiv preprint arXiv:1810.01544. <https://doi.org/10.5117/CCR2022.1.001.JOO>
- 7.2.2. DiResta and Grossman-*Potemkin Pages and Personas*. DiResta, R., & Grossman, S. (2019). Potemkin pages & personas: Assessing GRU online operations, 2014-2019. White Paper <https://fsi-live.s3.us-west-1.amazonaws.com/s3fs-public/potemkin-pagespersonas-sio-wp.pdf>
- 7.2.3. Rao – *Selfie Nationalism & Modi*. Rao, S. (2018). Making of selfie nationalism: Narendra Modi, the paradigm shift to social media governance, and crisis of democracy. *Journal of Communication Inquiry*, 42(2), 166-183. <https://doi.org/10.1177/0196859917754053>

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

#### **4:00pm - 5:30pm - Research Design**

This session will cover various challenges of research design for digital data projects, including the challenges of the specific ethical considerations of social media data. This will include both a walkthrough of common IRB concerns and case studies of how to construct robust research designs.

- 7.3.1. Wilson – Chapter 6 of *Social Media as Social Science Data*. Wilson, S. (2022). The Ethics of Using Social Media Data. In *Social Media as Social Science Data (Methods for Social Inquiry*, pp. 146-160). Cambridge: Cambridge University Press. (Book to obtain - ebook pdf is also available at SU library)
- 7.3.2. Mechkova, V., & Wilson, S. L. (2021). Norms and rage: Gender and social media in the 2018 US mid-term elections. *Electoral Studies*, 69, 102268. <https://doi.org/10.1016/j.electstud.2020.102268>
- 7.3.3. Gelman, J. and Wilson, S.L. (2022), Measuring Congressional Partisanship and Its Consequences. *Legislative Studies Quarterly*, 47: 225-256. <https://doi.org/10.1111/lsg.12331>

**8:45am - 10:15am - Thinking Across Difference (Mazzarella)**

This session delves into what it means to encounter, in one's research, forms of thought that appear to be paradoxical, nonsensical, or irrational. What kinds of interpretive relation is appropriate in such situations? Is cultural relativism always the right path? What about a situation in which relativism might end up condoning violence?

- 8.1.1. Short extract from Lucien Lévy-Bruhl, *The Notebooks on Primitive Mentality* (Harper & Row, 1975 [1949], pp 2-6
- 8.1.2. 'Sacramental Contemplation' from Thomas Merton, *The Living Bread* (Farrar, Straus & Giroux, 1956), pp 60-66
- 8.1.3. Karen E Fields, 'Witchcraft and Racecraft: Invisible Ontology in its Sensible Manifestations,' from Karen E Fields and Barbara J Fields, *Racecraft: The Soul of Inequality in American Life* (Verso, 2012), pp 193-224

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

**2:00pm - 3:30pm - How to think through streaming, platforms, and reality shows? (Majumdar)**

How do we use moving images in research? Using two hugely successful shows that streamed on Netflix and Amazon we will analyze questions of form, genre, gender, class, and information gathering from images. In this module our case-study will be the practice of arranged marriage in India and among the diaspora.

Episode 1, Made in Heaven (available on Amazon Prime)

Episode 1, Season 1, Indian Matchmaking (available on Netflix)

- 8.2.1. Ishita Tiwary, "The fault does not lie in the stars. " Indian Matchmaking" and gender representations," *Jump Cut: A Review of Contemporary Media* 61 (Fall 2022)  
<https://www.ejumpcut.org/currentissue/IshitaTiwari/index.html>

- 8.2.2. Perveez Mody, "Intimacy and the Politics of Love," *Annual Review of Anthropology*, 2022, 51, 271-288. <https://doi.org/10.1146/annurev-anthro-102218-011401>
- 8.2.3 Meheli Sen, "Unmaking Bollywood: style and the political in Made in Heaven," *Jump Cut: A Review of Contemporary Media* 61 (Fall 2022) <https://www.ejumpcut.org/currentissue/MeheliSen/index.html>

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

#### **4:00pm - 5:30pm - Doing Subaltern Histories (Majumdar)**

Using the Indian history collective "Subaltern Studies" we will query the founding tenets of subaltern history writing. How did the scholars from the collective read sources? In what ways can we glean information on subaltern lives from "official" sources? Are these historical tools relevant for writing accounts of the present? The assigned readings are from two scholars of the Subaltern Studies collective. You are encouraged to bring examples of "subaltern" archives to the session.

- 8.3.1. Ranajit Guha: "The Prose of Counter-Insurgency," in Ranajit Guha and Gayatri Chakravorty Spivak (eds), *Selected Subaltern Studies*, 45-86 (Oxford University Press, 1988). <https://doi.org/10.4324/9781315237336-14>
- 8.3.2. Ranajit Guha: "On some aspects of the historiography of Colonial India," in Ranajit Guha and Gayatri Chakravorty Spivak (eds), *Selected Subaltern Studies*, 37-44 (Oxford University Press, 1988).
- 8.3.3. Gyanendra Pandey, "In Defense of the Fragment: Writing about Hindu-Muslim Riots in India Today," *Representations*, No. 37, Special Issue: Imperial Fantasies and Postcolonial Histories (Winter, 1992): 27-55 <https://doi.org/10.2307/2928653>

This module works through multiple ideas about how to combine qualitative and quantitative research techniques within a single project, working through these concepts with an eye to applications that use regression and similar techniques (e.g., logit, probit, multilevel models) as the quantitative side of an overall design. The goal is to explore optimal research design choices, consider potential weaknesses of such designs, and encounter ideas at the cutting edge of methodological thought in the relevant research traditions.

### **8:45am - 10:15am - Multi-Method Design: General Principles**

This session introduces major paradigms of mixed- and multi-method research, including iteration, triangulation, integration, and more. We will discuss the foundational beliefs of each paradigm regarding qualitative and quantitative research and their interrelation, as well as the pragmatic implications of each approach for combining methods.

- 9.1.1. Seawright, Jason. 2016. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. Cambridge: Cambridge University Press. Chapters 1 and 2. (book to obtain)
- 9.1.2. Beach, Derek. "Multi-Method Research in the Social Sciences: A Review of Recent Frameworks and a Way Forward." *Government and Opposition* 55, no. 1 (2020): 163–82. <https://doi.org/10.1017/gov.2018.53>.

Recommended:

- 9.1.3. Crasnow, Sharon (2019). Political science methodology: A plea for pluralism. *\_Studies in History and Philosophy of Science Part A\_* 78:40-47.
- 9.1.4. Harbers, Imke, and Matthew C. Ingram. "Mixed-methods designs." *The SAGE Handbook of Research Methods in Political Science and International Relations* 2 (2020): 1117-32. <https://dx.doi.org/10.4135/9781526486387.n61>

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.



## 2:00pm - 3:30pm - Combining Case Studies and Regression

This session discusses what is known about the strengths and weaknesses of regression-type research and process-tracing qualitative case studies for causal inference. It then explores specific research design strategies for combining these methods in ways that minimize these weaknesses while enhancing the strengths of each method.

- 9.2.1. Seawright, Jason. 2016. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. Cambridge: Cambridge University Press. Chapter 3. (book to obtain)
- 9.2.2 Lieberman, Evan S., “Nested Analysis as a Mixed-Method Strategy for Comparative Research.” *American Political Science Review* 99, no. 3 (2005): 435–52. <https://doi.org/10.1017/S0003055405051762>.

Recommended:

- 9.2.3. Keele, Luke, Randolph T. Stevenson, and Felix Elwert. “The Causal Interpretation of Estimated Associations in Regression Models.” *Political Science Research and Methods* 8, no. 1 (2020): 1–13. <https://doi.org/10.1017/psrm.2019.31>.
- 9.2.4. Mahoney, James, and Gary Goertz. “A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research.” *Political Analysis* 14, no. 3 (2006): 227–49. <https://doi.org/10.1093/pan/mpj017>.

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

## 4:00pm - 5:30pm - Case Selection

This session introduces a range of methods that have been suggested for selecting cases from an available population. We will discuss these methods, and then analyze them in terms of their suitability for a range of different goals, with the objective of deriving guidelines for which methods to use for each objective.

- 9.3.1. Seawright, Jason. 2016. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. Cambridge: Cambridge University Press. Chapter 4. (book to obtain)
- 9.3.2. Galvin, Daniel J., and Jason Seawright. “Surprising Causes: Propensity-Adjusted Treatment Scores for Multimethod Case Selection.” *Sociological Methods & Research*, (May 2021). <https://doi.org/10.1177/00491241211004632>.

Recommended:

- 9.3.3. Koivu, Kendra L., and Annika Marlen Hinze. “Cases of Convenience? The Divergence of Theory from Practice in Case Selection in Qualitative and Mixed-Methods Research.” *PS: Political Science & Politics* 50, no. 4 (2017): 1023–27. <https://doi.org/10.1017/S1049096517001214>.
- 9.3.4. Ingram, Matthew C, and Imke Harbers. “Spatial Tools for Case Selection: Using LISA Statistics to Design Mixed-Methods Research.” *Political Science Research and Methods* 8, no. 4 (2020): 747–63. <https://doi.org/10.1017/psrm.2019.3>.

Modules 10 and 14 cover many classic and standard topics of qualitative methodology, with a special focus on how to write a qualitative dissertation or manuscript for publication as a book at an excellent university press. We survey the key research design, case selection, and theoretical issues that arise with such a project. The sessions use logic and set theory as a foundation for discussing and elucidating qualitative methods. The individual topics for this specific module include a regularity theory of causality, large-N qualitative analysis (LNQA), and concepts.

**8:45am - 10:15am - Logic, Set Theory, and a Regularity Theory of Causality**  
**James Mahoney**

This session is divided into two parts. The first part provides a selection introduction to the use of logic and set theory in qualitative research. The key topics covered include necessary, sufficient, and INUS conditions; set diagrams; and statistics versus logic. The second part uses the ideas from the first part to introduce a regularity theory of causality. This theory understands causality as a relationship between  $X$  and  $Y$  in which: (1)  $X$  precedes  $Y$  in times; (2)  $X$  is directly or indirectly connected to  $Y$  in space and time; and (3)  $X$  is constantly conjoined with  $Y$ . We focus special attention on the third component.

- 10.1.1. Gary Goertz and James Mahoney, “Mathematical Prelude: A Selective Introduction to Logic and Set Theory for Social Scientists,” in *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012), pp. 16-38. (ebook is available via Syracuse University library)
- 10.1.2. James Mahoney, “Set-Theoretic Methodology,” in *The Logic of Social Science* (Princeton: Princeton University Press), chap. 3 (pp. 77-114). (book to obtain)

Recommended:

- 10.1.3. James Mahoney and Laura Acosta, “A Regularity Theory of Causality for the Social Sciences.” *Quality and Quantity* 56 (2022), pp. 2001-2022.  
<https://doi.org/10.1007/s11135-021-01190-y>

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

## **2:00pm - 3:30pm - Research Design and Large-n Qualitative Analysis (LNQA)**

**Stephan Haggard And Gary Goertz**

This session is also divided into two parts. The first part focuses on many of the research design elements that distinguish qualitative research, including its type of questions, case-based orientation, and concern with mechanisms. The second part discusses large-N qualitative analysis (LNQA). LNQA involves exploring strong regularities in well-defined and typically small populations. When using this methodology, the outcome is usually a relatively rare event, a common scenario in international relations and comparative politics. The method involves establishing a regularity, but then examining all cases within the scope via process tracing and within-case causal inference. Causal inference thus relies not on the regularity but on the within-case causal inference across the whole population

- 10.2.1. Gary Goertz, *Multimethod Research, Causal Mechanisms, and Case Studies: An Integrated Approach* (Princeton: Princeton University Press, 2017), chapter 1. <https://doi.org/10.2307/j.ctvc77khf.6> (ebook is available via Syracuse University library)
- 10.2.2. Gary Goertz and Stephan Haggard. "Large-N Qualitative Analysis (LNQA): Causal Generalization in Case Study and Multimethod Research." Manuscript, 2023.

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

## **4:00pm - 5:30pm Social Science Concepts**

**Gary Goertz**

This session provides basic guidelines for the construction and evaluation of concepts. It provides a framework for dealing with complex concepts, which are typical in much social science research, as well as the popular construction of global indices, such as HDI, poverty measures, and the like generated by IGOs, NGOs, the EU, World Bank, and so on. The session also covers common advice for building conceptual typologies.

- 10.3.1. Gary Goertz, *Social Science Concepts*, revised ed. (Princeton: Princeton University Press, 2020), chapter 2 pages 26-35, chapter 3.

Recommended:

- 10.3.2. Gary Goertz 2020, *Social Science Concepts*, chapter 1, rest of chapter 2, and chapter 8 on typologies.

Qualitative comparative methods—and specifically controlled qualitative comparisons—have been central to some of the most influential works of social science. Yet, even as controlled comparisons have produced lasting insights and continue to dominate research designs, they are not the only form of comparison that scholars utilize. There is little methodological guidance in political science, however, for how to design comparisons that do not rely on control as a central element, and little epistemological insight on why such comparisons might be compelling. As a result, scholars often eschew research designs premised on non-controlled comparisons and rarely explain the utility of such comparisons when they do use them. The consequences for our understandings of politics are severe. When we limit the kinds of comparisons we make, we necessarily constrain the questions we ask and limit the knowledge we produce.

In this two module sequence (Modules 11 and 15) session, we will explore logics of comparison that are not motivated by control. These logics are relevant to scholars working in both positivist and interpretivist traditions. The modules will be driven by four questions: What kinds of questions lend themselves to non-controlled comparisons? How should we design non-controlled comparative research? In particular, how should we think through case selection? What kinds of insights about the world are non-controlled comparisons positioned to produce?

Three central components of the comparative method will frame our discussion. First, we will encourage participants to rethink what a case is. We will do so by challenging dominant geographic conceptions of cases and engaging alternative types of cases, including political processes (how things happen), practices (what people do), meanings (how people interact with symbolic systems), and concepts (how people order the world). Second, we will explore what it might look like to expand our notion of what it means to compare. We will push ourselves to conceptualize comparison as a method that includes greater attention to the lived experiences of the people we study, the political concepts they deploy, and the ways those experiences and concepts shape their political worlds. Finally, we will consider the explanatory goals of political science. While many studies emphasize variations in outcomes (and we often encourage graduate students to think in these terms), in this session we will think through what it might mean to expand the possibilities to include variations (or lack thereof) in political processes, practices, meanings, and concepts.

In exploring the value of non-controlled approaches to comparison the intention of this session is not to deny the utility of existing modes of comparison. Rather, it is to begin specifying logics of comparative inquiry that are available to scholars beyond the already well-defined logics of controlled comparison. In so doing, we suggest that by expanding modes of qualitative comparative inquiry, social scientists can both uncover new questions and drive innovations in how we answer existing questions. It is often difficult to tackle ambitious questions about power and governance—issues at the core of political science inquiry—while looking for cases

that meet the standards of controlled comparison. If we can expand how we think about comparison, we can expand how we think about the world, and that will improve our understanding of it as a result.

This session will explore some of the tools to conceive of and develop these kinds of comparative approaches to small-N qualitative research.

**Book to Purchase:** Erica S. Simmons and Nicholas Rush Smith, Editors. *Rethinking Comparison: Innovative Methods for Qualitative Political Research*. New York: Cambridge University Press. 2021. <https://doi.org/10.1017/9781108966009>

### Assigned Readings:

(1) Please read the following chapters from *Rethinking Comparison: Innovative Methods for Qualitative Political Research*:

- Chapter 1: Rethinking Comparison, Erica S. Simmons and Nicholas Rush Smith
- Chapter 3: Two Ways to Compare, Fred Schaffer
- Chapter 4: Unbound Comparison, Nick Cheesman
- Chapter 5: On Casing a Study versus Studying a Case, Joe Soss
- Chapter 6: From Cases to Sites: Studying Global Processes in Comparative Politics, Thea Riofrancos
- Chapter 9: Against Methodological Nationalism: Seeing Comparison as Encompassing through the Arab Uprisings, Jillian Schwedler
- Chapter 10: Comparative Analysis for Theory Development, Mala Htun and Francesca R. Jensenius
- Chapter 11: Problems and Possibilities of Comparison across Regime Types: Examples Involving China, Benjamin L. Read
- Chapter 13: Theory and Imagination in Comparative Politics: An Interview with Lisa Wedeen, Lisa Wedeen with Erica S. Simmons and Nicholas Rush Smith
- (2) Introduction from *Undermining the State from Within: The Institutional Legacies of Civil War in Central America*, Rachel Schwartz (available via course Blackboard site) <https://doi.org/10.1017/9781009219907>

- (3) “Embracing the Crisis of Research Design: How to Salvage Fieldwork When Things Fall Apart,” Working Paper, Rachel Schwartz (available via course Blackboard site)
- (4) Please read the following project research designs and be prepared to discuss their respective strengths and weaknesses, focusing particularly on the degree to which their comparative designs aid the scholars in answering their questions.
- Understanding Divergent Pathways to Dictatorships and Democracy, Baron M. More (available via course Blackboard site)
- Explaining Where Nations Come From, Benjamin Andreesen (available via course Blackboard site)

### **Module Timeline:**

#### MODULE 11 - DAY 1: RETHINKING COMPARISONS I

#### **8:45 – 10:15 - Introductory Session**

The introductory section will feature a presentation of the recently published edited volume with Cambridge University Press, *Rethinking Comparison*, by the volume’s editors. The presentation will feature discussion of the uses of controlled comparisons for political inquiry, their potential limitations, and an overview of how rethinking what a case is, what appropriate units of analysis are, and what the outcomes are we seek to explain can enhance political inquiry. It will also introduce students to the concrete challenges of carrying out a project not rooted in controlled comparison through the examples of a study of social mobilization in Latin America and vigilantism and policing in South Africa.

- 11.1.1. Chapter 1: Simmons, E., & Smith, N. (2021). Rethinking Comparison: An Introduction. In E. Simmons & N. Rush Smith (Eds.), *Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry* (pp. 1-28). Cambridge: Cambridge University Press. doi:10.1017/9781108966009.001

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

## **2:00pm – 3:30pm - Building Blocks of Comparison**

This session will introduce students to strategies for rethinking the building blocks of the comparative method. It will include a discussion of different ways to compare, from the practice of comparison as cataloging the similarities and differences of objects to the practice of comparison as shifting the perspective from which we see the world. It will also include a discussion of how to reconsider case selection as a process of selecting cases in the world (i.e. studying a case) to a process where cases are actively produced during the practice of research (i.e. casing a study). Finally, we will consider how comparison can aid in theory development and how non-controlled comparison for conceptual development can be an appropriate outcome in its own right.

- 11.2.1. Chapter 3: Schaffer, F. (2021). Two Ways to Compare. In E. Simmons & N. Rush Smith (Eds.), *Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry* (pp. 47-63). Cambridge: Cambridge University Press. doi:10.1017/9781108966009.003
- 11.2.2. Chapter 5: Soss, J. (2021). On Casing a Study versus Studying a Case. In E. Simmons & N. Rush Smith (Eds.), *Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry* (pp. 84-106). Cambridge: Cambridge University Press. doi:10.1017/9781108966009.005
- 11.2.3. Chapter 10: Htun, M., & Jensenius, F. (2021). Comparative Analysis for Theory Development. In E. Simmons & N. Rush Smith (Eds.), *Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry* (pp. 190-207). Cambridge: Cambridge University Press. doi:10.1017/9781108966009.010

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

## **4:00pm – 5:30pm - Strategies of Comparison**

This session will introduce students to several concrete strategies for developing non-controlled comparative projects. Specific techniques will include a discussion of how to study global processes like the move to green technologies, focusing particularly on strategies for selecting specific sites within the broader assemblage from which to gain insight on the whole process. They will also include a discussion of how to study processes of diffusion, where a wave of action – like the contention of the Arab Uprisings – have uneven effects across borders. They will also include a discussion of how to conduct cross-national comparisons where the two countries do not lend themselves to controlled comparison through the selection of different foci for research.

- 11.3.1. Chapter 6: Riofrancos, T. (2021). From Cases to Sites: Studying Global Processes in Comparative Politics. In E. Simmons & N. Rush Smith (Eds.), *Rethinking Comparison:*



*Innovative Methods for Qualitative Political Inquiry* (pp. 107-126). Cambridge: Cambridge University Press. doi:10.1017/9781108966009.006

- 11.3.2. Chapter 9: Schwedler, J. (2021). Against Methodological Nationalism: Seeing Comparisons as Encompassing through the Arab Uprisings. In E. Simmons & N. Rush Smith (Eds.), *Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry* (pp. 172-189). Cambridge: Cambridge University Press. doi:10.1017/9781108966009.009
- 11.3.3. Chapter 11: Read, B. (2021). Problems and Possibilities of Comparison across Regime Types: Examples Involving China. In E. Simmons & N. Rush Smith (Eds.), *Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry* (pp. 208-230). Cambridge: Cambridge University Press. doi:10.1017/9781108966009.011

This module introduces students to foundational questions about the nature of historical understanding. It begins with the politics of history, which is to say firstly the relationship between the position of the historical observer and the historical process that they are attempting to observe. It also asks how historical scholars think comparatively, how they think transnationally, and how they think temporally, in terms of the unfolding of social and historical time.

### **8:45am - 10:15am - Politics of History**

How does the social and historical position of the historical observer shape the act of observation? This is perhaps the most fundamental dilemma from which all historical research begins. It plays out at every level, from scholarly debates and theoretical commitments through the framing of research questions through methodological choices and the selection of archival material through modes of interpretation. Its irrepressibility does not make it constant, however: it is a dynamic and relativistic problem, in parallel with the dynamism of the scholar's own position.

- 12.1.1. Trouillot, Michel-Rolph. 2015. [1995] *Silencing the Past: Power and the Production of History*. Boston: Beacon Press. Chapter 1 (pp. 1-30).
- 12.1.2. Scott, Joan W. 1986. "Gender: A Useful Category of Historical Analysis." *American Historical Review* 91(5):1053-1075. <https://doi.org/10.2307/1864376>

Recommended:

- 12.1.3. Chakrabarty, Dipesh. 2000. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton, NJ: Princeton University Press. (ebook is available via Syracuse University library)
- 12.1.4. Scott, David. 2004. *Conscripts of Modernity: The Tragedy of Colonial Enlightenment*. Durham: Duke University Press. <https://doi.org/10.1215/9780822386186> (ebook is available via Syracuse University library)
- 12.1.5. Hartman, Saidiya. 2006. *Lose Your Mother: A Journey along the Atlantic Slave Route*. New York: FSG.
- 12.1.6. Lowe, Lisa. 2015. *The Intimacies of Four Continents*. Durham: Duke University Press. <https://doi.org/10.1215/9780822375647> (ebook is available via Syracuse University library)

- 12.1.7. Chitty, Christopher. 2020. *Sexual Hegemony: Statecraft, Sodomy, and Capital in the Rise of the World System*. Edited by Max Fox. Durham: Duke University Press.  
<https://doi.org/10.1215/9781478012238> (ebook is available via Syracuse University library)

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

### **2:00pm - 3:30pm - Comparison**

What role does comparison play in historical analysis? Comparative considerations unavoidably shape how we select, understand, and explain our cases and questions. In this session we will discuss a tradition in comparative history that broaches these issues by comparing entire states and societies, asking what sorts of possibilities and assumptions are entailed by this kind of macro-comparison. Critical to this discussion is how cross-societal comparisons handle questions of sociohistorical difference.

- 12.2.1. Acemoglu, Daron, Simon Johnson, and James R. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91(5):1369-1401. <https://doi.org/10.1257/aer.91.5.1369>
- 12.2.2. Pomeranz, Kenneth. 2002. "Political Economy and Ecology on the Eve of Industrialization: Europe, China, and the Global Conjunction." *American Historical Review* 107(2): 425-446. <https://doi.org/10.1086/532293>

Recommended:

- 12.2.3. Skocpol, Theda, and Margaret Somers. 1980. "The Uses of Comparative History in Macrosocial Inquiry." *Comparative Studies in Society and History* 22(2):174-197.  
<https://doi.org/10.1017/S0010417500009282>
- 12.2.4. Patterson, Orlando. 1982. *Slavery and Social Death: A Comparative Study*. Cambridge: Harvard University Press. (ebook is available via Syracuse University library)
- 12.2.5. Sokoloff, Kenneth L., and Stanley L. Engerman. 2000. "Institutions, Factor Endowments, and Paths of Development in the New World." *Journal of Economic Perspectives* 14(3): 217-232. <https://doi.org/10.1257/jep.14.3.217>
- 12.2.6. Biernacki, Richard. 1995. *The Fabrication of Labor: Germany and Britain, 1640-1914*. Berkeley: University of California Press.

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

#### **4:00pm - 5:30pm - Critique of Comparison**

Comparative history has been criticized for ignoring connections or linkages between the cases under comparison. In this session we will discuss two ways of conceptualizing these connections, which are not necessarily alternatives to comparison as such. These involve considerations of temporality that foreground linkages across time, and transnational—especially anti-colonial—approaches that foreground linkages across space.

- 12.3.1. Sewell, William H., Jr. 2005. “Three Temporalities: Toward an Eventful Sociology.” Pp. 81-123 in his *Logics of History: Social Theory and Social Transformation*. Chicago: University of Chicago Press. <https://doi.org/10.7208/chicago/9780226749198.001.0001>
- 12.3.2. Getachew, Adom. 2019. *Worldmaking after Empire: The Rise and Fall of Self-Determination*. Princeton: Princeton University Press, 2019. Chapter 3 (pp. 71-106). <https://doi.org/10.23943/princeton/9780691179155.001.0001> (ebook is available via Syracuse University library)

Recommended:

- 12.3.3. Geyer, Michael and Charles Bright. 1995. “World History in a Global Age.” *American Historical Review* 100(4):1034-1060. <https://doi.org/10.2307/2168200>
- 12.3.4. Arrighi, Giovanni. 1994. *The Long Twentieth Century: Money, Power, and the Origins of Our Time*. London: Verso.
- 12.3.5. Werner, Michael, and Bénédicte Zimmerman. 2006. “Beyond Comparison: *Histoire Croisée* and the Challenge of Reflexivity.” *History and Theory* 45(1):30-50. <https://doi.org/10.1111/j.1468-2303.2006.00347.x>
- 12.3.6. Stoler, Ann Laura. 2001. “Tense and Tender Ties: The Politics of Comparison in North American History and (Post) Colonial Studies.” *Journal of American History* 88(3):829-865. <https://doi.org/10.2307/2700385>

This module extends the ideas about mixed- and multi-method design to contexts beyond regression, including natural experiments and laboratory/survey/field experiments; description, concept formation, and measurement; and theory-building.

### **8:45am - 10:15am - Multi-Method Design with Experiments**

This session asks how multi-method design can work with research where the quantitative component involves some kind of experimental research. Such projects are an increasingly important part of social science, and the design implications are different in interesting ways from those raised by regression. This session explores designs that engage with those differences, including designs focused around ideas of experimental realism, network and equilibrium effects, and selecting/designing a treatment.

- 13.1.1. Seawright, Jason. 2016. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. Cambridge: Cambridge University Press. Chapters 6-7. (book to obtain)
- 13.1.2. Seawright, Jason. 2021. "What Can Multi-Method Research Add to Experiments?" *Advances in Experimental Political Science*. Druckman and Green, eds. Cambridge: Cambridge University Press. Chapter 20.

Recommended:

- 13.1.3. Pérez Bentancur, Verónica, and Lucía Tiscornia. "Iteration in Mixed-Methods Research Designs Combining Experiments and Fieldwork." *Sociological Methods & Research*, (March 2022). <https://doi.org/10.1177/00491241221082595>.
- 13.1.4. Levy Paluck, Elizabeth. 2010. "The Promising Integration of Qualitative Methods and Field Experiments." *The ANNALS of the American Academy of Political and Social Science* 628(1):59-71. <https://doi.org/10.1177/0002716209351510>.

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

## **2:00pm - 3:30pm - Multi-Method Designs Centering Case Studies**

This session asks what multi-method research can add to studies that are basically qualitative case studies. We will consider exploratory designs where statistical approaches help broaden the range of ideas explored; ways that statistical text-as-data methods can provide support in summarizing and providing context for documents analyzed within qualitative research; approaches for using multi-method designs to facilitate movement across levels of analysis within a case study; and the use of experiments embedded within case studies.

- 13.2.1. Seawright and Koivu, “Case Studies and Process Tracing in Multi-Method Research.” Working paper.
- 13.2.2 Goertz, Gary. “Multimethod Research.” *Security Studies*, 25:3–24. <https://doi.org/10.1080/09636412.2016.1134016>

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

## **4:00pm - 5:30pm - Multi-method Designs for Concept-formation, Theory-building, and Measurement**

This session explores the long-standing, parallel qualitative, quantitative, and statistical/machine learning literatures on description, measurement, concept formation, and theory-building, and asks whether and how these traditions can be mixed in practice to produce better description, measurements, concepts, and theories. Can this earliest stage of research benefit from the same multi-method paradigms that we earlier applied to causal inference?

- 13.3.1. Seawright and Koivu, “Multi-Method Concept Formation, Measurement, and Theory-Building.” Working paper.
- 13.3.2 Seawright, Jason, and David Collier. “Rival Strategies of Validation: Tools for Evaluating Measures of Democracy.” *Comparative Political Studies* 47, no. 1 (January 2014): 111–38. <https://doi.org/10.1177/0010414013489098>.

Recommended:

- 13.3.3. [https://www.youtube.com/watch?v=WV\\_jcaDBZ2I](https://www.youtube.com/watch?v=WV_jcaDBZ2I)
- 13.3.4. <https://www.youtube.com/watch?v=4Q0kUCvhmAk>

Modules 10 and 14 cover many classic and standard topics of qualitative methodology, with a special focus on how to write a qualitative dissertation or manuscript for publication as a book at an excellent university press. In this session, we continue to focus on research design by considering case studies and causal mechanism analysis within multimethod research. We then consider process tracing. We emphasize the role of mechanisms, counterfactuals, case-based evidence, and logic in carrying out process tracing. Because counterfactual analysis is so central to process tracing, we offer a session specifically on this method of causal inference.

**8:45am - 10:15am - Multimethod Research: Case Studies and Causal Mechanisms**  
**Gary Goertz**

This session considers issues of case selection, focusing on how one's research goals shape considerations about the best cases to choose for analysis. With multimethod research, the goal is typically to investigate causal mechanisms, and this goal structures case selection. With comparative-historical research, the goal is to identify critical events and causal paths to well-defined outcomes. Here the particular outcome under study suggests the main cases to be analyzed, and the possible explanations for this outcome suggest which negative cases are especially useful for investigation.

- 14.1.1. Gary Goertz. 2017. *Multimethod Research, Causal Mechanisms, and Case Studies: An Integrated Approach* (Princeton: Princeton University Press), chaps. 2-3.  
<https://doi.org/10.2307/j.ctvc77khf> (ebook is available via Syracuse University library)

Recommended:

- 14.1.2. Colin Elman, John Gerring, and James Mahoney, "Case Study Research: Putting the Quant into the Qual," *Sociological Methods and Research* 45 (2016), pp. 375-391.  
<https://doi.org/10.1177/0049124116644273>

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

**2:00pm - 3:30pm - Process Tracing**  
**James Mahoney**

This session offers an introduction to process tracing as a methodology for analyzing causality in individual cases. The session emphasizes four aspects of process tracing: mechanisms, case-based evidence, set theory and logic, and counterfactual analysis. In calling attention to these four components, we distinguish our approach from Bayesian process tracing, which stresses the importance of estimating subjective likelihoods, and process tracing with the potential outcomes framework, which is not rooted in statistics. Throughout the session, we illustrate process tracing by considering examples from qualitative work on international and comparative politics.

- 14.2.1. Mahoney, James Erin Kimball Damman, Kendra Koivu, and Laura García-Montoya, "Set-Theoretic Tests," "Sequence Analysis," and "Critical Event Analysis" in Mahoney, *The Logic of Social Science* (Princeton: Princeton University Press), chaps. 4 (pp. 115-138); 6 (pp. 171-185); and 10 (pp. 269-293). (book to obtain)

Recommended:

- 14.2.2. Renate Mayntz, "Mechanisms in the Analysis of Social Macro-Phenomena." *Philosophy in the Social Sciences* 34 (2004): 237-254.

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

**4:00pm - 5:30pm - Counterfactual Analysis**  
**James Mahoney**

This session considers the use of counterfactual analysis as a tool for evaluating complex causal theories at the level of individual cases. The session focuses on the evaluation of necessary condition hypotheses and INUS condition hypotheses with counterfactual analysis. The session uses several concrete examples to illustrate how counterfactual analysis is a crucial part of process tracing and hypothesis evaluation in qualitative research.

- 14.3.1. Jack S. Levy, "Counterfactuals and Case Studies," in Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier, eds., *The Oxford Handbook of Political Methodology* (Oxford: Oxford University Press, 2008), pp. 627-644.  
<https://doi.org/10.1093/oxfordhb/9780199286546.003.0027>
- 14.3.2. James Mahoney and Rodrigo Barrenechea, "Counterfactual Analysis" in *The Logic of Social Science* (Princeton: Princeton University Press), chap. 5 (pp. 139-170). (book to obtain)



Recommended:

- 14.3.3. Gary Goertz and James Mahoney, “Counterfactuals,” in *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012), pp. 115-24. (ebook is available via Syracuse University library)
- 14.3.4. Frank P. Harvey, “President Al Gore and the 2003 Iraq War: A Counterfactual Test of Conventional Wisdom,” *Canadian Journal of Political Science* 45:1 (2012), pp. 1-32. <https://doi.org/10.1017/S0008423911000904>
- 14.3.5. Luis Schenoni, Sean Braniff, and Jorge Battaglini, “Was the Malvinas/Falklands a Diversionary War? A Prospect-Theory Representation of Argentina’s Decline,” *Security Studies* 29 (2020), pp. 34-63. <https://doi.org/10.1080/09636412.2020.1693618>

## DAY 2: RETHINKING COMPARISONS II

### **8:45am – 10:15am - Ends To Which We Compare**

This session will examine the ends to which we compare. Typically, in political science research, causal inference is taken as the primary goal. Similarly, research that is generalizable to as many cases as possible tends to be valued more than research which can explain only a few. This unit will push past these assumptions in two ways. First, it will provide logics for generalization not rooted in ideas of statistical generalizability or mechanical reproduction. Second, it will expand the goals of comparison from causal inference to alternative practices like creative redescription or conceptual development.

- 15.1.1. Chapter 4: Cheesman, N. (2021). Unbound Comparison. In E. Simmons & N. Rush Smith (Eds.), *Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry* (pp. 64-83). Cambridge: Cambridge University Press. (book to obtain)
- 15.1.2. Chapter 13: Simmons, E., & Smith, N. (2021). Theory and Imagination in Comparative Politics: An Interview with Lisa Wedeen. In E. Simmons & N. Rush Smith (Eds.), *Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry* (pp. 251-274). Cambridge: Cambridge University Press. (book to obtain)

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12: 30pm - 2:00pm - Lunch.

### **2:00pm – 3:30pm - Embracing the Crisis of Research Design**

This session will explore how we can leverage strategies for rethinking comparison to address the practical challenges and unexpected discoveries that often upend pre-established research designs. When a “crisis of research design” strikes, how can researchers cope with partially implemented data collection plans to still generate meaningful theoretical and empirical insights? How can scholars salvage their research designs while maintaining methodological rigor? This session will feature experiences and lessons from one salvaged study on the institutional legacies of armed conflict in Central America to illustrate how rethinking comparison can provide a set of practical techniques and a methodological language that allows researchers to make the most of their empirical discoveries while opening new avenues of inquiry.

- 15.2.1. Schwartz, R. (2023). Introduction: Undermining the State in Civil War. In *Undermining the State from Within: The Institutional Legacies of Civil War in Central America* (pp. 3-32). Cambridge: Cambridge University Press. doi:10.1017/9781009219907.003
- 15.2.2. Rachel Schwartz. (Working). “Embracing the Crisis of Research Design: How to Salvage Fieldwork When Things Fall Apart”

3:30pm – 4:00pm – Coffee Break.

#### **4:00pm – 5:30pm - “Crit” Session**

We will spend this session critiquing two short research designs that will be provided in advance. Among other questions, we will ask ourselves: What kinds of claims can the author make with this research design and why? What are the limits on the kinds of claims they can make? How convincing is this research design? If you were on the selection committee of a funding agency, how would you rate this research design?

- 15.3.1. Understanding Divergent Pathways to Dictatorships and Democracy, Baron M. More
- 15.3.2. Explaining Where Nations Come From, Benjamin Andreessen

This module asks how researchers make claims about history, and how they attempt to discern the validity of their claims. These are questions of historical interpretation and explanation, which involve interpretive acts on the part of historical subjects as much as the historical researcher. How do we make claims about others' consciousness and experience, especially when those others' are from the past? How do we make claims about historical cause? Where do historical data and evidence come from, and what sorts of interests and assumptions do they already contain? These are the kinds of questions that this module will consider.

### **8:45am - 10:15am - Consciousness/Experience**

Why does it matter what sense people make of their world? How are experience, meaning, and ideology related to each other? From where does consciousness arise? Where can we see them in the historical record and how can we understand their relationship to historical change? In other words, how do these "micro"-scale phenomena relate to historical explanation at larger scales?

- 16.1.1. Thompson, E. P. 1971. "The Moral Economy of the English Crowd in the Eighteenth Century." *Past and Present* 50:76-136. <https://doi.org/10.1093/past/50.1.76>
- 16.1.2. Hall, Stuart et al. 2013 [1978]. *Policing the Crisis: Mugging, the State, and Law and Order*. London: Palgrave MacMillan. Chapter 10 (pp. 321-389 in 2013 edition, 327-398 in 1978 edition.)

Recommended:

- 16.1.3. Winn, Peter. 1986. *Weavers of Revolution: The Yarur Workers and Chile's Road to Socialism*. New York: Oxford University Press. ([ebook](#) is available via Syracuse University library)
- 16.1.4. Scott, Joan W. 1991. "The Evidence of Experience." *Critical Inquiry* 17(4):773-797. <https://doi.org/10.1086/448612>
- 16.1.5. Hellbeck, Jochen. 2001. "Working, Struggling, Becoming: Stalin-Era Autobiographical Texts." *Russian Review* 60(3):340-359. <https://doi.org/10.1111/0036-0341.00174>
- 16.1.6. Gould, Deborah. 2002. "Life During Wartime: Emotions and the Development of ACT UP." *Mobilization* 7(2):177-200. <https://doi.org/10.17813/maiq.7.2.8u264427k88vl764>

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

### **2:00pm - 3:30pm - Political Explanation**

Historical scholars don't just try to understand or interpret their subjects' worlds; frequently they try to explain them as well, which entails questions of causation, questions about what it was that made a difference in history. Specifically, this session asks what it means to historically explain a political process or outcome. What does this tell us about the nature of historical explanation and about the nature of the political?

- 16.2.1. Moore, Barrington, Jr. 1978. "The Suppression of Historical Alternatives: Germany 1918-1920." Pp. 376-397 in his *Injustice: The Social Bases of Obedience and Revolt*. White Plains, NY: M. E. Sharpe. <https://doi.org/10.4324/9781315496535>
- 16.2.2. Wedeen, Lisa. 1998. "Acting 'As if': Symbolic Politics and Social Control in Syria." *Comparative Studies in Society and History* 40(3):503-23. <https://doi.org/10.1017/S0010417598001388>

Recommended:

- 16.2.3. Weber, Max. 1949. "Objective Possibility and Adequate Causation in Historical Explanation." Pp. 164-188 in *The Methodology of the Social Sciences*, translated and edited by Edward A. Shils and Henry A. Finch. Glencoe, IL: Free Press.
- 16.2.4. Poulantzas, Nicos. 1978. *State, Power, Socialism*. London: Verso.
- 16.2.5. Skocpol, Theda. 1985. "Bringing the State Back In: Strategies of Analysis in Current Research." Pp. 3-42 in *Bringing the State Back In*, edited by Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol. New York: Cambridge University Press. <https://doi.org/10.1017/CBO9780511628283.002>
- 16.2.6. Przeworski, Adam. 1985. *Capitalism and Social Democracy*. New York: Cambridge University Press. <https://doi.org/10.1017/CBO9781139171830>

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

#### 4:00pm - 5:30pm - The Archive

What do we find in the archive? How do we know? Archives are of course not neutral reflections of historical action, nor do they provide a clean cross-section of a historical time and place. Their origins and therefore their meanings are much messier than that, implicated in and constitutive of the phenomena that they also record. How do historical scholars grapple with this problem?

- 16.3.1. Steedman, Carolyn. 2001. "Something She Called a Fever: Michelet, Derrida, and Dust." *American Historical Review* 106(4):1159-1180. <https://doi.org/10.2307/2692943>
- 16.3.2. Arondekar, Anjali. 2005. "Without a Trace: Sexuality and the Colonial Archive." *Journal of the History of Sexuality* 14(1-2):10-27. <https://doi.org/10.1353/sex.2006.0001>

#### Recommended:

- 16.3.3. Weld, Kirsten. 2014. *Paper Cadavers: The Archives of Dictatorship in Guatemala*. Durham: Duke University Press. <https://doi.org/10.1215/9780822376583> (ebook available via Syracuse University library)
- 16.3.4. Lara-Millán, Armando, Brian Sargent, and Sunmin Kim. 2020. "Theorizing with Archives: Contingency, Mistakes, and Plausible Alternatives." *Qualitative Sociology* 43(3):345-365. <https://doi.org/10.1007/s11133-020-09461-0>
- 16.3.5. Hartman, Saidiya. 2019. *Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women and Queer Radicals*. New York: Norton.

This 3 module sequence will teach students how we can use structural causal models to design and implement qualitative and mixed-method empirical strategies of causal inference. A great deal of recent methodological progress in the social sciences has focused on how features of a research design – such as randomization by the researcher or by nature – can allow for causal identification with minimal assumptions. Yet, for many of the questions of greatest interest to social scientists and policymakers, randomization or its close equivalents are unavailable. We are, in short, often forced to rely on beliefs about how the world works – that is, on models. Based on a forthcoming book by Macartan Humphreys and Alan Jacobs, and using a software package (CausalQueries) coauthored by Lily Medina, this module sequence will examine how we can engage in systematic causal-model-based causal inference. Specifically, we will explore how researchers can encode their prior knowledge in a probabilistic causal model and use the model to draw inferences about causation -- at the level of both individual cases and populations, using both qualitative and quantitative data. Students will learn about the approach on a conceptual level and gain a basic understanding of how to implement the approach in the CausalQueries R package.

The module sequence consists of several substantive sections taught over three days. The module sequence combines lecture and discussion sessions, exercises in R, and readings. Lectures will introduce the major course topics and teach elements of the package, and exercises will allow students to apply what they are learning by using key components of the CausalQueries package.

There is some preparatory reading and software installation for students to complete before the start of the first day of the module sequence.

**Pre-requisite:** Students must have a basic working knowledge of R before beginning the modules. **Those students who have no prior background in R must take the pre-Institute R primer offered by IQMR.** Because so much of this module is taught using R, students without knowledge of R will struggle to keep up.

## REQUIRED READINGS

Prior to the first class, students should read the following chapters from the Humphreys and Jacobs book manuscript:

- Humphreys, Macartan and Alan M. Jacobs, *Integrated Inferences*, Chapters 1-3. [https://macartan.github.io/integrated\\_inferences/](https://macartan.github.io/integrated_inferences/)

In addition, we indicate for several topics below the chapters of the guide to the software package to which students may refer:

- Humphreys, Macartan and Alan M. Jacobs, *Causal Models: A Guide to CausalQueries*, at <https://macartan.github.io/causalmodels/>.

## BEFORE MODULE

Please follow the instructions presented [in this link](#) to install the CausalQueries package. If you experience any issues during installation, please email me your questions before June 24th. To do so, please run `sessionInfo()` in your R console and share the output of the function with me via email, along with your question.

### **Session 1: 8:45am - 10:15am - What Are Causal Models And Why Bother With Them?**

#### **8:45am-9:00am - Introductions**

#### **9:00am-9:30am - Module introduction**

*This session will motivate the module. Why do we need causal models? What are the inferential challenges that they can help us solve? We will preview how causal models allow us to make use of prior knowledge in drawing causal inferences, how they can help us be explicit about the assumptions embedded in those inferences, how they can allow us to answer causal questions not easily addressed with other approaches, and how they can aid the cumulation of knowledge.*

#### **9:30-10:15am - Directed Acyclic Graphs**

*This lecture will introduce students to Directed Acyclic Graphs (DAGs), also known as causal graphs. DAGs will be central to the approach presented in this module. The lecture will outline at a conceptual level how a DAG serves to encode certain kinds of causal knowledge about a domain.*

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch and Office Hours.

### **Session 2: 2:00pm - 3:30pm - Making Models**

#### **2:00-2:45pm - Lecture: How to make a model in CausalQueries**

*In this session, we will begin working with the CausalQueries package, which all students should have installed (along with R and RStudio before the start of the module). We will recap key points from the previous session on DAGs, and explain how to define and create causal models in the CausalQueries package using `dagitty` syntax and plot those models graphically.*



- 17.2.1 Humphreys, M & Jacobs, A. (2020) Causal Models: Guide to CausalQueries. Chapter 3.1 and 3.2
  - <https://macartan.github.io/causalmodels/defining-models.html#getting-going>
  - <https://macartan.github.io/causalmodels/defining-models.html#structure>

**2:45-3:30pm - Exercise: Make your own model, on your own topic**

*In this session, participants will pick a substantive theory of their choice and depict it as a causal model in CausalQueries. At the end of the session, we will discuss the models that participants created, reflecting on the decisions they made when writing their models.*

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

**Session 3: 4:00pm - 5:30pm - Causality In A Model**

**4:00pm-4:15pm - Show your model**

*Students will have an opportunity to share the models that they created in the previous session, and we will talk through a few of these models.*

**4:15-4:50pm - Lecture: The potential outcomes framework**

*This lecture and discussion will introduce the theory of causation that we will be using in the causal-models setting: the potential outcomes framework.*

**4:50pm-5:30pm - Lecture: Potential outcomes (nodal types) on a DAG**

*This lecture and discussion will show how we can embed causal relationships, as potential outcomes, into a DAG by allowing for the operation of a set of “nodal types” at each node in the graph.*

This module introduces the fieldwork module sequence, considering the structure of the modules and presenting some of the overarching themes we will consider over the next three days. The module then begins to discuss the design, planning, and execution of field research. We offer strategies for addressing the intellectual, social, emotional, health, and logistical challenges that carrying out field research can involve. Each session is conducted with the understanding that participants have carefully read the assigned materials. The instructors present key points drawing on the assigned readings, other published work on field research, and the experiences they and others have had with managing fieldwork's diverse challenges. Interaction and discussion in small and large groups is encouraged.

**8:45am - 10:15am – Borders and Varieties of Fieldwork**

**Diana Kapiszewski, Georgetown University**

**Lauren M. MacLean, Indiana University**

This session introduces the fieldwork modules, outlining their structure and identifying some underlying themes that we will consider throughout the three days of the module sequence, including questions of positionality and power, and the similarities and differences between digital and traditional fieldwork. We discuss our conception of field research as entailing repeated shifts among research design, data collection, and data analysis, consider some of the implications of these shifts, and evaluate the benefits of iterating on one's research design. We consider fieldwork's heterogeneity (how it varies across contexts, researchers, projects, and points of time in the same project), begin to reflect on the diverse challenges that fieldwork entails, and discuss the importance of conducting fieldwork with research ethics continuously in mind.

- 18.1.1. Kapiszewski, D., MacLean, L. M., & Read, B. L. (2015). Field Research in Political Science: Practices and Principles. *Field research in political science: practices and principles*. Cambridge University Press. Chapter 1. (book to obtain)
- 18.1.2. Wood, E. J. (2006). The ethical challenges of field research in conflict zones. *Qualitative Sociology*, 29(3), 373-386. DOI: [10.1007/s11133-006-9027-8](https://doi.org/10.1007/s11133-006-9027-8)
- 18.1.3. Hauck, R. J. et al. (2008). Symposium on Protecting Human Research Participants, IRBs, and Political Science Redux. *PS: Political Science & Politics*, 41(3), 475-511. See in particular contributions by Mitchell Seligson, Dvora Yanow, and Peri Schwartz-Shea. doi:10.1017/S1049096508080839

## Additional Reference Material

- 18.1.4. Collier, D. (1999) Data, Field Work and Extracting New Ideas at Close Range. *APSA-CP Newsletter*, 10(1), 1-2, 4-6.
- 18.1.5. Wood, E. (2007). Field Research. *The Oxford Handbook of Comparative Politics* Oxford: Oxford University Press. Chapter 5.
- 18.1.6. Collier, D., Freedman D.A., Fearon, J.D., Laitin, D.D., Gerring, J., & Goertz, G. (2008). Symposium: Case Selection, Case Studies, and Causal Inference. *Qualitative & Multi-Method Research*, 6(2), 2-16.
- 18.1.7. Loaeza, S., Stevenson, R., & Moehler, D. C. (2005). Symposium: should everyone do fieldwork?. *APSA-CP*, 16(2), 8-18.
- 18.1.8. Hummel, Calla, and Dana El Kurd. (2021). "Mental health and fieldwork." *PS: Political Science & Politics* 54.1: 121-125. <https://doi.org/10.1017/S1049096520001055>
- 18.1.9. Digital Fieldwork website ([www.digitalfieldwork.org](http://www.digitalfieldwork.org))

10:15am - 11:00am – Coffee Break

11:00am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12:30pm - 2:00pm – Lunch

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

This session addresses pre-dissertation and other exploratory research, logistical preparation for fieldwork, securing funding, networking to obtain contacts and interviews, and negotiating institutional affiliation. We also introduce strategies for setting and tracking the achievement of data-collection goals – developing a data-collection plan – and consider the similarities and differences between preparing for digital and traditional fieldwork.

- 18.2.1. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Preparing for Fieldwork. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 3. (book to obtain)
- 18.2.2. Przeworski, A., & Salomon, F. (1995). The art of writing proposals: Some candid suggestions for applicants to Social Science Research Council competitions. *Social Science Research Foundation*.

- 18.2.3. Symposium: Back to the Field: Uncertainty and Risk in Field Research. (2022) *Qualitative and Multi-Method Research*. Vol 20.2. Contributors: Jannis J. Grimm, Ellen Lust, Kevin Koehler, Sarah E. Parkinson, Isabell Schierenbeck, and Dina Zayed. [https://www.qmmrpublication.com/\\_files/ugd/7e043e\\_dcf1320d629441a9a5cb93be211b185f.pdf](https://www.qmmrpublication.com/_files/ugd/7e043e_dcf1320d629441a9a5cb93be211b185f.pdf)

#### Additional Reference Material

- 18.2.4. Barrett, C. B., & Cason, J. (2010). Identifying a Site and Funding Source. *Overseas research II: A practical guide*. Routledge.
- 18.2.5. Barrett, C. B., & Cason, J. (2010). Predeparture Preparations. *Overseas research II: A practical guide*. Routledge.
- 18.2.6. Altman, M. (2009). Funding, funding. *PS: Political Science & Politics*, 42(03), 521-526. doi:10.1017/S1049096509090830

3:30pm - 4:00pm – Coffee Break

#### **4:00pm - 5:30pm – Operating in The Field: Overview of Data-collection Techniques**

**Diana Kapiszewski, Georgetown University**

**Lauren M. MacLean, Indiana University**

This session offers practical advice on collecting data and managing interpersonal relations in the field. We introduce a range of more-interactive and less-interactive data-collection techniques, with emphasis on the latter. We consider the overall strengths and weaknesses of these different approaches to data collection, think about how they can be combined, and begin to discuss the ethical challenges that each can entail. We discuss the formation and maintenance of professional relationships in the field, such as hiring and working with research assistants and collaborating with other researchers. We also consider the similarities and differences between conducting digital and traditional fieldwork.

- 18.3.1. Kapiszewski, D., MacLean, L. M., & Read, B. L. (2015). Managing in the Field: Logistical, Social, Operational, and Ethical Challenges. *Field research in political science: practices and principles*. Cambridge University Press. Chapter 4. (book to obtain)
- 18.3.2. Karlan, D., & Appel, J. (2016). *Failing in the field: what we can learn when field research goes wrong*. Princeton University Press. 17-70.

#### Additional Reference Material

- 18.3.3. Fuji, L.A. (2013). Working with Interpreters. *Interview research in political science*. Cornell University Press.

- 18.3.4. Cammett, M. (2013) Using Proxy Interviewing to Address Sensitive Topics. In Layna Mosley ed., *Interview Research in Political Science*. Cornell University Press, 125-143.
- 18.3.5. Carapico S., Clark, J.A., Jamal, A., Romano, D., Schwedler, J. & Tessler, M. (2006). "Symposium: The methodologies of field research in the Middle East," *PS: Political Science and Politics* 39(3). doi:10.1017/S1049096506060707
- 18.3.6. Krause, P., Szekely, O., Bloom, M., Christia, F., Daly, S. Z., Lawson, C., ... & Zakayo, A. (2021). COVID-19 and fieldwork: Challenges and solutions. *PS: Political Science & Politics*, 54(2), 264-269. doi:10.1017/S1049096520001754
- 18.3.7. Managing Qualitative Social Science Data self-guided on-line course (<https://managing-qualitative-data.org/>)

This module considers an approach to within-case analysis that is rooted in the causal-inference framework. We thus consider the distinction between qualitative methods that rely exclusively on judgments about the consistency of hypotheses and evidence and qualitative methods that justify causal inferences with research designs. We develop a research design suitable to within-case qualitative inference composed of three distinct criteria. We also consider the significance of the distinction between causal inferences and causal explanations: while causal explanations presuppose valid causal inferences, inferences alone might not satisfy the criteria of an adequate explanation. Students will have abundant opportunity to discuss how to employ qualitative causal inference in their own work, both within the formal classroom setting and in informal “office hours.” All readings will be from my in-progress book manuscript *Qualitative Causal Inference & Explanation*, that will be made available by the second week of June.

#### **8:45am - 10:15am - Causal and Non-causal Models Of Inference**

This session begins with a discussion of the causal inference framework (the potential-outcomes framework or the Rubin Causal Model) and its applicability to qualitative, within-case research. The fundamental problem of causal inference implies that unit-level causal inference is logically impossible. Instead of ignoring this critique, we will confront it directly and seek to develop qualitative analogues of quantitative research designs. We then consider a series of models of inference commonly used in case-study research, including enumerative induction, naïve falsification, eliminative induction, abductive reasoning, and Bayesian models of information updating. These models of inference are all non-causal models; we conclude this session by contrasting these to a model of causal inference that we use to make the transition from association to causation.

- 19.1.1. David Waldner, *Qualitative Causal Inference & Explanation*, Chapter 1 (Introduction) and Chapter 2 (Inference).

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12: 30pm - 2:00pm - Lunch.

## **2:00pm - 3:30pm - Causal Graphs and Causal Mechanisms**

This session covers some preliminary materials that will be the building blocks of our construction of qualitative research designs. We'll cover the basics of graph theory, learning how to identify potential sources of bias from causal graphs. We'll then develop three criteria for an unbiased, qualitative causal inference and discuss how to evaluate these criteria through hypothetical interventions. From the literature on causation, we'll refine our understanding of hypothetical interventions and consider how to evaluate them using causal mechanisms. We'll conclude with deeper conceptual and philosophical analysis of causal mechanisms, developing the idea of mechanisms as embodying invariant causal principles. The idea of invariance is central to the evaluation of hypothetical interventions. We'll conclude by thinking of causal mechanisms in the social sciences in terms of the invariant principles of consciousness, intentionality, and agency.

- 19.2.1 Waldner, *Qualitative Causal Inference & Explanation*, Chapter 3 (Causal Graphs) and Chapter 4 (Causal Mechanisms).

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

## **4:00pm - 5:30pm - Qualitative Causal Inference**

This session begins to assemble the various components of qualitative causal inference. We begin by taking the three criteria of valid causal inference for a "test run," showing that they can provide a potential solution to the fundamental problem of causal inference. We then discuss how to extend qualitative causal inference to historical case studies by pairing causal graphs with event-history maps.

- 19.3.1. Waldner, *Qualitative Causal Inference & Explanation*, Chapter 5 (Qualitative Causal Inference)
  - Informal Office Hours (and Happy Hour): 8:00 - ?? in the hotel lobby.

*Note: All session times **highlighted in yellow** throughout this document indicate deviations from the Institute's standard session times.*

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

**8:45am - 10:15am – Introduction to Ethnography**  
**Timothy Pachirat, University of Massachusetts, Amherst**

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

- 20.1.1. Geertz, C. (1973). "Thick description: toward an interpretive theory of culture" in *The Interpretation of Cultures*. Basic Books. <https://doi.org/10.4324/9781315022086-50>
- 20.1.2. Schatz, E. (2009). Ethnographic immersion and the study of politics, and What kind(s) of ethnography does political science need? In Schatz, E. ed., *Political Ethnography: What Immersion Contributes to the Study of Power*. University of Chicago Press, 1-22, 303-318. <https://doi.org/10.7208/chicago/9780226736785.001.0001>

10:15am - 11:00am – Coffee Break

11:00am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

**2:00pm - 3:30pm – What is Ethnographic Interviewing?**  
**Fred Schaffer, University of Massachusetts, Amherst**

In this session, we examine the family of practices that characterize ethnographic interviewing and explore in more depth one type of ethnographic interviewing: ordinary language interviewing. Ordinary language interviewing is a tool for uncovering the meaning of words in everyday talk. By studying the meaning of words, the promise is to gain insight into the various social realities these words name, evoke, or realize.

- 20.2.1. Heyl, B.S. (2001). Ethnographic Interviewing. In Paul Atkinson, Amanda Coffey, Sara Delamont, John Lofland and Lyn Lofland, eds., *Handbook of Ethnography*. Sage, 369-383.



- 20.2.2. Schaffer, F.C. (2016). *Elucidating Social Science Concepts: An Interpretivist Guide*. Routledge. Read the entire book, but pay special attention to pp. 1-64 and 89-98. [Book to obtain - ebook pdf is also available at SU library]. <https://doi.org/10.4324/9780203814932>
- 20.2.3. Schaffer, F.C. (2014) Thin Descriptions: The Limits of Survey Research on the Meaning of Democracy. *Polity* (2014) 46(3), 303-330. <https://doi.org/10.1057/pol.2014.14>

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

**4:00pm - 5:30pm – Ordinary Language Interviewing I**  
**Fred Schaffer, University of Massachusetts, Amherst**

Participants learn how to conduct a basic ordinary language interview and practice doing one focusing on words of their own choosing.

## **Session 1: 8:45am-10:15am - Questions About Cases**

### **8:45-9:15am - Setting parameters**

*How do we build prior knowledge about causal effects on a model into the model itself? If we have prior beliefs, for instance, that positive effects of X on Y are more common than negative effects, how do we inscribe this into our model in CausalQueries?*

### **9:15-10:15am - Causal questions (case-level)**

*This lecture will unpack the different kinds of causal questions that we can ask about individual cases using the causal models framework. These include questions about causal effects, causal attribution, and causal pathways (mechanisms).*

- 21.1.1. Humphreys, M., & Jacobs, A. (2023). *Integrated Inferences: Causal Models for Qualitative and Mixed-Method Research* (Strategies for Social Inquiry). Cambridge: Cambridge University Press. Chapter 4.

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

## **Session 2: 2:00pm - 3:30pm - Process Tracing With Causal Models**

### **2:00-2:45pm - How to define case-level queries in CausalQueries**

*This lecture explains how to define a causal query in the CausalQueries package, focusing first on case-level queries (with population-level queries introduced later). We will introduce the functions with which participants can query their own models and describe how to write causal questions using CQ syntax. The questions might be of the sort, "What is the probability that X caused Y in this case?" or, "If we manipulate the value of X, would the value of Y change?"*

- 21.2.1. Humphreys, M & Jacobs, A. (2020) Causal Models: Guide to CausalQueries. Chapter 5 <https://macartan.github.io/causalmodels/querying-models.html>

## **2:45-3:30pm - Process tracing with a causal model**

*This lecture introduces how we can conduct “process tracing” – the workhorse method of causal inference in small-N qualitative research – using a causal model framework. What does it mean to do process tracing with a causal model? How does using a causal model make process tracing more analytically systematic and transparent?*

- 21.2.2. Humphreys, M., & Jacobs, A. (2023). *Integrated Inferences: Causal Models for Qualitative and Mixed-Method Research* (Strategies for Social Inquiry). Cambridge: Cambridge University Press. Chapters 7 and 8.

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

## **Session 3: 4:00pm-5:30pm - Process Tracing In CausalQueries**

### **4:00-5:30pm - Process tracing in CausalQueries**

*In this session, we will guide you through process-tracing within the CausalQueries package. We will show how we can use the package to pose causal questions about individual cases using data drawn from the case, will look at how the package outputs the answer, and how we interpret the answer.*

This first session in this module considers the challenges that arise when scholars conduct fieldwork in difficult contexts. The second and third sessions introduce a range of more-interactive data-collection techniques including surveys, experiments, focus groups, and ethnography. Each session of this module is conducted with the understanding that participants have carefully read the assigned materials. The instructors present key points drawing on the readings, other published work on field research, and the experiences they and others have had with managing fieldwork's diverse challenges. Interaction and discussion in small and large groups is encouraged.

**8:45am - 10:15am – Fieldwork in Difficult Contexts**  
**Dana El Kurd, University of Richmond**

This session outlines the challenges of conducting fieldwork in difficult contexts, including issues such as collecting data in authoritarian settings, identity and positionality issues, and research ethics when engaging with vulnerable populations.

- 22.1.1. Abdelnour, S., & Abu Moghli, M. (2021). Researching violent contexts: A call for political reflexivity. *Organization*, 0(0). <https://doi.org/10.1177/13505084211030646>
- 22.1.2. Cronin-Furman, Kate and Milli Lake. Ethics Abroad: Fieldwork in Fragile and Violent Contexts. *PS: Political Science & Politics* 51, no 3 (2018): 607–14. doi:10.1017/S1049096518000379
- 22.1.3. Loyle, Cyanne E and Alicia Simoni. Researching under fire: Political science and researcher trauma. *PS: Political Science & Politics* 50.1 (2017): 141-145. doi:10.1017/S1049096516002328
- 22.1.4. Pearlman, W. (2022). Emotional Sensibility: Exploring the Methodological and Ethical Implications of Research Participants' Emotions. *American Political Science Review*, 1-14. doi:10.1017/S0003055422001253
- 22.1.5. Sukarieh, M., Tannock, S. (2013). On the Problem of Overresearched Communities: The Case of the Shatila Palestinian Refugee Camp in Lebanon. *Sociology* 47, no 3, 494-508. DOI: 10.1177/0038038512448567.

Additional Reference Material

- 22.1.6. Ahram, A. I., & Goode, J. P. (2016). Researching authoritarianism in the discipline of democracy. *Social Science Quarterly*, 97(4), 834-849. DOI: [10.1111/ssqu.12340](https://doi.org/10.1111/ssqu.12340)
- 22.1.7. Boesten, J., Henry, M. (2018) Between Fatigue and Silence: The Challenges of

Conducting Research on Sexual Violence in Conflict, *Social Politics: International Studies in Gender, State & Society* 25, no 4, 568–588, <https://doi.org/10.1093/sp/jxy027>.

- 22.1.8. Davenport, Christian. “Researching While Black: Why Conflict Research Needs More African Americans (Maybe),” *Political Violence at a Glance*, February 5, 2020, <https://politicalviolenceataglance.org/2013/04/10/researching-while-black-why-conflict-research-needs-more-african-americans-maybe/>.
- 22.1.9. Thaler, Kai M. (2021) Reflexivity and Temporality in Researching Violent Settings: Problems with the Replicability and Transparency Regime, *Geopolitics*, 26:1, 18-44, DOI: [10.1080/14650045.2019.1643721](https://doi.org/10.1080/14650045.2019.1643721)
- 22.1.10. van der Merwe, Amelia and Xanthe Hunt. (2019) “Secondary Trauma among Trauma Researchers: Lessons from the Field.” *Psychological Trauma: Theory, Research, Practice, and Policy* 11(1): 10-18. doi: 10.1037/tra0000414. Epub 2018 Oct 22. PMID: 30346208.
- 22.1.11. Warden, Tara. “Feet of Clay: Confronting Emotional Challenges in Ethnographic Experience,” *Journal of Organizational Ethnography* 2, no. 2 (2013): pp. 150-172, <https://doi.org/10.1108/joe-09-2012-0037>.

10:15am - 11:00am – Coffee Break

11:00am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12:30pm - 2:00pm – Lunch

**2:00pm - 3:30pm – More-interactive Data-collection Techniques (I): Surveys and Experiments**  
**Dana El Kurd, University of Richmond**  
**Lauren M. MacLean, Indiana University**

This session and the next consider the differences among, unique features of, benefits of, and challenges inherent in employing several more-interactive forms of data collection including surveys, experiments, focus groups, and ethnography. We continue to consider ethical challenges that can arise in the field, particularly in connection with interacting with human participants, as well as the similarities and differences between digital and traditional fieldwork.

- 22.2.1. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Surveys in the Context of Field Research. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 8. (book to obtain)
- 22.2.2. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Experiments in the Field. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 9. (book to obtain)

- 22.2.3. Jensenius, F. (2014). The Fieldwork of Quantitative Data Collection. *PS: Political Science & Politics*, 47(2), 402-404. doi:10.1017/S1049096514000298

#### Additional Reference Material

- 22.2.4. Brady, H. E. (2000). Contributions of survey research to political science. *PS: Political Science & Politics*, 33(01), 47-58. DOI: [10.2307/420775](https://doi.org/10.2307/420775)
- 22.2.5. Schaeffer, N. C., & Presser, S. (2003). The science of asking questions. *Annual review of sociology*, 29(1), 65-88. DOI: [10.1146/annurev.soc.29.110702.110112](https://doi.org/10.1146/annurev.soc.29.110702.110112)
- 22.2.6. Levy Paluck, E. (2010). The promising integration of qualitative methods and field experiments. *The ANNALS of the American Academy of Political and Social Science*, 628(1), 59-71. DOI: [10.1177/0002716209351510](https://doi.org/10.1177/0002716209351510)

3:30pm - 4:00pm – Coffee Break

#### **4:00pm - 5:30pm – More-interactive Data Collection Techniques (Ii): Focus Groups and Ethnography**

**Dana El Kurd, University of Richmond**

**Lauren M. MacLean, Indiana University**

This session is a continuation of the previous. The two consider the differences among, unique features of, benefits of, and challenges inherent in employing several more-interactive forms of data collection including surveys, experiments, focus groups, and ethnography. We continue to consider ethical challenges that can arise in the field, particularly in connection with interacting with human participants, as well as the similarities and differences between digital and traditional fieldwork.

- 22.3.1. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Site-Intensive Methods: Ethnography and Participant Observation. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 7. (book to obtain)
- 22.3.2. Cyr, Jennifer. (2019). “Introduction.” And “When to Use Focus Groups”. In *Focus Groups for the Social Science Researcher*. New York: Cambridge University Press. P. 1-17 and p. 18-39.
- 22.3.3. Müller-Funk, L. (2021). Research with Refugees in Fragile Political Contexts: How Ethical Reflections Impact Methodological Choices, *Journal of Refugee Studies* 34, no 2, 2308–2332, <https://doi.org/10.1093/jrs/feaa013>.
- 22.3.4. Grimm, J. J. (2022). The mixed blessing of digital fieldwork: Digital security and ethical dilemmas of remote research during and after the pandemic. *Qualitative and Multi-Method Research*, 20(2), 21–25.

### Additional Reference Material

- 22.3.5. Ellen Pader, E. (2006) Seeing with an Ethnographic Sensibility: Explorations Beneath the Surface of Public Policies. *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Routledge.
- 22.3.6. Wedeen, L. (2010). Reflections on ethnographic work in political science. *Annual Review of Political Science*, 13, 255-272. DOI: [10.1146/annurev.polisci.11.052706.123951](https://doi.org/10.1146/annurev.polisci.11.052706.123951)
- 22.3.7. Kubik, J. (2009). Ethnography of politics: foundations, applications, prospects. *Political ethnography: What immersion contributes to the study of power*, Chicago: University of Chicago Press. P. 25-52.
- 22.3.8. Parkinson, S. E. (2022). (Dis)courtesy Bias: “Methodological Cognates,” Data Validity, and Ethics in Violence-Adjacent Research. *Comparative Political Studies*, 55(3), 420–450. <https://doi.org/10.1177/00104140211024309>
- 22.3.9. Howlett, M. (2022). Looking at the ‘field’ through a Zoom lens: Methodological reflections on conducting online research during a global pandemic. *Qualitative Research*, 22(3), 387–402. <https://doi.org/10.1177/1468794120985691>

This module continues the discussion of qualitative research designs that work within the causal-inference framework. Students will be encouraged to develop their own research designs. The last session pivots from causal inferences to causal explanations.

### **8:45am - 10:15am - More Qualitative Causal Inference**

This session continues the discussion of qualitative causal inference. The reading for this session walks students through the steps of constructing causal graphs and event-history maps, conducting hypothesis tests, and evaluating the results. By the end of this session, students should be developing their own causal graph and thinking about the construction of event-history maps.

- 23.1.1. David Waldner, *Qualitative Causal Inference & Explanation*, Chapter 6 (Inferring Causes Qualitatively)

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

### **2:00pm - 3:30pm Working With Qualitative Causal Inference**

This session evaluates the strengths and weaknesses of qualitative causal inference in comparison to various forms of process tracing. It thus highlights what is unique about qualitative causal inference, the methodological virtues of that method, but also considers some possible criticisms of the method. All students should, by the end of this session, have developed their own causal models and accompanying event-history maps and have a solid grasp of how to think about satisfying our three criteria of valid qualitative causal inference.

- 23.2.1. David Waldner *Qualitative Causal Inference & Explanation*, Chapter 7 (Evaluating Qualitative Causal Inferences).

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



## 4:00pm - 5:30pm - Qualitative Causal Explanations

We will use our final session together for one of two purposes:

- Finishing material left over from earlier sessions and spending more time on students' causal graphs, or
  - Discussing causal explanations and the criteria of explanatory adequacy. Existing approaches to qualitative methods often give priority to causal explanations without establishing criteria for valid causal inference. Much quantitative work elaborates criteria for valid causal inference but neglects the entire topic of explanatory adequacy. In this session, we develop criteria for explanatory adequacy or explanatory goodness, which is predicated on valid causal inferences. We show that the procedures for qualitative causal inference are aligned with the requirements of explanatory goodness; our model of qualitative work does much, but not all, of the work to satisfy the criteria of "complete" or "satisfying" explanations.
- 
- 23.3.1. David Waldner, *Qualitative Causal Inference & Explanation*, Chapter 8 (Explanatory Adequacy) and Chapter 9 (Standard Explanatory Patterns). *These chapters have not yet been drafted: I will do my best to have a very rough draft of at least one of these chapters by June 26<sup>th</sup>.*
  - 23.3.2. David Waldner, "Transforming Inferences into Explanations: Lessons from the Study of Mass Extinctions," in Ned Lebow and Mark Lichbach, eds., *Theory and Evidence in Comparative Politics and International Relations*. This chapter was my first publication on qualitative methods and some of it I would now consider obsolete. But the last few pages introduce the distinction between inferences and explanations and give a rough sketch of the idea of explanatory adequacy. Read this as a backup in case I cannot write the other chapters on time.
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- Informal Office Hours (and Happy Hour): 8:00 - ?? in the hotel lobby.

**8:45am - 10:15am – Ordinary Language Interviewing II**  
**Fred Schaffer, University of Massachusetts, Amherst**

Participants learn about and practice using additional types of ordinary-language questions as well as strategies for approaching people to interview. By this time, participants have selected the sites in which they will do their field exercises. Participants work with their fieldsite groups during this session's exercises and in the short course's subsequent exercises.

10:15am - 11:00am Coffee Break.

11:00am - 12:30pm Research Design Discussion Sessions (not part of Module).

**12:30pm - 1:30pm Lunch.**

**1:30pm - 4:00pm – Interviewing Fieldwork Exercise and Write-up**

Participants go to field sites (around campus or at Destiny Mall) to conduct ordinary language interviews. They then write up their main findings.

4:00pm - 4:30pm – Break

**4:30pm - 6:00pm - Interviewing Debriefing**  
**Fred Schaffer, University of Massachusetts, Amherst**

In this session, we discuss the challenges that participants encountered in approaching people to interview, conducting ordinary language interviews, and writing up results. We also discuss what participants discovered substantively in doing their field site interviews.

**Session 1: 8:45am - 10:15am - Bringing Large-n Data To Our Models**

**8:45am - 9:30am - Data structures: “qualitative,” “quantitative,” and mixed data**

*In this lecture and discussion, we will outline the wide range of forms that data can take when updating a causal model. These data structures include what we might think of as “qualitative,” within-case data, such as data on mediating variables within a single case; what we might consider large-N “quantitative” data, such as data on  $X$  and  $Y$  for many cases; and mixtures of the two, such as data on  $X$  and  $Y$  for many cases and on mediators for a small subset of cases.*

**9:30am - 10:15am - How our models “learn” from data**

*So far, we have learned how to build a structural causal model, how to define questions, and how to bring in data. This lecture and discussion will provide some key intuitions for how causal inference from data operates within a causal model framework. How do data allow us to answer our causal questions? For instance, how does learning about a mediator variable in a causal model (say, between  $X$  and  $Y$ ) provide leverage on  $X$ 's effect on  $Y$ ? How does learning from data on a single case differ from learning from data on many cases?*

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

**Session 2: 2:00pm-3:30pm - Updating Our Models With Data**

**2:00pm - 2:15pm - Lecture: Importing data in CausalQueries**

*Building on the previous session, this session will teach students how to bring existing data into the CausalQueries package.*

**2:15pm - 3:00pm - Guided exercise: Updating a model in CausalQueries**

*In this session, we will guide you through updating a model in CausalQueries: the arguments required (i.e., a model and observed data) and the output produced (i.e., an updated model with a data frame of the posterior distribution as returned by stan).*

- 25.2.1. Humphreys, M & Jacobs, A. (2020) Causal Models: Guide to CausalQueries. Chapter 4 <https://macartan.github.io/causalmodels/updating-models-with-stan.html#data-for-stan>
- 25.2.2. Humphreys, M., & Jacobs, A. (2023). *Integrated Inferences: Causal Models for Qualitative and Mixed-Method Research* (Strategies for Social Inquiry). Cambridge: Cambridge University Press. Chapters 9 and 10.

### **3:00pm - 3:30pm - Causal Questions (population-level)**

*Having already conceptualized and defined case-level causal questions, we will now conceptualize the kinds of questions that we can ask about populations, including questions about average effects and about effects within subpopulations, and will see how these questions can be mapped into a causal model.*

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

### **Session 3: 4:00pm - 5:30pm - Asking Population- And Case-level Questions Of Updated Models**

#### **4:00pm - 4:30pm - How to define population-level queries in CausalQueries**

*In this session, we will walk through how we can define population-level questions within the CausalQueries package.*

#### **4:30pm - 5:30pm - Exercise: Updating models, defining and estimating queries**

*In this final exercise, we will return to the models that we generated on Day 1 and now update this model with (simulated) large-N data. We will then pose both population- and case-level causal queries to the updated model. We will see how we have learned about causal features of the population from the large-N data. We will also see how we can use the updated model to pose case-level questions – that is, to do process tracing. Whereas the process tracing we did on Day 2 required us to supply a set of prior beliefs about causal effects, what we will see in this session is that we can learn those beliefs from the data, thus supplying our process-tracing with an empirical foundation.*

This module discusses a final more-interactive form of data-collection that political scientists use with great frequency, interviewing, as well as a preeminent less-interactive form of fieldwork (archival research), again considering the ethical underpinnings of both, and considering both digital and traditional forms. Finally, we think through multiple strategies for engaging in analysis and assessing progress in the field. Each session of this module is conducted with the understanding that participants have carefully read the assigned materials. The instructors present key points drawing on the readings, other published work on field research, and the experiences they and others have had with managing fieldwork's diverse challenges. Interaction and discussion in small and large groups is encouraged.

**8:45am - 10:15am – Interviewing**  
**Diana Kapiszewski, Georgetown University**

This session discusses how to prepare for, conduct, and follow-up after one-on-one interviews. We consider the many challenges and opportunities that conducting interviews in the field entails and offer a range of practical advice.

- 26.1.1. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Interviews, Oral Histories, and Focus Groups. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 6. (book to obtain)
- 26.1.2. Bleich, E. & Pekkanen, R. (2013) How to Report Interview Data. *Interview Research in Political Science*. Cornell University Press.
- 26.1.3. Soss, J. (2006). Talking our way to meaningful explanations. *Interpretation and method: Empirical research methods and the interpretive turn*. Taylor and Francis. P. 127-149.

Additional Reference Material

- 26.1.4. Leech, B. & Goldstein, K. (2002) Symposium: Interview Methods in Political Science. *PS: Political Science and Politics* 35(4), 663-672. <https://www.jstor.org/stable/i269772>
- 26.1.5. Short, S.E., Perecman, E., & Curran S.R. (2006) Focus Groups. *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods*. Sage.
- 26.1.6. Rubin, H. & Rubin, I. (2005). *Qualitative Interviewing. The Art of Hearing Data*, 2nd ed. Sage. Chapters 6-9.

- 26.1.7. Tansey, O. (2007). Process tracing and elite interviewing: a case for non-probability sampling. *PS: Political Science & Politics*, 40(04), 765-772. DOI: [10.1017/S1049096507071211](https://doi.org/10.1017/S1049096507071211)
- 26.1.8. Glas, A. (2021). Positionality, Power, and Positions of Power: Reflexivity in Elite Interviewing. *PS: Political Science & Politics*, 54(3), 438-442. doi:10.1017/S1049096520002048

10:15am - 11:00am – Coffee Break

11:00am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12:30pm - 2:00pm – Lunch

**2:00pm - 3:30pm – Archival Research**

**Diana Kim, Georgetown University**

**Hillel Soifer, Temple University**

This session introduces participants to the process of planning and conducting fieldwork aimed at collecting and analyzing archival evidence, remote access archival research and digitized sources. Where, when, and how does one start? What does one actually do at an archive? What are concrete strategies for time management, navigating physical and digitized archives, note taking, organizing and storing data, as well as ways to efficiently write-up and effectively present findings? The session will also consider research challenges relating to the politics and ethics of archival access and conservation.

- 26.2.1. Weld, K. (2014). *Paper Cadavers: The Archives of Dictatorship in Guatemala*. Duke University Press. Chapters 2 & 3
- 26.2.2. Putnam, L. (2016). “The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast.” *American Historical Review*, 121(2), 377-402.
- 26.2.3. Kim, D. *Empires of Vice: The Rise of Opium Prohibition across Southeast Asia*. Princeton University Press, Chapter 1 (pp. 3-27).

Additional Reference Material

- 26.2.4. *APSA Comparative Politics Newsletter*, Fall 2019. “Comparative Politics and History”
- 26.2.5. Auerbach, A. (2018). “Informal Archives: Historical Narratives and the Preservation of Paper in India’s Urban Slums.” *Studies in Comparative International Development*, 53:343-364.
- 26.2.6. Balcells, L. and Sullivan, C. (2018). “New Findings from Conflict Archives: An Introduction and Methodological Framework.” *Journal of Peace Research*, 55(2), 137-146.

- 26.2.7. Kim, D. (2022). "Taming Abundance: Doing Digital Archival Research (as Political Scientists)." *PS: Political Science and Politics*, 55(3), 530-538.
- 26.2.8. Lustick, I. (1996). "History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias." *American Political Science Review* 90(3), 605-18

3:30pm - 4:00pm – Coffee Break

**4:00pm - 5:30pm – Analyzing, Re-tooling, And Assessing Progress**

**Diana Kapiszewski, Georgetown University**

**Lauren M. MacLean, Indiana University**

This session considers various strategies for analyzing data analysis, writing up results, and presenting initial findings to different audiences while conducting fieldwork. It also considers the challenges that arise when scholars conducting fieldwork feel they need to change their project, and how to decide if and what to change. Finally, the session explores how to assess progress toward completing field research.

- 26.3.1. Kapiszewski, Diana, Lauren M. MacLean, and Benjamin L. Read. (2015). Analyzing, Writing, and Retooling in the Field. *Field Research in Political Science: Practices and Principles*. Cambridge: Cambridge University Press. Chapter 10.
- 26.3.2 Kapiszewski, Diana, Lauren M. MacLean, and Benjamin L. Read. (2022). "Dynamic Research Design: Iteration in Field Based Inquiry." *Comparative Politics* 54(4): 645-70. <https://doi.org/10.5129/001041522X16352603126875>
- 26.3.3. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Fieldnotes in Ethnographic Research* University of Chicago Press. Chapters 3 and 6.

Additional Reference Material

- 26.3.4. Shapiro, G. & Markoff, J. (1997). A Matter of Definition. *Text Analysis for the Social Sciences: Methods for Drawing Statistical Inferences from Texts and Transcripts*. Lawrence Erlbaum.
- 26.3.5. McDermott, R. et al. (2010). Symposium: Data Collection and Collaboration. *PS: Political Science and Politics*, 43(1), 15-58. doi:10.1017/S1049096510990586
- 26.3.6. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Fieldnotes in Ethnographic Research* University of Chicago Press. Chapters 1 and 2.

This module introduces geo-spatial analysis with some extensions to network analysis, working through key analytic steps in an applied, hands-on way by reproducing the findings of a recent publication in the journal *Political Geography*. Spatial analysis refers to a methodological approach that emphasizes the geographic interdependence of units. Unlike conventional approaches to data analysis that treat units as independent, spatial analysis redirects our attention to the interdependence of and interaction among units, specifically the geographic connections among units. This interdependence is analytically relevant to a wide range of research questions across fields and disciplines, including research on compelling topics like: (1) the diffusion or spread of phenomena of interest across units; (2) the exposure of interconnected units to a common explanatory factor; (3) how an explanatory factor in nearby units can shape an outcome of interest in a focal unit; and (4) the varying effect of an explanatory factor across units. Studying this interdependence can also improve analysis of phenomena within units by accounting for the interdependence of other background factors across units. A range of exploratory and explanatory approaches exists to examine this interdependence. Further, mapping and other visualization tools of spatial analysis also offer compelling ways of communicating findings to audiences. This module begins by clarifying what we mean by space and spatial analysis, covers descriptive, exploratory, and explanatory approaches, and finishes by comparing spatial analysis and network analysis. A running example from a recently published article provides a practical, hands-on way of engaging with the material, and illuminates key ideas. All practical exercises are done in R. No prior experience with R is required. Files with the complete, worked out reproduction of the empirical example are provided, including extensive commentary, and all R code is explained during the module. At the end, participants will have a concrete template for how to carry out similar spatial research of their own.

### **8:45am - 10:15am - Jumping In: Reproducing Brass Et Al. (2020) In R**

This session reproduces the first parts of the spatial analysis published in Brass et al. (2020). Participants will be provided the replication materials ahead of time, and I thank the authors for permission to use their data. We start with descriptive and exploratory techniques to reproduce descriptive maps (Figures 1-3), measures of global spatial dependence, measures of local spatial dependence (e.g., cluster analysis), and visualize results with cluster maps (Appendix, Figure A2). As we do this hands on, applied work, we will step back at various intervals to discuss key analytic topics related to spatial analysis, including spatial versus non-spatial data, types of spatial data, the modifiable areal unit problem (MAUP), measuring spatial interdependence (weights matrix  $W$ ), global vs. local spatial association, and the added value of examining the geographic interdependence of units.



▪ Introduction to Spatial Analysis

Key article for reproduction:

- 27.1.1. Brass, Jennifer N., Justin Schon, Elizabeth Baldwin, and Lauren M. MacLean. 2020. "Spatial analysis of bureaucrats' attempts to resist political capture in a developing democracy: The distribution of solar panels in Ghana." *Political Geography* 76: 102087. <https://doi.org/10.1016/j.polgeo.2019.102087>.

Readings

- 27.1.2. Harbers, Imke, and Matthew C. Ingram. 2019. "Politics in Space: Methodological Considerations for Taking Space Seriously in Subnational Research." In Agustina Giraudy, Eduardo Moncada, and Richard Snyder, eds. *Inside Countries: Subnational Research in Comparative Politics*. New York: Cambridge University Press. <https://doi.org/10.1017/9781108678384.002>
- 27.1.3. LeSage, James, P., and R. Kelley Pace. 2014. "The Biggest Myth in Spatial Econometrics." *Econometrics* 2: 217:249.
- 27.1.4. Neumayer, Eric and Thomas Plumper. 2016. "W." *Political Science Research and Methods* 4(1): 175–193.
- 27.1.5. Anselin, Luc. 1995. "Local Indicators of Spatial Association—LISA." *Geographical Analysis* 27: 93-115. <https://doi.org/10.1111/j.1538-4632.1995.tb00338.x>

Optional/Recommended

- 27.1.6. Darmofal, David. 2015. *Spatial Analysis for the Social Sciences*. Cambridge: Cambridge University Press.
- 27.1.7. Anselin, Luc, and Sergio Rey. 2014. *Modern Spatial Econometrics in Practice*. GeoDa Press LLC.
- 27.1.8. Fotheringham, A. Stewart, Chris Brunsdon, and Martin Charlton. 2007. "Challenges in Spatial Data Analysis." In Fotheringham, A. Stewart, Chris Brunsdon, and Martin Charlton. *Quantitative Geography*. London: SAGE Publications. <https://doi.org/10.4135/9781849209755>.
- 27.1.9. Elhorst, J. Paul. 2010. "Applied Spatial Econometrics: Raising the Bar." *Spatial Economic Analysis* 5(1): 9–28. <https://doi.org/10.1080/17421770903541772>
- 27.1.10. Brunsdon, Chris, and Lex Comber. 2015. *An Introduction to R for Spatial Analysis and Mapping*. Thousand Oaks, CA: SAGE.

- 27.1.11. Bivand, Roger S., Edzer Pebesma, Virgilio Gomez-Rubio. 2013. *Applied Spatial Data Analysis with R*. 2<sup>nd</sup> ed. New York: Springer. <https://doi.org/10.1007/978-1-4614-7618-4> (ebook is available via Syracuse University library)
- 27.1.12. Soifer, Hillel. 2019. "Units of Analysis in Subnational Research." In Agustina Giraudy, Eduardo Moncada, and Richard Snyder, eds. *Inside Countries: Subnational Research in Comparative Politics*. New York: Cambridge University Press. <https://doi.org/10.1017/9781108678384.003>
- 27.1.13. Di Salvatore, Jessica, and Andrea Ruggeri. 2021. "Spatial Analysis for Political Scientists." *Italian Political Science Review / Rivista Italiana Di Scienza Politica* 51(2): 198–214. doi:10.1017/ipo.2021.7
- 27.1.14. Cook, Scott J., Jude C. Hays, and Robert J. Franzese. 2023. "STADL Up! The Spatiotemporal Autoregressive Distributed Lag Model for TSCS Data Analysis." *American Political Science Review* 117(1): 59–79. <https://doi.org/10.1017/S0003055422000272>

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

### **2:00pm - 3:30pm - Spatial Models**

This session continues the reproduction of key results in Brass et al. (2020), moving from descriptive and exploratory approaches to more explanatory approaches with spatial modeling. We will first discuss different approach to model selection, including (a) using diagnostics to identify the spatial effects that should be modeled, and (b) specifying a model with a full set of spatial effects and then removing spatial effects that are have no meaningful impact on results. We will then reproduce the non-spatial and spatial regressions in Brass et al. (Table 2), comparing spatial models with the conventional, well-known least-squares model. We also discuss the geographically-weighted regression in Brass et al. (Figure 4 and Appendix Table A6), which raises the prospect of spatial non-stationarity, also called spatial heterogeneity – the possibility that an explanatory factor can have a varying effect across different geographic units. As we do this, we will pause to discuss key analytic issues related to spatial analysis, including alternative model specifications, tradeoffs among different spatial models, interpretation and visualization, and the difference between spatial dependence and spatial heterogeneity.

- 27.2.1. Cook, Scott J., Jude C. Hays, and Robert Franzese. 2021. "Model Specification and Spatial Interdependence." In Luigi Curini and Robert Franzese, eds. *The SAGE Handbook of Research Methods in Political Science and International Relations*. Thousand Oaks, CA: SAGE, pp. 730-747 (chapter 39). <https://doi.org/10.4135/9781526486387>

- 27.2.2. Whitten, Guy D., Laron K. Williams and Cameron Wimpy. 2021. "Interpretation: the final spatial frontier." *Political Science Research and Methods* 9(1): 140–156. <https://doi.org/10.1017/psrm.2019.9>

#### Optional/Recommended

- 27.2.3. LeSage, James, and R. Kelley Pace. 2009. *Introduction to Spatial Econometrics*. Boca Raton, FL: CRC Press. <https://doi.org/10.1201/9781420064254>
- 27.2.4. Ward, Michael, and Kristian Gleditsch. 2018. *Spatial Regression Models*. Thousand Oaks, CA: SAGE. <https://doi.org/10.4135/9781071802588> (ebook is available via Syracuse University library)
- 27.2.5. Halleck Vega, Solmaria and J. Paul Elhorst. 2015. "THE SLX MODEL." *Journal of Regional Science* 55(3):339–363. URL: <https://onlinelibrary.wiley.com/doi/abs/10.1111/jors.12188>
- 27.2.6. Wimpy, Cameron, Guy D. Whitten, and Laron K. Williams. 2021. "X Marks the Spot: Unlocking the Treasure of Spatial-X Models". *The Journal of Politics* 83(2): 722-739. URL: <https://doi.org/10.1086/710089>
- 27.2.7. Bivand, Roger, Giovanni Millo, and Gianfranco Piras. 2021. "A Review of Software for Spatial Econometrics in R." *Mathematics* 9, no. 11: 1276. <https://doi.org/10.3390/math9111276>
- 27.2.8. Fotheringham, A Stewart, Chris Brunsdon and Martin Charlton. 2003. *Geographically weighted regression: the analysis of spatially varying relationships*. John Wiley & Sons.
- 27.2.9. Fotheringham, Stewart, Ricardo Crespo and Jing Yao. 2015. "Geographical and Temporal Weighted Regression (GTWR)." *Geographical Analysis* 47(4):431–452. <https://doi.org/10.1111/gean.12071>
- 27.2.10. Fotheringham, A. Stewart, Wenbai Yang and Wei Kang. 2017. "Multiscale Geographically Weighted Regression (MGWR)." *Annals of the American Association of Geographers* 107(6):1247–1265. <https://doi.org/10.1080/24694452.2017.1352480>
- 27.2.11. Elhorst, J. Paul. 2014. "Spatial Econometrics: From Cross-Sectional Data to Spatial Panels." <https://doi.org/10.1007/978-3-642-40340-8>
- 27.2.12. Elhorst, J. Paul. 2021. "The dynamic general nesting spatial econometric model for spatial panels with common factors: Further raising the bar." *Review of Regional Research*. URL: <https://doi.org/10.1007/s10037-021-00163-w>

- 27.2.13. Drolc, Cody A., Christopher Gandrud, and Laron K. Williams. 2021. "Taking Time (and Space) Seriously: How Scholars Falsely Infer Policy Diffusion from Model Misspecification." *Policy Studies Journal* 49: 484-515. <https://doi.org/10.1111/psj.12374>
- 27.2.14. Cook, Scott, Hays, Jude, and Franzese, Robert. (2023). "STADL Up! The Spatiotemporal Autoregressive Distributed Lag Model for TSCS Data Analysis." *American Political Science Review* 117(1): 59-79. <https://doi:10.1017/S0003055422000272>

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

#### **4:00pm - 5:30pm - Spatial Analysis Versus Network Analysis**

This session extends the ideas of spatial analysis to network analysis. We do so by revisiting the key analytic components of spatial analysis and re-interpreting them from a networks perspective. Many of the concepts and approaches to studying interdependence in spatial analysis translate well to studying interdependence in network analysis, but the main difference requires us to shift from geographic connections among units to relational connections. Maintaining the applied focus of the module, we will reproduce core elements from Brass et al., but now treating the connections among units as network ties.

- 27.3.1. Neumayer, Eric and Thomas Plumper. 2016. "W." *Political Science Research and Methods* 4(1): 175–193. <https://doi.org/10.1017/psrm.2014.40>
- 27.3.2. Victor, Jennifer N., and Elsa T. Khwaja. 2021. "Network Analysis: Theory and Testing." In Luigi Curini and Robert Franzese, eds. *The SAGE Handbook of Research Methods in Political Science and International Relations*. Thousand Oaks, CA: SAGE, pp. 858-875 (chapter 45). <https://doi.org/10.4135/9781526486387>

Optional/Recommended:

- 27.3.3. Schoeneman, John P., and Bruce A. Desmarais. 2021. "Network Modeling: Estimation, Inference, Comparison, and Selection." In Luigi Curini and Robert Franzese, eds. *The SAGE Handbook of Research Methods in Political Science and International Relations*. Thousand Oaks, CA: SAGE, pp. 876-894 (chapter 46). <https://doi.org/10.4135/9781526486387>
- 27.3.4. Larson, Jennifer M. nd. *Designing Empirical Social Networks Research*. New York: Cambridge University Press.
- 27.3.5. Victor, Jennifer N., and Elsa T. Khwaja. 2021. "Network Analysis: Theory and Testing." In Luigi Curini and Robert Franzese, eds. *The SAGE Handbook of Research Methods in Political Science and International Relations*. Thousand Oaks, CA: SAGE, pp. 858-875 (chapter 45). <https://doi.org/10.4135/9781526486387>

**8:45am - 10:15am – Ethics And Praxis In Participant Observation I**  
**Timothy Pachirat, University of Massachusetts, Amherst**

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

28.1.1. Emerson, R.M., Fretz, R.I., & Shaw, L.L. (1995). *Writing Ethnographic Fieldnotes*. University of Chicago Press. (book to obtain)

28.1.2. Pachirat, T. (2018). *Among Wolves: Ethnography and the Immersive Study of Power*. Routledge. (book to obtain – ebook pdf is also available at SU library)

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

**2:00pm - 3:30pm – Ethics And Praxis In Participant Observation II**  
**Timothy Pachirat, University of Massachusetts, Amherst**

Part Two of an exploration of the practice of participant observation, with special emphasis on jottings, fieldnote writing, and the ethics of fieldwork. Instructions and discussion of fieldwork exercise.

- 28.2.1. Emerson, R.M., Fretz, R.I., & Shaw, L.L. (1995). *Writing Ethnographic Fieldnotes*. University of Chicago Press. (book to obtain)

- 28.2.2. Pachirat, T. (2018). *Among Wolves: Ethnography and the Immersive Study of Power*. Routledge. (book to obtain – ebook pdf is also available at SU library)

**3:30pm - 3:40pm** – Coffee Break

**3:40pm - 6:00pm** – Participant Observation Fieldwork Exercise

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

**6:00pm - 8:30pm** – **Fieldnote Writing** *Participants use this time to write up a set of fieldnotes based on jottings taken in their fieldsites.*

This module provides an overview of Qualitative Comparative Analysis (QCA) and fuzzy sets, including instruction in its use within RStudio. QCA is inherently multi-method, combining within-case and cross-case analysis. Within the limitations facing empirical data, QCA is best seen as a tool for unraveling causal complexity, with different configurations of causally relevant conditions leading to the same outcome. The central aim of the module is to familiarize the participants with the formal logic of set-theoretic methods and to introduce QCA as an approach, its main assumptions, the technical environment (software) and the standard procedures and operations. Particular emphasis is put on a thorough understanding of the notions of necessity and sufficiency, as they are the nuts and bolts of QCA that set it apart from the majority of other available cross-case comparative techniques.

### **8:45am - 10:15am - The Basics Of Qca**

This session introduces participants to the module topic by touching upon the basics of set-theoretic methods, the epistemology of QCA, its different variants, and how it compares to other standard qualitative and quantitative social scientific research designs. The centerpiece of the first session will be a demonstration of QCA on the basis of a recently published study.

- 29.1.1. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). Qualitative Comparative Analysis (QCA) using R: A Beginner's Guide, Chapter 1. (book to obtain)
- 29.1.2. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). Qualitative Comparative Analysis (QCA) using R: A Beginner's Guide, Getting Started with R (Online Appendix available at: <https://doi.org/10.7910/DVN/S9QPM5>)
- 29.1.3. Schneider, Carsten Q. and Claudius Wagemann (2012). Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis. Cambridge: Cambridge University Press, pp. 1-20. (book to obtain - ebook pdf is available at SU library)

Recommended:

- 29.1.4. Ragin, Charles C. (2008). Redesigning Social Inquiry: Fuzzy Sets and Beyond. Chicago: University of Chicago Press, chapter 1.
- 29.1.5. Dusa, A. (2019). *QCA with R. A Comprehensive Resource*. Springer International Publishing, chapters 1 & 2. [https://doi.org/10.1007/978-3-319-75668-4\\_2](https://doi.org/10.1007/978-3-319-75668-4_2) (whole book is downloadable as a pdf from SU library)
- 29.1.6. Goertz, Gary and James Mahoney (2012). A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. Princeton: Princeton University Press, chapter

2. <https://doi.org/10.23943/princeton/9780691149707.001.0001> (whole book is downloadable as a pdf from SU library)

- 29.1.7. Thomann, E. and M. Maggetti (2020). Designing research with Qualitative Comparative Analysis (QCA): Approaches, challenges, and tools, *Sociological Methods and Research*, 49(2), 356-386. <https://doi.org/10.1177/0049124117729700>

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

### **2:00pm - 3:30pm - Calibration and Set Theory**

In this session we address the question of how to prepare observational data to perform QCA, i.e., how to calibrate. Almost all cross-case evidence can be represented in terms of crisp or fuzzy sets. Unlike “variables”, sets must be calibrated, and the calibration of fuzzy sets relies heavily on external knowledge, not on inductively derived statistics like means and standard deviations. This use of external knowledge provides the basis for a much tighter coupling of theoretical concepts and empirical analysis. In introducing calibration, we will cover various modes of calibrating raw data for crisp-set, multi-value and fuzzy-set QCA. Once we address the question of calibration, we turn to Boolean algebra, formal logic, and operations on complex expressions. At the end of the session, we will go through various calibration techniques using R and discuss the consequences of different calibration decisions.

- 29.2.1. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). Qualitative Comparative Analysis (QCA) using R: A Beginner’s Guide, Chapter 2. <https://doi.org/10.1017/9781009006781> (book to obtain)
- 29.2.2. Schneider, Carsten Q. and Claudius Wagemann (2012). Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis, Cambridge University Press, Chapter 1 - Sets, set membership, and calibration; Chapter 2 - Notions and operations in set theory. (book to obtain - ebook pdf is available at SU library)

Recommended:

- 29.2.3. Ragin, Charles C. (2008). *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago: University of Chicago Press, chapters 4 & 5. <https://doi.org/10.7208/chicago/9780226702797.001.0001>

- 29.2.4. Dusa, A. (2019). *QCA with R. A Comprehensive Resource*. Springer International Publishing, chapter 4. <https://doi.org/10.1007/978-3-319-75668-4> (whole book is downloadable as a pdf from SU library)

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

#### **4:00pm - 5:30pm - Set Relations, Causal Complexity, And Parameters Of Fit**

In this session we will start by introducing the central notions of necessity and sufficiency and discussing the so-called parameters of fit that are central to any QCA study, i.e., the measures of consistency, coverage, relevance of necessity, PRI. We further explore notions of causal complexity with a focus on INUS and SUIN causes. We then turn to ways of visualizing patterns of necessity, SUIN conditions, and some methodological issues that are related to the parameters of fit.

- 29.3.1. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). *Qualitative Comparative Analysis (QCA) using R: A Beginner's Guide*, Chapter 3 – Necessity; Chapter 4 – Sufficiency (Sections 4.1 and 4.2). (book to obtain)
- 29.3.2. Schneider, Carsten Q. and Claudius Wagemann (2012). *Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis*, Cambridge University Press, Chapter 3 - Set relations; Chapter 5 - Parameters of fit. (book to obtain - ebook pdf is available at SU library)

Recommended:

- 29.3.3. Goertz, Gary (2006). "Assessing the Trivialness, Relevance, and Relative Importance of Necessary or Sufficient Conditions in Social Science." *Studies in Comparative International Development* 41(2): 88-109. <https://doi.org/10.1007/bf02686312>
- 29.3.4. Schneider, C.Q. (2018). Realists and Idealists in QCA. *Political Analysis*, 26(2), 246-254. <https://doi.org/10.1017/pan.2017.45>



We live in challenging times that are ready made for comparative historical analysis. (CHA) A failed insurrection in the world's oldest democracy; a pandemic disrupting global supply chains; China's ascendancy altering geopolitical dynamics, and global warming potentially disrupting everything. This course provides guidance for scholars interesting in analyzing such macro-historical phenomena and are looking to CHA for methodological advice. Like historians, CHA scholars use the past to formulate research questions, describe complex social processes, and generate new inductive insights. And like social scientists, they compare those patterns to formulate generalizable and testable theories. CHA builds a bridge between the fascinating but disorderly world of history—that historians explore—and the slightly blander but more orderly world of methodology—that social scientists construct to test hypotheses. And CHA builds this bridge between exploration because it recognizes that it is easy to get results but difficult to get answers.

CHA is a broad umbrella term that draws on tools used in literatures as diverse as historical sociology, American political development, IR constructivism, global history, historical institutionalism, comparative political economy, democratization studies and basically any literature interested in temporal dynamics or historical processes. Together, these tools constitute a grammar of time for studying a disorderly and changing world in the most orderly fashion possible. Grammars analyze cultural phenomena—languages—that emerged independently of each other in different places. The same goes for CHA. It established itself in different disciplines independently of each other and therefore subsumes vernaculars that are distinct without being unique. The goal of this module is to introduce you to three key elements of this grammar of time:

- *Thinking Historically.* CHA investigates complex, oftentimes changing, most of the time only dimly understood macro-historical phenomena. It employs historical thinking to understand such phenomena sufficiently enough to formulate relevant questions. Historical thinking helps formulate such questions because it is inductive, unconstrained by theoretical or methodological strictures, and thus capable of exploring.
- *Thinking Temporally:* Macro-historical phenomena are constantly changing—they are objects in motion—that require a specific vocabulary to thinking temporally. CHA distinguishes between two notions of time. *Historical time* uses the vocabulary of events, dates, periods, directionality to analyze historical continuities and discontinuities—that is patterns of historical change. *Physical time*, in turn, uses a more clock-like mechanical vocabulary of tempo, duration, timing, sequencing, or stages to capture the more context independent elements of historical change and capture its more general dynamics.

- *Thinking Abductively*: CHA places questions before methods and thus employs a more heterodox methodological tool set to properly align causal inferences with the ontological characteristics of the questions. It pays close attention to non-linear, historical causation that highlights the causal effects of physical time. It also intermingles inductive insights with deductively derived hypothesis in a range of abductive causal inference strategies (i.e. historical explanations, path dependency, process tracing).

These modules draw on my forthcoming book the *Grammar of Time: Leveraging the Methodological Riches of History through Comparative Historical Analysis* (CUP, Forthcoming) The book offers the first systematic synthesis of the different CHA vernaculars spoken across multiple disciplines and literatures. Thinking historically, temporally and abductively involves a distinct mode of thinking that rests on ontological assumptions that are very different from those informing frequentist, statistical thinking. The course therefore devotes attention not just to these three elements of CHA but also employs exercises to practice them.

### **8:45am – 10:30am - Session 1: Thinking Historically: Unfreezing History And Geography**

CHA presumes that interesting and new research questions—particularly in an ever-changing world—rarely pose themselves. Identifying research questions requires initial exploration, journalistic-like description, and ultimately establishing a baseline for our understanding what is going on in a macro-historical phenomenon. Historical thinking plays a central role in this exploratory research stage because it serves as a to the existing theories and methodologies that have been used to analyze a phenomenon. These theories and methodologies entail ontological simplifications that background and mask the very complexities that contain the inductive insights to update the existing foreknowledge. Historical thinking involves an ontological pivot from the frozen history and geography informing existing theories to less frozen representation of social reality that is more attentive to historical and geographic particularities. It borrows this pivot from historians. Historians prefer to travel light when they head for the archives. They are mindful about the constraints that too much theory and methodology impose on their sleuthing instincts. Historians engage in a delicate ontological calibration process by constructing and deconstructing, by freezing and unfreezing geography, and, above all, the past to generate new insights.

This session illustrates historical thinking by illustrating how its ontological calibration differs from the frozen ontological assumptions informing statistical thinking.

- 30.1.1 Marcus Kreuzer. *The Grammar of Time: A Toolkit for Comparative Historical Analysis* (Cambridge: Cambridge University Press), 1-31 (book to obtain)
- 30.1.2 Jørgen Møller. *State Formation, Regime Change and Economic Development* (New York: Routledge, 2017): 12-28. <https://doi.org/10.4324/9781315544885>

- 30.1.3 Skocpol, Theda, and Margaret Somers. 1980. "The Uses of Comparative History in Macrosocial Inquiry." *Comparative Studies in Society and History* 22(2): 174–197. <https://doi.org/10.1017/S0010417500009282>

10:15am – 11:00am - Coffee Break.

11:00am - 12:30 pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00 pm - Lunch.

## **2:00pm - 3:30pm - Session 2: Thinking Temporally: Varieties Of Time**

Thinking historically involves thinking temporally. Historical thinking appears at first sight to involve a serendipitous and largely unsystematic sleuthing. On closer analysis, it is structured by deploying two notions of time—historical and physical time—as well as a specific temporal vocabulary. Temporal thinking does not come naturally and requires mastering this temporal vocabulary, just as statistics requires mastering probability theory. This session differentiates between four notions of historical time: cyclical, bounded, serial and eventful. Each notion freezes history to a different degree to serve distinct methodological purposes. The session therefore explicates the methodological constructions of history, the freezing history so that becomes properly align it the ontological requisites of a particular method. It then pivots to discussing five elements of physical time: tempo, duration, timing, sequencing, and stages. These mechanical, clock-like elements of physical time play a dual role in CHA. First, they serve to capture the more context independent elements of historical change and thereby better understand its differing rhythms. Second, they also serve to unfreeze, linear notions of causality (i.e. potential outcomes, average treatment effect) and elucidate more historical notions of causality.

- 30.2.1 Marcus Kreuzer. *The Grammar of Time: A Toolkit for Comparative Historical Analysis* (Cambridge: Cambridge University Press), 34-62 (book to obtain)
- 30.2.2 Robert Levine. 1997. *The Geography of Time* (Oxford: One World): 80-100.
- 30.2.3 Hunt, Lynn. 2008. *Measuring Time, Making History*. Budapest: Central European University Press. <https://doi.org/10.1515/9786155211485> (ebook pdf is available at SU library)
- 30.2.4 Sewell, William. 1996. "Three Temporalities: Toward an Eventful Sociology." In *The Historic Turn in the Human Sciences*, ed. Terrence J. McDonald. Ann Arbor: University of Michigan Press, p. 245–80. <https://doi.org/10.3998/mpub.23606>

- 30.2.5 Bartolini, Stefano. 1993. "On Time and Comparative Research." *Journal of Theoretical Politics* 5(2): 131–167. <https://doi.org/10.1177/0951692893005002001>

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

#### **4:00pm - 5:30pm - Session 3: Eventful Analysis: Identifying Patters Of (Dis-)continuity**

Eventful analysis is the most interpretivist, descriptive, and exploratory strand of CHA. It tries to establish what is going on, elucidate existing concepts, and identify historical continuities and discontinuities. It employs the most unfrozen notion of historical time—eventful history—and draws on physical time to analyze the rhythms at which history unfolds. Eventful analysis is deeply embedded in global history, diplomatic history, global historical sociology, constructivist international relations theory, American Political Development, historical institutionalism, the history of the welfare state, postcolonialism, and race and gender studies.

- 30.3.1 Marcus Kreuzer. *The Grammar of Time: A Toolkit for Comparative Historical Analysis* (Cambridge: Cambridge University Press), 73-91 (book to obtain)
- 30.3.2 Capoccia, G., & Ziblatt, D. (2010). The Historical Turn in Democratization Studies. *Comparative Political Studies*, 43(8–9), 931–46. <https://doi.org/10.1177/0010414010370431>
- 30.3.3 Soss, Joe. 2018. "On Casing a Study versus Studying a Case." *Qualitative and Multi- Method Research* 16(1): 21–27

Over two days we will introduce the foundations for treating text as data in social science research. After an introduction explaining the scope and limitations of the approach and how it differs from other forms of research that use text such as discourse analysis, computational linguistics, and psychology, we will address a set of text model types that social scientists have found useful. Although we will be dealing with quantitative tools, in keeping with the course title, we will emphasize intuition and substantive applications over statistical or algorithmic concerns. As far as possible, we will not assist the computer's text analysis; it will assist ours. Throughout the modules you are encouraged to ask yourself and us, how these tools could relate to your own research, so feel free to bring up your project idea, whatever their degree of bakedness.

Each session will start with a lecture and move to practical exercises. Slides for the lectures will be made available as pdf and will end with a list of references with hyperlinks to cited material, where that is possible. Ask if you find yourself unable to access any of them. While there are no formal office hours the instructors will be available outside class time to discuss topics relevant to the course that we do not find time for in the day.

The module sequence has a textbook in addition to article readings: Grimmer, Roberts, and Stewart (2022) *Text as Data*. Princeton University Press. This is referred to below as TAD.

### **8:45am - 10:15am - The Very Idea Of Text As Data**

In this session we discuss *the very idea* of treating text as data, distinguishing it from treating text as discourse (as in discourse analysis) or as syntax and semantics (linguistics and natural language processing would). This session introduces the measurement theoretical foundations that all our models will assume and discusses what we must be willing to assume (or make true) when we take the approach we do, and the kinds of texts that are well suited to its application.

- 31.1.1. TAD ch 2,15. Grimmer, J., Roberts, M. E., & Stewart, B. M. (2022). *Text as data: A new framework for machine learning and the social sciences*. Princeton University Press. (book to obtain)
- 31.1.2. Grimmer, J., & Stewart, B. (2013). Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts. *Political Analysis*, 21(3), 267-297. doi:10.1093/pan/mps028

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

## **2:00pm - 3:30pm - Exploring Text With Your Machine**

In the lecture part of the session, we introduce the fundamental concepts for dealing with text as data, including corpus, types, tokens, collocations, keywords, and document term matrices, rates proportions and comparisons. In the practical part of the session, we will put these tools to work exploring, summarizing, and visualizing different texts. Bring a laptop and choose a colleague; these things are more fun in groups.

- 31.2.1. TAD ch. 5,9,11. Grimmer, J., Roberts, M. E., & Stewart, B. M. (2022). Text as data: A new framework for machine learning and the social sciences. Princeton University Press. (book to obtain)
- 31.2.2. The quanteda quick start guide: <https://quanteda.io/articles/quickstart.html>

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

## **4:00pm - 5:30pm - Finding Topics And Themes**

In the lecture part of the session, we think about word categories or ‘topics’, either to identify substantively important topics using dictionary-based content analysis, or explore and discover useful topics using topic models. We also consider how to evaluate the results and where they might fit in a larger research project.

In the practical part of the session, we consider the practicalities by working with structural topic models to connect topics to non-textual facts about our documents or their authors.

- 31.3.1. TAD ch. 6, 16, 13. Grimmer, J., Roberts, M. E., & Stewart, B. M. (2022). Text as data: A new framework for machine learning and the social sciences. Princeton University Press. (book to obtain))
- 31.3.2. Laver, Michael, and John Garry. 2000. “Estimating Policy Positions from Political Texts.” American Journal of Political Science 44 (3): 619–34.  
<https://doi.org/10.2307/2669268>

Recommended:

- 31.3.3. TAD ch. 12. Grimmer, J., Roberts, M. E., & Stewart, B. M. (2022). Text as data: A new framework for machine learning and the social sciences. Princeton University Press. (book to obtain)
- 31.3.4. Bara, Judith, Albert Weale, and Aude Biquelet. 2007. “Analysing Parliamentary Debate with Computer Assistance.” Swiss Political Science Review 13 (4): 577–605.  
<https://doi.org/10.1002/j.1662-6370.2007.tb00090.x>.

### **8:45am - 10:15am Enhancing Qualitative Social Science Research with Gis**

This first session of six introduces participants to some of the ways that Geographic Information Systems (GIS) mapping can enhance qualitative research approaches and methodologies. During the hands-on portion of the session, participants will be introduced to the interface of ESRI's ArcPro, a leading GIS mapping software.

- 32.1.1 ESRI. (n.d.). *What is GIS?* Geographic Information System Mapping Technology. Retrieved May 10, 2023, from <https://www.esri.com/en-us/what-is-gis/overview>.
- 32.1.2. Hamlin, M. (2022). Participatory sketch mapping for policy: A case study of reentry housing from Chicago. *The Professional Geographer*, 74(1), 52-66. <https://doi.org/10.1080/00330124.2021.1952883>
- 32.1.3. McElroy, E. (2018). Countermapping displacement and resistance in Alameda County with the Anti-Eviction Mapping Project. *American Quarterly*, 70(3), 601-604. <http://doi.org/10.1353/aq.2018.0039>
- 32.1.4. Shelton, T. (2018). Mapping dispossession: Eviction, foreclosure and the multiple geographies of housing instability in Lexington, Kentucky. *Geoforum*, 97, 281-291. doi:<https://doi-org.libezproxy2.syr.edu/10.1016/j.geoforum.2018.09.028>

#### **Further Reading:**

- 32.1.5. Cope, M., & Elwood, S. (2009). *Qualitative GIS: A mixed methods approach*. Sage. (ebook is available via Syracuse University library)
- 32.1.6. Monmonier, M. (2007). *Mapping it out: Expository cartography for the Humanities and Social Sciences*. Univ. of Chicago Press.
- 32.1.7. Steinberg, S. J., & Steinberg, S. L. (2006). *GIS: Geographic Information Systems for the Social Sciences: Investigating Space and Place*. Sage Publications. (ebook is available via Syracuse University library)

10:15am - 11:00am Coffee Break.

11:00am - 12:30pm Research Design Discussion Sessions (not part of Module).

12: 30pm - 2:00pm Lunch.

## 2:00pm - 3:30pm Basic Gis Functions

This module will explore basic map visualization and spatial analysis functions such as building attribute tables, basic SQL queries, buffering map features, and symbolizing data.

32.2.1. ESRI. (n.d.). *About ArcGIS Pro*. About ArcGIS Pro-ArcGIS Pro | Documentation. Retrieved May 10, 2023, from <https://pro.arcgis.com/en/pro-app/2.8/get-started/get-started.htm>

- 32.2.2. Branch, J. (2016). Geographic Information Systems (GIS) in International Relations. *International Organization*, 70(4), 845-869. <https://doi.org/10.1017/S0020818316000199>
- 32.2.3. Nofal, J. (2012, August 6). *Basic uses of GIS*. GIS Lounge. Retrieved May 10, 2023, from <https://www.gislounge.com/basic-uses-of-gis/>
- 32.2.4. Starr, H. (2002). Opportunity, willingness and geographic information systems (GIS): reconceptualizing borders in international relations. *Political Geography*, 21(2), 243-261. [https://doi.org/10.1016/S0962-6298\(01\)00058-0](https://doi.org/10.1016/S0962-6298(01)00058-0)

### Further Reading:

- 32.2.5. Maantay, J. and Ziegler, J. *GIS for the urban environment*. Esri Press. 2006.
- 32.2.6. Bolstad, P. (2019). *GIS Fundamentals: A first text on Geographic Information Systems* (6th edition). XanEdu.

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

## 4:00pm - 5:30pm Gis Data Sources, Spatial Data Repositories, And Data Integration

This session will review the types and sources of data that are available for GIS users working in both data rich and data poor settings, the ethics of using mapping in research, and how metadata can be used to communicate qualitative information. Downloading spatial data from web-based repositories for integration into GIS will be demonstrated.

- 32.3.1. Allen, C., Tsou, M.-H., Aslam, A., Nagel, A., & Gawron, J.-M. (2016). Applying GIS and Machine Learning Methods to Twitter Data for Multiscale Surveillance of Influenza. *PLoS ONE*, 11(7), e0157734. <https://doi.org/10.1371/journal.pone.0157734>
- 32.3.2. Crampton, J.W., Huntley, E.M. and Kaufman, E.C. (2017). Societal impacts and ethics of GIS, Elsevier. *Comprehensive Geographic Information Systems*, 398-414. <https://doi.org/10.1016/B978-0-12-409548-9.09628-7>



- 32.3.3. Jung J.K. & Elwood, S. (2010). Extending the qualitative capabilities of GIS: computer-aided qualitative GIS. *Transactions in GIS*, 14(1), 63-87. <https://doi.org/10.1111/j.1467-9671.2009.01182.x>

**Further Reading:**

- 32.3.4. Gregory, I. N., & Geddes, A. (2014). *Toward spatial humanities: Historical GIS and spatial history*. Indiana University Press.

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Thursday, June 29 Module 33 – Ethnography IV — Timothy Pachirat, Fred Schaffer, and Gabreélla Friday

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**9:00am - 10:15am – Fieldsite Group Review of Fieldnotes**

Participants exchange and comment on each other’s fieldnotes.

10:15am - 11:00am - Coffee Break.

11:00am - 12:30pm - Research Design Discussion Sessions (not part of Module).

12:30pm - 2:00pm - Lunch.

**2:00pm - 3:30pm – Participant Observation Debrief and Fieldnote Workshop**  
**Timothy Pachirat, University of Massachusetts, Amherst**

Participants discuss the experience of doing participant observation, and examples of fieldnotes are workshopped.

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

**4:00pm - 5:30pm - Fieldwork Wrap-up**  
**Timothy Pachirat, University of Massachusetts, Amherst**

Continuation of fieldnote workshopping and discussion of fieldwork activities.

This module aims at deepening the understanding of QCA introduced in Module 29. The first two sessions of the module are aimed at addressing the analysis of sufficiency using truth tables and logical minimization. We elaborate on further issues that arise when neat formal logical tools and concepts, such as necessity, sufficiency, and truth tables, are applied to social science data (mainly the issues of limited diversity and the challenge to make good counterfactuals on so-called logical remainders). In the last session, we will address advanced topics in QCA such as: set-theoretic robustness and sensitivity, cluster diagnostics, and set-theoretic theory evaluation.

### **8:45am - 10:15am - Truth Tables and Logical Minimization**

In this session we focus on introducing the standard analysis of sufficiency. We will define the notion of a truth table in crisp-set and fuzzy-set QCA and how it differs from a data matrix. We will show how to analyze truth tables with respect to sufficient conditions in order to derive solution formulas. This includes the Quine-McCluskey Algorithm for the logical minimization of the sufficiency statements in a truth table.

- 34.1.1. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). *Qualitative Comparative Analysis (QCA) using R: A Beginner's Guide*, Chapter 4 – Sufficiency (Sections 4.3). (book to obtain)
- 34.1.2. Schneider, Carsten Q. and Claudius Wagemann (2012). *Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis*, Cambridge University Press, Chapter 4 – Truth Tables. (book to obtain - ebook pdf is also available at SU library)

Recommended:

- 34.1.3. Ragin, Charles C. (2008). *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago: University of Chicago Press, chapters 7. DOI: 10.7208/chicago/9780226702797.001.0001
- 34.1.4. Dusa, A. (2019). *QCA with R. A Comprehensive Resource*. Springer International Publishing, chapter 7. <https://doi.org/10.1007/978-3-319-75668-4> (whole book is downloadable as a pdf from SU library)

10:15am - 11:00am - Coffee Break.

### **11:00am - 12:30pm - Limited Diversity and The (Enhanced) Standard Analysis**

In this session we will discuss the problem of limited diversity that arises from incomplete truth tables. We will discuss different types of logical remainders and which basic strategies are at the researcher's disposal to mitigate the impact of limited diversity on drawing inferences.

Above all, we will show how counterfactual thinking can be used to resolve problems of limited diversity. Based on this, we introduce the “standard analysis” and the “enhanced standard analysis” by distinguishing between easy and difficult counterfactuals, and between tenable and untenable assumptions on remainders.

- 34.2.1. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). *Qualitative Comparative Analysis (QCA) using R: A Beginner’s Guide*, Chapter 4 – Sufficiency (Sections 4.4, 4.5.). (book to obtain)
- 34.2.2. Schneider, Carsten Q. and Claudius Wagemann (2012). *Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis*, Cambridge University Press; Chapter 6 – Limited Diversity and Logical Remainders & Chapter 8.2. (book to obtain - ebook pdf is also available at SU library)

Recommended:

- 34.2.3. Ragin, Charles C. (2008). *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago: University of Chicago Press, chapters 8 & 9. DOI: 10.7208/chicago/9780226702797.001.0001
- 34.2.4. Dusa, A. (2019). *QCA with R. A Comprehensive Resource*. Springer International Publishing, chapter 8. (whole book is downloadable as a pdf from SU library)

12:30pm - 2:00pm - Lunch.

### **2:00pm - 3:30pm - Advanced QCA: Robustness Tests, Cluster Diagnostics, and Theory Evaluation**

This session introduces a series of advanced topics in QCA. In terms of robustness tests, we will start by introducing various perspectives on the ‘robustness’ or ‘sensitivity’ of results obtained with QCA. We discuss against which analytic decisions a result ought to be robust and how we see if and when a result can be considered robust (enough). We condense all this into a QCA robustness check protocol. We will also discuss strategies for confronting situations when the data at hand contains clusters that are potentially analytically relevant but have not been captured during the truth table analysis. These clusters can be of any kind, such as temporal, geographic, or substantive clusters, and we explain how to probe whether the result obtained for the pooled (i.e., across clusters) data holds for all clustered separately. Finally, we discuss set-theoretic theory evaluation. It intersects theoretical expectations with empirical results generated with QCA. The findings from this procedure can be used to identify areas in which theory find empirical support and where it does not. Theory evaluation can also be used to identify most-likely and least-likely cases that are or are not confirmed by our QCA, information that can be used for selecting cases for further empirical scrutiny.

- 34.3.1. Ioana-Elena Oana and Carsten Q. Schneider. A Robustness Test Protocol for Applied QCA: Theory and R Software Application. *Sociological Methods & Research*, <https://doi.org/10.1177/004912412111036158>
- 34.3.2. Oana, Ioana-Elena, Carsten Q. Schneider, and Eva Thomann (2021). Qualitative Comparative Analysis (QCA) using R: A Beginner's Guide, Chapter 5 & Chapter 6.2. (book to obtain)
- 34.3.3. Schneider, Carsten Q. and Claudius Wagemann (2012). Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis, Cambridge University Press; Chapter 11.3. (book to obtain - ebook pdf is also available at SU library)

Recommended:

- 34.3.4. Arel-Bundock, Vincent. 2019. "The Double Bind of Qualitative Comparative Analysis." *Sociological Methods & Research*: 1–20. <https://doi.org/10.1177/0049124119882460>
- 34.3.5. Rohlfing, Ingo. 2018. "Power and False Negatives in Qualitative Comparative Analysis: Foundations, Simulation and Estimation for Empirical Studies." *Political Analysis* 26(1): 72–89. <https://doi.org/10.1017/pan.2017.30>
- 34.3.6. Ragin, C. C. (1987). *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. University of California Press, Chapter 9
- 34.3.7. Garcia-Castro, Roberto and Ariño, Miguel A., A General Approach to Longitudinal Set-Theoretic Research in Management (October 30, 2013). Available at SSRN: <https://ssrn.com/abstract=2347340>

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

**4:00pm - 5:00pm - Institute Conclusion (not part of module)**

**8:45am – 10:15am - Session 4: Longue Durée Analysis & Macro-causal Analysis: Identifying Trends and Causal Patterns**

*Longue durée analysis* explores longer-term, slower moving patterns of historical change by using time series and data visualization. It is the least developed strand of CHA and is used by economic historians, demographers, and evolutionary psychologists. *Macro-causal analysis* focuses on cross-sectional variations by developing historically situated and theoretically grounded explanations. It unfreezes linear notion of causality (i.e. potential outcome, average treatment effect) by paying close attention to the causal effects of timing, sequencing, tempo and duration. This none-linear notion of causality is referred to as historical causation.

- 35.1.1 Marcus Kreuzer. *The Grammar of Time: A Toolkit for Comparative Historical Analysis* (Cambridge: Cambridge University Press), 94-131 (book to obtain)
- 35.1.2 Pierson, P. (2003). Big, Slow-Moving and Invisible: Macrosocial Processes in the Study of Comparative Politics. In J. Mahoney & D. Rueschemeyer (Eds.), I. Cambridge: Cambridge University Press: 177-207.  
<https://doi.org/10.1017/CBO9780511803963.006>
- 35.1.3 Falletti, T. G., & Mahoney, J. (2015). The Comparative Sequential Method. In J. E. Mahoney & K. Thelen (Eds.), *Advances in Comparative Historical Analysis* Cambridge: Cambridge University Press: 211-25 (skim 225 to 39)  
<https://doi.org/10.1017/CBO9781316273104.009>
- 35.1.4. Conrad, Sebastian. 2017. *What Is Global History?* Princeton: Princeton University Press: 141-61 (ebook is available via Syracuse University library)

10:15am - 11:00am - Coffee Break.

**11:00am - 12:30pm - Session 5: Abduction and Research Cycles**

Despite its emphasis on exploration, CHA remains committed to advancing theoretically grounded explanations that are empirically validated in a transparent and replicable fashion. However, given its commitment to placing questions before methods, CHA is unwilling to define itself in terms of a single causal inference strategy. It selects instead among different research designs the one most appropriate for the question being answered. CHA follows an abductive or Bayesian logic that emphasizes the updating of existing explanations in light of new inductive insights. This abductive logic is reflected in its broader understanding of methodology as research cycles (rather than just causal inference) and its reliance on historical explanations and process tracing.

- 35.2.1 Marcus Kreuzer. *The Grammar of Time: A Toolkit for Comparative Historical Analysis* (Cambridge: Cambridge University Press), 137-145, 183-189 (book to obtain)
- 35.2.2 Hall, Peter. 2003. "Aligning Ontology and Methodology in Comparative Politics." In *Comparative Historical Analysis in the Social Sciences*, eds. James Mahoney and Dietrich Rueschemeyer. Cambridge: Cambridge University Press, 373–406. <https://doi.org/10.1017/CBO9780511803963.012>
- 35.2.3. Lieberman, Evan. 2016. "Can the Biomedical Research Cycle Be a Model for Political Science?" *Perspectives on Politics* 14(4): 1055–68. <https://doi.org/10.1017/S153759271600298X>

12:30pm - 2:00pm - Lunch.

### **2:00pm – 3:30pm - Session 6: Historical Explanations**

Historical explanations are particularly well suited for explaining historical change. They recognize that change itself is too fluid to be easily explained and thus needs to be analytically differentiated into periods of discontinuities and continuities. Historical explanations explain change by identifying the generative processes that produced a particular discontinuity. They, in turn, view continuity as something that needs to be explained, rather than to be assumed, and explain it in terms the increasing return mechanisms that reproduce a particular set of events.

- 35.3.1 Marcus Kreuzer. *The Grammar of Time: A Toolkit for Comparative Historical Analysis* (Cambridge: Cambridge University Press), 147-162 (book to obtain)
- 35.3.2 Cowan, Robin, and Mario J. Rizzo. 1996. "The Genetic-Causal Tradition and Modern Economic Theory." *Kyklos* 49(3): 273–317.
- 35.3.3 Mahoney, James. 2000. "Path Dependence in Historical Sociology." *Theory and Society* 29: 507–47.

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

**4:00pm - 5:00pm - Institute Conclusion (not part of module)**

### **8:45am - 10:15am - Building A Research Assistant, Tireless But Not So Bright**

In this session we consider the task of assigning single topics or ‘classes’ to documents based on pre-categorized training data. There are in practice many ways to do this; we focus on the core of concepts needed for evaluating performance and making effective use of the results.

In the practical part of the session, we put these concepts to work on a sentiment analysis task.

- 36.1.1. TAD 17, 19, 20. Grimmer, J., Roberts, M. E., & Stewart, B. M. (2022). Text as data: A new framework for machine learning and the social sciences. Princeton University Press. (book to obtain)
- 36.1.2. Evans, Michael, Wayne McIntosh, Jimmy Lin, and Cynthia Cates. 2007. “Recounting the Courts? Applying Automated Content Analysis to Enhance Empirical Legal Research.” *Journal of Empirical Legal Studies* 4 (4): 1007–39. <https://doi.org/10.1111/j.1740-1461.2007.00113.x>

Recommended:

- 36.1.3. TAD 18, 20. Grimmer, J., Roberts, M. E., & Stewart, B. M. (2022). Text as data: A new framework for machine learning and the social sciences. Princeton University Press. (book to obtain)
- 36.1.4. Mikhaylov, Slava, Michael Laver, and Kenneth R. Benoit. 2011. “Coder Reliability and Misclassification in the Human Coding of Party Manifestos.” *Political Analysis* 20 (1): 78–91. <https://doi.org/10.1093/pan/mpr047>

10:15am - 11:00am - Coffee Break.

### **11:00am - 12:30pm - Putting Documents and Word in Space**

In this session we consider exploratory and confirmatory models for putting documents and/or the words they contain in substantively meaningful spaces, whether because we believe that they do live in such spaces, or because we want to visualize them. As always, we also discuss the challenges to evaluating the results of spatial text models

In the practical part of the session we make those spaces and consider the how to interpret them.

- 36.2.1. TAD 7, 8, 14. Grimmer, J., Roberts, M. E., & Stewart, B. M. (2022). Text as data: A new framework for machine learning and the social sciences. Princeton University Press. (book to obtain)



- 36.2.2. Slapin, Jonathan B., and Sven-Oliver Proksch. 2008. "A Scaling Model for Estimating Time-Series Party Positions from Texts." *American Journal of Political Science* 52 (3): 705–22. <https://doi.org/10.1111/j.1540-5907.2008.00338.x>.

Recommended:

- 36.2.3. Lowe, Will, Kenneth R. Benoit, Slava Mikhaylov, and Michael Laver. 2011. "Scaling Policy Preferences from Coded Political Texts." *Legislative Studies Quarterly* 36 (1): 123–55. <https://doi.org/10.1111/j.1939-9162.2010.00006.x>
- 36.2.4. Lowe, Will, and Kenneth R. Benoit. 2013. "Validating Estimates of Latent Traits from Textual Data Using Human Judgment as a Benchmark." *Political Analysis* 21 (3): 298–313. <https://doi.org/10.1093/pan/mpt002>

12:30pm - 2:00pm - Lunch.

### **2:00pm - 3:30pm Launch!**

In this session, we will answer any remaining questions about the course content or the practicalities, and then try to make sure that each of you are able to apply these tools to your own projects when you leave the class.

The practical part of the session may involve some laptop preparations, so don't forget to bring it along.

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

**4:00pm - 5:00pm - Institute Conclusion (not part of module)**

### **8:45am - 10:15am - Open Source Mapping Tools**

This session will introduce open source geovisualization and analysis tools. Participants will explore OpenStreetMap, Google My Maps, and QGIS.

- 37.1.1. Haklay, M., & Weber, P. (2008). OpenStreetMap: User-generated street maps. *IEEE Pervasive Computing*, 7(4), 12–18. <https://doi.org/10.1109/mprv.2008.80>
- 37.1.2. Holder, S. (2018, March 14). *Who maps the world?* Bloomberg CityLab. Retrieved May 10, 2023, from <https://www.citylab.com/equity/2018/03/who-maps-the-world/555272>

#### **Further Reading:**

- 37.1.3. Google. (n.d.). *Google My Maps*. Retrieved May 10, 2023, from <https://www.google.com/maps/about/mymaps/>
- 37.1.4. OpenStreetMap Contributors. (2022, April 13). *OpenStreetMap Wiki*. Retrieved May 10, 2023, from [https://wiki.openstreetmap.org/w/index.php?title=About\\_OpenStreetMap&oldid=2310396](https://wiki.openstreetmap.org/w/index.php?title=About_OpenStreetMap&oldid=2310396).
- 37.1.5. QGIS. (2020, June 5). *Documentation for QGIS 3.4*. Retrieved May 10, 2023, from <https://docs.qgis.org/3.4/en/docs/index.html>

10:15am - 11:00am Coffee Break.

### **11:00am - 12:30pm - Gis Data Collection: Digitizing Archival Maps, Collecting Gps Point Locations, Historical Gis, And Participatory Gis**

This session will demonstrate data collection techniques for archival research, field work, and community-based participatory mapping. “Heads-up” digitizing or turning print maps into a digital GIS map and integrating GPS data into GIS will be demonstrated.

- 37.2.1. Dunn, C. E. (2007). Participatory GIS -- a people's GIS? *Progress in Human Geography*, 31(5), 616-637. <http://dx.doi.org/10.1177/0309132507081493>
- 37.2.2. Heasley, L. (2003). Shifting boundaries on a Wisconsin landscape: Can GIS help historians tell a complicated story? *Human Ecology*, 31(2), 183-213. <https://doi.org/10.1023/A:1023928728978>

- 37.2.3. Peluso, N.L. (1995). Whose woods are these? Counter-mapping forest territories in Kalimantan, Indonesia. *Antipode*, 27(4), 383-406. <https://doi.org/10.1111/j.1467-8330.1995.tb00286.x>

#### Further Reading:

- 37.2.4. Craig, W.J., Harris, T.M., & Weiner, D. (Eds.). (2002). *Community Participation and Geographical Information Systems* (1st edition.). CRC Press. <https://doi.org/10.1201/9780203469484> (ebook available via Syracuse University library)
- 37.2.5. Gregory, I.N. (2005). *A place in history: A guide to using GIS in historical research*. (2<sup>nd</sup> edition). Centre for Data Digitisation and Analysis. Retrieved May 10, 2023, from [http://www.researchgate.net/profile/Ian\\_Gregory2/publication/228725974\\_A\\_place\\_in\\_history\\_A\\_guide\\_to\\_using\\_GIS\\_in\\_historical\\_research/links/547726620cf29afed614470b.pdf](http://www.researchgate.net/profile/Ian_Gregory2/publication/228725974_A_place_in_history_A_guide_to_using_GIS_in_historical_research/links/547726620cf29afed614470b.pdf).
- 37.2.6. Oxford Big Data Institute. (n.d.). *What is Epicollect5*. Epicollect5 Data Collection User Guide. Retrieved May 10, 2023, from <https://docs.epicollect.net/>

12: 30pm - 2:00pm - Lunch.

#### 2:00pm - 3:30pm – Map Design

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

- 37.3.1. Berry, L. (2020, September 9). *6 easy ways to improve your maps*. ArcGIS Blog. Retrieved May 10, 2023, from <https://www.esri.com/arcgis-blog/products/mapping/mapping/6-easy-ways-to-improve-your-maps/>
- 37.3.2. Brewer, C., Harrower, M., and The Pennsylvania State University. *COLORBREWER 2.0: Color advice for cartography*. Retrieved May 10, 2023, from <http://colorbrewer2.org/#type=sequential&scheme=BuGn&n=3>
- 37.3.3. Buckley, A., & Field, K. (2011). *Making a Meaningful Map: A checklist for compiling more effective maps*. ArcUser. Retrieved May 10, 2023, from <http://www.esri.com/news/arcuser/0911/making-a-map-meaningful.html>
- 37.3.4. Ingraham, C. (2021, November 24). *The dirty little secret that data journalists aren't telling you*. The Washington Post. Retrieved May 10, 2023, from <https://www.washingtonpost.com/news/wonk/wp/2016/04/11/the-dirty-little-secret-that-data-journalists-arent-telling-you/>

### Further Reading:

- 37.3.5. Brewer, C. A. (2015). *Designing better maps: A guide for GIS users* (2<sup>nd</sup> edition). Esri Press.
- 37.3.6. Leff, B., Davis-Holland, A., and Ducey, E. (2016). *Best practices for map design*. Presented at the 2016 Esri FedGIS Conference, Washington, D.C. Retrieved May 10, 2023, from [http://proceedings.esri.com/library/userconf/fed16/papers/fed\\_86.pdf](http://proceedings.esri.com/library/userconf/fed16/papers/fed_86.pdf)
- 37.3.7. MacDonald, H. I., & Peters, A. H. (2011). *Urban policy and the census*. Esri Press.
- 37.3.8. Mitchell, A. (2020). *The Esri guide to GIS analysis, Volume 1: Geographic patterns and relationships* (2<sup>nd</sup> edition). Esri Press.
- 37.3.9. Mitchell, A. & Griffin, L.S. (2021). *The Esri guide to GIS analysis, Volume 2: Spatial measurements and statistics* (2<sup>nd</sup> edition). Esri Press.
- 37.3.10. Mitchell, A. (2012). *The Esri guide to GIS analysis, Volume 3: Modeling suitability, movement, and interaction*. Esri Press.
- 37.3.11. Monmonier, M. (2017) *How to lie with maps*. (3rd edition). The University of Chicago Press.

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

**4:00pm - 5:00pm - Institute Conclusion (not part of module)**

**8:45am - 10:15am - Engaged Ethnography And Activist Research**  
**Gabreélla Friday, Brown University**

This session explores engaged, activist, and radical approaches to ethnography. We read scholars who reject notions of objectivity and push the bounds of what is considered valid research with particular emphasis on methods from persons of difference. The ultimate goal is to challenge scholars to think beyond the objective epistemology dominating research and toward engaged ethnographic research methodologies.

- 38.1.1. Juris (2007), “Practicing Militant Ethnography with the Movement for Global Resistance (MRG) in Barcelona,” found in *Constituent Imagination: Militant Investigations, Collective Theorization*, pp. 164-176
- 38.1.2. Juris and Khasnabish (2013), “The Possibilities, Limits, and Relevance of Engaged Ethnography” found in *Insurgent Encounters: Transnational Activism, Ethnography, and the Political*, pp. 367-388. <https://doi.org/10.2307/j.ctv1131b6k.20>
- 38.1.3. Scott (2015), “Walking amongst the Graves of the Living: Reflections about Doing Prison Research from an Abolitionist Perspective” found in *The Palgrave Handbook of Prison Ethnography*, pp. 40-58. [https://doi.org/10.1057/9781137403889\\_3](https://doi.org/10.1057/9781137403889_3)
- 38.1.4. Tuhiwai Smith (2021), “Getting the Story Right, Telling the Story Well: Indigenous Activism, Indigenous Research,” found in *Decolonizing Methodologies: Research and Indigenous Peoples*, pp. 273-284. <https://doi.org/10.5040/9781350225282.0018>

10:15am - 11:00am - Coffee Break.

**11:00am - 12:30pm - Social Location, Positionality And Reflexivity**  
**Gabreélla Friday, Brown University**

This session challenges participants to consider their positionality and social location while doing qualitative and ethnographic research. This means taking a profound look at oneself prior to, during, and after the research and writing process to ensure one is critically engaging their own perspectives.

- 38.2.1. Zavella, P. (1991). Reflections on Diversity among Chicanas. *Frontiers: A Journal of Women Studies*, 12(2), 73–85. <https://doi.org/10.2307/3346849>

- 38.2.2. Brown, E. B. (1992). “What Has Happened Here”: The Politics of Difference in Women’s History and Feminist Politics. *Feminist Studies*, 18(2), 295–312. <https://doi.org/10.2307/3178230>
- 38.2.3. Alison Rooke (2009) *Queer in the Field: On Emotions, Temporality, and Performativity in Ethnography*, *Journal of Lesbian Studies*, 13:2, 149-160, DOI: 10.1080/10894160802695338
- 38.2.4. Eason (2017), “Multiple Imagined Positionalities of the Black Scholar in the Deep South” found in *Big House on the Prairie: Rise of the Rural Ghetto and Prison Proliferation*, pp. 181-198. <https://doi.org/10.7208/chicago/9780226410487.001.0001>
- 38.2.5 Miller (2021), “Appendix: The Gift of Proximity” found in *Halfway Home: Race Punishment and the Afterlife of Mass Incarceration*, pp. 283-298

12:30pm - 2:00pm - Lunch.

**2:00pm - 3:30pm - Overall Debriefing**

**Gabreélla Friday, Brown University**

**Fred Schaffer, University of Massachusetts, Amherst**

**Timothy Pachirat, University of Massachusetts, Amherst**

In this session, we reflect together on the following three clusters of questions: (1) How can participant observation, lifeworld interviewing, ordinary language interviewing, and activism be fruitfully combined when doing ethnographic fieldwork? What are the potential pitfalls of such a combination? (2) To what extent does the method one adopts shape what one apprehends? Specifically, do we learn something different when we access meaning by means of (relatively unstructured) participant observation as opposed to (relatively structured) interviewing? (3) Does aligning with the political interests of the people in your study create fruitful research or limit its potential? (4) Is there anything that you learned about participant observation and/or interviewing that might or will inform your *\*own\** research?

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

**4:00pm - 5:00pm - Institute Conclusion (not part of module)**