Institute for Qualitative and Multi-Method Research – June 17-28, 2019
Schedule and Reading List DRAFT June 11

There are three types of institute sessions: (1) Unified (whole institute) sessions; (2) research design discussion groups; and (3) elective modules. The unified sessions are on the first Monday (6/17).

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 34 elective modules, of which participants will select nine. That is, for each of the nine days on which there is a choice, participants will select from the modules offered.

<u>**Choosing Which Modules to Take**</u>

While several of the 34 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 and III) 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 exception to this rule is module 5 The Logic of Qualitative Research II. (It is also possible to take Module 12 Geographic Information Systems (GIS) II without Module 8 Geographic Information Systems (GIS) I, but *only* if you already have some familiarity with GIS.)

Modules 18, 22, 26 and 30 (Ethnographic Methods I, II, III and IV) should be considered as a single unit, and accordingly can <u>only</u> be selected together (i.e. participants <u>cannot</u> 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 4 (Multimethod Research I and II), Modules 7 and 11 (Natural Experiments I and II), Modules 15 and 19 (Causal Inference from Causal Models I and II), and Modules 23, 27 and 31 (Computer Assisted Text Analysis I, II and III).

Modules 16 and 20 (Designing and Conducting Fieldwork I and II), Module 24 (Archives and Elite Interviews), and Module 28 (Qualitative Data Management).

Modules 2 and 5 (The Logic of Qualitative Research I and II) and Modules 9 and 13 (QCA/fs I and II).

Modules 3 and 6 (Interpretive Analysis I and II), Modules 10 and 14 (Interpretation and History), and Modules 18, 22, 26 and 30 (Ethnographic Methods I, II, III, and IV).

Books to Purchase or Otherwise Obtain

The reading for some unified sessions and modules includes a book or books that must be purchased, or borrowed from your university library [please note that 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 <u>for current attendees' use only</u>.

Revisions

5/11: Added 24.1.3. Caro, Robert A. (2019). The Secrets of Lyndon Johnson's Archives: On a Presidential Paper Trail *The New Yorker*, January 21, 2019
https://www.newyorker.com/magazine/2019/01/28/the-secrets-of-lyndon-johnsons-archives

5/22: Added video to 24.1.3: https://www.c-span.org/video/?c4798677/caro-working
(For entire video from which this extract was drawn, see: https://www.c-span.org/video/?459697-1/working)

5/23: Added readings for Loyle and Simoni, Module 34

5/23: Minor revisions to Mahoney's readings for Module 2 and Module 5

5/25: Revised Lowe modules 23, 27 and 31

5/27: Corrected title 13.2.1.

5/30: Updated Kapiszewski, Karcher, and Kirilova's Module 28

6/9: revised timing on Tuesday 6/25

6/11: revised timing on Friday 6/28, and added instructions from David Waldner to Module 33.

Outline for IQMR 2019

6/17	Unified (whole institute) sessions on different approaches to qualitative analysis (U1, U2, U3, U4, and U5) **Wedeen**, **Seawright**, **Mahoney, Elman**						
6/18	Multi-Method Research (**Seawright**) m1	or	The Logic of Qualitative Research I (**Mahoney and Goertz**) m2		or	Interpretive Methods I (**Wedeen** and **Mazzarella**) m3	
6/19	Multi-Method Research (**Seawright**) m4		The Logic of Qualitative Research II (**Mahoney and Goertz**) m5			Interpretive Methods II (**Mazzarella** and **Majumdar**) m6	
6/20	Natural Experiments (**Dunning and Hidalgo**) m7	or	Geographic Information Systems (GIS) I (**Robinson**) m8	or	QCA/fs (**Schneider and Thomann**) m9	or	Interpretation and History I (**Dodman and Grant**) m10
6/21	Natural Experiments (**Dunning and Hidalgo**) m11	or	Geographic Information Systems (GIS) II (**Robinson**) m12	or	QCA/fs (**Schneider and Thomann**) m13	or	Interpretation and History II (**Dodman and Grant**) m14
Break							
6/24	Causal Models (**Jacobs**) m15	or	Designing and Conducting Fieldwork I (**Kapiszewski and MacLean**) m16	or	Network Analysis (**Larson**) m17	or	Ethnographic Methods I (**Pachirat and Schaffer**) m18
6/25	Causal Models (**Jacobs**) m19	or	Designing and Conducting Fieldwork II (**Kapiszewski and MacLean**) m20	or	Network Analysis (**Larson**) m21	or	Ethnographic Methods II (**Pachirat and Schaffer**) m22
6/26	Computer Assisted Text Analysis I (**Lowe**) m23	or	Archives and Elite Interviews (**Goldgeier**, **Moravcsik**, and **Saunders**) m24	or	Within-Case and Small-N Analysis (**Bennett, Fairfield**, and **Waldner**) m25	or	Ethnographic Methods III (**Pachirat and Schaffer**) m26
6/27	Computer Assisted Text Analysis II (**Lowe**) m27	or	Qualitative Data Management and Sharing (**Kapiszewski, Karcher and Kirilova**) m28	or	Within-Case and Small-N Analysis (**Bennett, Fairfield**, and **Waldner**) m29	or	Ethnographic Methods IV (**Pachirat and Schaffer**) m30
6/28	Computer Assisted Text Analysis III (**Lowe**) m31		Comparative Historical Analysis (**Kreuzer**) m32		Within-Case and Small-N Analysis (**Bennett, Fairfield**, and **Waldner**) m33		Mitigating Research Related Trauma (**Loyle and Simoni**) m34

U1 8:30am - 9:15am – Introduction
Colin Elman, Syracuse University

U2 9:15am - 10:30am – Case Study and Small-N Methods
James Mahoney, Northwestern University

- U.2.1. James Mahoney, James. 2010. AFTER KKV: The New Methodology of Qualitative Research, *World Politics* 62(1) January: 120-47.

  https://doi.org/10.1017/S0043887109990220

10:30am - 11:00am – Coffee Break

U3 11:00am - 12:15pm – Multi-Method Research
Jason Seawright, Northwestern University

- U.3.1. Seawright, Jason. (2016) Better Multimethod Design: The Promise of Integrative Multimethod Research *Security Studies* 25(1): 42-49
  https://doi.org/10.1080/09636412.2016.1134187

- U.3.2. Seawright, J., & Gerring, J. (2008). Case selection techniques in case study research: A menu of qualitative and quantitative options. Political Research Quarterly, 61(2), 294-308. DOI: 10.1177/1065912907313077

12:15pm - 2:15pm – Lunch

U4 2:15pm - 3:30pm – The Interpretive Approach to Qualitative Research
Lisa Wedeen, University of Chicago

- U.4.1. Geertz, C. (1973). Thick Description: Toward an Interpretive Theory of Culture. In *The Interpretation of Cultures: Selected Essays by Clifford Geertz*. Basic Books. Chapter 1, 3-30.

- U.4.2 Geertz, C. (1973). Deep Play: Notes on the Balinese Cockfight. In *The Interpretation of Cultures: Selected Essays by Clifford Geertz*. Basic Books. Chapter 15, 412-453.

- U.4.3. Foucault, M. (1995). The Body of the Condemned. In *Discipline and Punish: The Birth of the Prison*. 2nd edition, Vintage Books. Chapter 1, 3-31.

- U.4.4. Foucault, M. (1991) Questions of Method. In Foucault, M., Burchell, G., Gordon, C., & Miller, P. (1991), *The Foucault effect: Studies in governmentality*. University of Chicago Press, Chapter 3, 73-86.

3:30pm - 4:00pm – Coffee Break

U5 4:00pm - 5:15pm – Roundtable
James Mahoney, Jason Seawright, Lisa Wedeen, Gary Goertz

This module discusses the challenge of causal inference, and ways that multi-method research designs can contribute to causal inference. We will differentiate between traditional, triangulation designs that offer relatively little advantage, and integrative multi-method designs that directly strengthen causal inference. All of this will be structured around a discussion of multi-method designs that use regression-type methods as the quantitative component of the causal inference.

8:45am - 10:15am – Causal Inference in Multi-Method Research

This session frames problems of multi-method research design in terms of the goal of causal inference. Is there one concept of causation, or are there many? If more than one exist, are there distinctive qualitative and quantitative concepts of causation that do not overlap? If they do overlap, how can qualitative and quantitative tools for causal inference best be aligned to avoid redundancy or irrelevancy?

- 1.1.1. Lieberman, E. S. (2005). Nested analysis as a mixed-method strategy for comparative research. *American Political Science Review*, *99*(03), 435-452. DOI: 10.1017/S0003055405051762

- 1.1.2. Seawright, J. (2016). *Multi-method social science: Combining qualitative and quantitative tools*. Cambridge University Press. Chapters 1-2 (book to purchase)

Recommended:

- 1.1.3. Goertz, G. (2016). Multimethod Research. *Security Studies*, 25:1, 3-24, DOI: 10.1080/09636412.2016.1134016

- 1.1.4. Freedman, D.A. (2008). On Types of Scientific Enquiry: The Role of Qualitative Reasoning. *In The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 300-18.

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

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

This session looks closely at the challenges of combining case studies with the most common quantitative tool in the social sciences, regression. It offers research designs for testing assumptions connected with measurement, confounding, and the existence of a hypothesized causal path.

- 1.2.1. Seawright, J. (2016). *Multi-method social science: Combining qualitative and quantitative tools*. Cambridge University Press. Chapter 3. (book to purchase)

Recommended:

- 1.2.2. Small, M. L. (2011). How to conduct a mixed methods study: Recent trends in a rapidly growing literature. *Annual Review of Sociology*, *37*, 57-86. DOI: 10.1146/annurev.soc.012809.102657

- 1.2.3. Niedzwiecki, S., and Nunnally, D. (2017). Mixed-methods research in the study of welfare states. *PS, Political Science & Politics*, 50 (4): 1028-31.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Case Selection

This session asks how cases should best be selected from a larger population. We will review a range of case-selection rules and evaluate them based on their contribution to the process of case-study discovery.

- 1.3.1. Seawright, J. (2016). *Multi-method social science: Combining qualitative and quantitative tools*. Cambridge University Press. Chapter 4. (book to purchase)

Recommended:

- 1.3.2. Nielsen, R. A. (2016). Case selection via matching. *Sociological Methods & Research*, *45*(3), 569-597. DOI: 10.1177/0049124114547054

- 1.3.3. Harbers, I., and Ingram, M. C. (2017). Geo-nested analysis: Mixed-methods research with spatially dependent data. *Political Analysis* 25 (3): 289-307.

Modules 2 and 5 cover many classic and standard topics of qualitative methodology, with a special focus on within-case causal inference and multimethod research. The topics include conceptualization, process tracing, counterfactual analysis, and sequence analysis. The sessions use logic and set theory as a foundation for discussing and elucidating qualitative methods.

8:45am - 10:15am session 1: Two Cultures: Contrasting Qualitative and Quantitative Research
Gary Goertz, University of Notre Dame

This session contrasts an approach to qualitative and multimethod research based on the statistical paradigm with one based on within-case causal analysis and logic. It also provides an introduction to logic and set theory as the core of the qualitative approach.

- 2.1.1. Gary Goertz and James Mahoney. 2012*. A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*, chapters 1-6. Princeton: Princeton University Press. (book to purchase)

- 2.1.2. Schneider, C., and C. Wagemann. 2012. *Set-theoretic methods for the social sciences: a guide to qualitative comparative analysis*. chapters 2-3. Cambridge: Cambridge University Press.

Recommended:

- 2.1.3. Thiem, A., Baumgartner, M. and Bol, D. 2015. Still lost in translation: a correction of three misunderstandings between configurational comparativists and regressional analysts. *Comparative Political Studies* 49(6) 742-774 https://doi.org/10.1177/0010414014565892

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12: 30pm - 2:00pm Lunch.

2:00pm - 3:30pm session 2: Social Science Concepts

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

- 2.2.1. Goertz, G. 2019. "Social science concepts, revised and expanded edition" chapters 1, 2, 3 and 8. Manuscript.

  Please note that this is a draft of a complete revision to the 2005 edition, and the earlier book is not a substitute for this updated reading.

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

4:00pm - 5:30pm session 3: Set-Theoretic Process Tracing
James Mahoney, Northwestern University

This session provides a framework, based on logic and set theory, for the pursuit of process tracing and the use of process-tracing tests in within-case causal inference.

- 2.3.1. Mahoney, James, "Foundations of Set-Theoretic Analysis," "Foundations of Methodology," and "Set-Theoretic Tests" in James Mahoney, *The Logic of Social Science.* Excerpted from chapters 2, 4, and 9. Manuscript May 2019.

Recommended:

- 2.3.2. Gary Goertz and James Mahoney, *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012), chapters 7-8. (book to purchase)

- 2.3.3. Rodrigo Barrenechea and James Mahoney. 2017. "A Set-Theoretic Approach to Bayesian Process Tracing," *Sociological Methods and Research* https://doi.org/10.1177/0049124117701489

This module provides students with an introduction to different modes of discourse analysis. Participants will learn to "read" texts while becoming familiar with contemporary thinking about interpretation, narrative, and social construction. In the first sessions we shall explore: Foucault's "interpretive analytics"; and Wittgenstein's understanding of language as activity and its relevance to ordinary language-use analysis (including theories of "performativity"). In the final session we turn to an analysis of ideology.

8:45am - 10:15am – Wittgenstein and Ordinary Language-Use Analysis
Lisa Wedeen, University of Chicago

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?

- 3.1.1. Pitkin, H.F. (1972). *Wittgenstein and Justice: On the Significance of Ludwig Wittgenstein for Social and Political Thought.* University of California Press, 169-192.

- 3.1.2. Wedeen, L. (2008). *Peripheral Visions: Publics, Power, and Performance in Yemen.* University of Chicago Press. Chapter 2, chapter 3, and conclusion. (Book to purchase)

- 3.1.3. Wittgenstein, L. (2001). *The Philosophical Investigations*, G. E. M. Anscombe, trans. Blackwell Publishers. Paragraphs 1-33; paragraph 154; pages 194-195.

10:15-10:45am Coffee Break

10:45am-12.30pm Research Design Discussion Sessions

12: 30pm – 2:00pm Lunch

2:00pm – 3:30pm Foucauldian Discourse Analysis
Lisa Wedeen, University of Chicago

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.

- 3.2.1. Foucault, M. (1977). Nietzsche, Genealogy, History. In *Language, Counter-Memory, Practice: Selected Essays and Interviews*, ed. DF Bouchard, Cornell University Press, 139-164.

- 3.2.2. Foucault, M. (1990). *The history of sexuality: An introduction, volume I. Trans. Robert Hurley. New York: Vintage*. 1-35 and 92-114.

- 3.2.3 King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton University Press. (Please bring this text to class)

  Recommended

- 3.2.4. Dreyfus, H. L., & Rabinow, P. (2014). *Michel Foucault: Beyond structuralism and hermeneutics*. University of Chicago Press, Part Two.

3:30pm - 4:00pm Coffee Break

4:00pm - 5:30pm – Ideology
William Mazzarella, University of Chicago

What is ideology and how does it structure public culture and everyday life? What is the relation between ideology and media, and between ideology and political economy? How does ideology enable or interrupt desire, imagination, and attachment? Is there anything 'beyond' or 'behind' ideology and, if there isn't, then what grounds critical analysis (since it might simply be yet another example of ideology)?

- 3.3.1. Althusser, L. (2006). Ideology and ideological state apparatuses (notes towards an investigation). *The anthropology of the state: A reader*, *9*(1), 86-98.

- 3.3.2. Horkheimer, M. (1976). Traditional and critical theory. *Critical theory: Selected essays*, 188-204.

Recommended/Further

- Roland Barthes, 'Myth Today'

- Pierre Bourdieu, 'Preliminaries,' from *The Field of Cultural Production*
- Michel Foucault, 'The Subject and Power' in *Michel Foucault: Beyond Structuralism and Hermeneutics*
- Immanuel Kant, 'What is Enlightenment?' in *Philosophical Writings*
- Claude Lévi-Strauss, 'The Effectiveness of Symbols' in *Structural Anthropology*
- Georg Lukács, 'Reification and the Consciousness of the Proletariat'
- Herbert Marcuse, 'The Affirmative Character of Culture,' in *The Essential Marcuse*
- Karl Marx, 'Preface to a Contribution to the Critique of Political Economy'
- Edward Sapir, 'Symbolism,' in *Encyclopedia of the Social Sciences*
- Peter Sloterdijk, 'Part One – Sightings: Five Preliminary Reflections' in *Critique of Cynical Reason*
- Raymond Williams, 'Hegemony' and 'Structures of Feeling' in *Marxism and Literature*
- Slavoj Zizek, *The Sublime Object of Ideology*

This module extends the idea of integrative multi-method research by exploring designs that strengthen causal inferences based on random assignment and on process tracing, as well as designs that increase the value of methods for conceptualization and measurement.

8:45am - 10:15am – Random Assignment and Multi-Method Research

This session looks at how multi-method research works in the context of random (or as-if random) assignment, exploring how to design case studies in conjunction with experimental or natural-experimental research. It considers assumptions about independence, realism, and the causal history of the treatment variable specifically in the context of these designs.

- 4.1.1. Seawright, J. (2016). *Multi-method social science: Combining qualitative and quantitative tools*. Cambridge University Press. Chapters 6-7 (book to purchase)

- 4.1.2. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapter 11

Recommended:

- 4.1.3. Freedman, D. A. (1991). Statistical models and shoe leather. *Sociological methodology*, 291-313. DOI: 10.2307/270939

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12:30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Improving Process-Tracing Arguments with Quantitative Tools

This session asks what tools from statistics and machine learning can add to causal inferences based on process tracing. It considers three designs: using a quantitative component to strengthen a weak link in a process-tracing chain, using comparative experiments to measure the outcome for comparative-historical analysis, and using machine learning to discover more of the relevant range of alternative hypotheses.

- 4.2.1. Seawright, J. (2016). *Multi-method social science: Combining qualitative and quantitative tools*. Cambridge University Press. Chapter 8 (book to purchase)

- 4.2.2 Bennett, A. (2015). Appendix: Disciplining Our Conjectures: Systematizing Process Tracing with Bayesian Analysis. *Process Tracing: From Metaphor to Analytic Tool.* Cambridge: Cambridge University Press.

Recommended:

- 4.2.3. Siroky, D. S. (2009). Navigating random forests and related advances in algorithmic modeling. *Statistics Surveys*, *3*, 147-163. DOI: [10.1214/07-SS033](10.1214/07-SS033)

- 4.2.4. Henrich, J., Heine, S., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences, 33*(2-3), 61-83. DOI: [10.1017/S0140525X0999152X](10.1017/S0140525X0999152X) This citation includes a collection of wonderful and highly relevant comments by other authors.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Concepts and Measurement in Multi-Method Research

This session asks whether there can be value added from multi-method research designs focused on conceptualization and measurement. We discuss assumption-testing case-study designs in conjunction with psychometric measurement models, as well as case studies focused on finding meaning in conjunction with cluster analysis.

- 4.3.1. Seawright, J., & Koivu, K. (2018). Multi-Method Concept Formation, Measurement, and Theory-Building. Manuscript.

- 4.3.2. Seawright, J., & Collier, D. (2014). Rival strategies of validation tools for evaluating measures of democracy. *Comparative Political Studies*, *47*(1), 111-138. DOI: [10.1177/0010414013489098](10.1177/0010414013489098)

Recommended:

- 4.3.3. Adcock, R. & Collier, D. (2001). Measurement validity: A shared standard for qualitative and quantitative research. *American Political Science Review, 95(3): 529-546*. DOI: [10.1017/S0003055401003100](10.1017/S0003055401003100)

Module 5 continues to explore the logic of qualitative methodology. The focus of this module is on causal analysis. The first session develops a set-theoretic approach to counterfactual analysis built around causal necessity and causal sufficiency. The second session considers the place of qualitative research on causal mechanism in the context of multimethod research. A final session provides tools for assessing the relative importance of causal factors in qualitative research.

8:45am - 10:15am session 1: Counterfactual Analysis
James Mahoney, Northwestern University

This session provides a framework, based on logic and set theory, for the use of counterfactual causal analysis in qualitative research.

- 5.1.1. James Mahoney and Rodrigo Barrenechea, "The Logic of Counterfactual Analysis in Case-Study Explanation," *British Journal of Sociology* 70:1 (2019): 306-338.

Recommended:

- 5.1.2. Gary Goertz and James Mahoney, *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012), chapter 9. (book to purchase)

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12: 30pm - 2:00pm Lunch.

2:00pm - 3:30pm Session 2: Multimethod Research, Causal Mechanisms, and Case Studies
Gary Goertz, University of Notre Dame

This session will explore the linkage between multimethod research, causal mechanisms and case studies. In particular, it analyses the logic of case selection for multimethod research when the goal is to investigate causal mechanisms. It also discusses core forms of generalization and the systematic use of case studies to test theories.

- 5.2.1. Goertz, G. 2017. *Multimethod Research, Causal Mechanisms, and Case Studies: An Integrated Approach* chapters 1—3, 7. Princeton: Princeton University Press. (book to purchase)

- 5.2.2. Gary Goertz and James Mahoney. 2012*. A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*, chapter 15. Princeton: Princeton University Press. (book to purchase)

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

4:00pm - 5:30pm session 3: Causes and Causal Importance
James Mahoney, Northwestern University

This session considers: (1) set-theoretic methods that leverage sequences and over-time processes for assessing causal importance; and (2) temporal concepts, such as critical event and path dependence, that frame sequence analysis.

- 5.3.1. Laura García-Montoya and James Mahoney, "The Logic of Critical Event Analysis," Manuscript, Northwestern University, May 2019.

- 5.3.2 James Mahoney, "Sequence Analysis," in James Mahoney, *The Logic of Social Science.* Excerpted from chapter 11. Manuscript May 2019.

Recommended:

- 5.3.3 James Mahoney and Rachel Sweet Vanderpoel, "Set Diagrams and Qualitative Research," *Comparative Political Studies* 48:1 (January 2015), pp. 65-100. https://doi.org/10.1177/0010414013519410

- 5.3.4 Gary Goertz and James Mahoney, *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012), chapters 1-2. (book to purchase)

8:45am - 10:15am – The Energetics of Mass Society
William Mazzarella, University of Chicago

Most social science, including the analysis of ideology, grapples with meaning. What do things mean? To whom do they mean what they mean? Talking meaning means talking 'culture' and 'identity.' But alongside questions of meaning, we need to ask: 'how is it that we have not just meaning but *meaning that matters*?' What makes meaning stick? What makes it resonate? Whether we call it 'affect,' 'aesthetics,' or something else – social and political analysis needs ways of thinking critically and creatively about the *energies* that animate social life.

- 6.1.1. Mazzarella, W. *The Mana of Mass Society*, (University of Chicago Press). 'Introduction' and Chapters 1 and 2. (book for purchase).

Recommended/Further readings
- Roland Barthes, 'The Rhetoric of the Image' (from *Image, Music, Text*)
- Jean Baudrillard, 'Sign-Function and Class Logic' (from *For a Critique of the Political Economy of the Sign*)
- Walter Benjamin, 'The Work of Art in the Age of its Technological Reproducibility (Second Version)' in *Selected Writings, Vol 3*
- John Berger, *Ways of Seeing*
- Dick Hebdige, *Subculture*
- Siegfried Kracauer, 'The Mass Ornament,' in *The Mass Ornament: Weimar Essays*
- Karl Marx, 'The 1844 Economic and Philosophical Manuscripts,' *The Marx-Engels Reader*
- W J T Mitchell, *Iconology*
- Jacques Rancière, 'The Aesthetic Revolution and its Outcomes: Emplotments of Autonomy and Heteronomy' in *New Left Review* 14 (March-April 2002)
- Susan Sontag, *On Photography*
- Michael Taussig, *Defacement*

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12:30pm - 2:00pm – Lunch

2:00pm - 3:30pm Fiction Film: Methods
Rochona Majumdar, **University of Chicago**

These two sessions are meant as an introduction into the ways in which film can be analyzed by scholars. As the most important mass medium of the twentieth century, film has often been used by researchers interested in questions of democracy and dictatorship, minority and majoritarian politics, gender and race based politics. The first session centers around fiction film from the days of early, silent cinema to the era to classical Hollywood. The second one moves into the realm of documentaries. We will be attentive to formal and historical reading of films as well as cinema's evidentiary status.

- 6.2.1. Kristen Thompson, "Neoformalist Film Analysis: One Approach, Many Methods" in *Breaking the Glass Armor: Neoformalist Film Analysis* (Princeton University Press, 1988).

- 6.2.2. Tom Gunning, "An Aesthetic of Astonishment: Early Film and the (In)Credulous Spectator"

- 6.2.3. Jean-Louis Baudry, "Ideological Effects of the Basic Cinematographic Apparatus" in Philip Rosen, ed., *Narrative, Apparatus, Ideology: A Film Theory Reader* (Columbia University Press, 1986), 286-298.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm Documentary Film: Analysis and Methods
Rochona Majumdar, **University of Chicago**

- 6.3.1. Bill Nichols, "Documentary Modes of Representation," in *Representing Reality: Issues and Concepts in Documentary* (Indiana University Press, 1992), 32-75.

- 6.3.2. Patricia Erens, "Women's Documentary Filmmaking: The Personal is Political." *Women's Artist's News* 1/3 (Fall 1981). Revised and updated in Reprinted in Alan Rosenthal. (Ed). *New Challenges For Documentary*. Berkeley: University of California Press. 1988. 554-65.

- 6.3.3. Shweta Kishore, "Interview with Paromita Vohra: Remaking the 'Political' in Social Documentary" Camera Obscura 32(1): 167-177.

8:45am - 10:15am – Introduction to Natural Experiments

What are natural experiments? We review the concept of natural experiments and discuss their strengths and limitations through a survey of recent examples from political science and economics. We introduce a common formal framework for understanding and assessing natural experiments.

- 7.1.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapters 1-4. (Book to purchase)

- 7.1.2. Di Tella, R., Galiant, 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. DOI: 10.1162/qjec.122.1.209

- 7.1.3. Hinnerich, B. T., & Pettersson-Lidbom, P. (2014). Democracy, redistribution, and political participation: Evidence from Sweden 1919–1938. *Econometrica*, *82*(3), 961-993. DOI: 10.3982/ECTA9607

- 7.1.4 Sances, M. W. (2016). The Distributional Impact of Greater Responsiveness: Evidence from New York Towns. *The Journal of Politics*, *78*(1), 105-119. DOI: 10.1086/683026

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Natural Experiments: Quantitative Methods

We critically assess natural-experimental research using an evaluative framework based on (1) the plausibility of as-if random assignment and (2) the credibility of causal and statistical assumptions. We discuss formal tools for assessing designs on these criteria, such as sensitivity analyses, non-parametric bounds, and robustness tests.

- 7.2.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapters 5-6. (Book to purchase)

- 7.2.2 Rosenbaum, P. (2010). *Design of Observational Studies.* Springer. Chapter 3

- 7.2.3 Blattman, C., & Annan, J. (2010). The consequences of child soldiering. *The review of economics and statistics*, *92*(4), 882-898. DOI: 10.1162/REST_a_00036

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Natural Experiments: Qualitative Methods

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.

- 7.3.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapter 7. (Book to purchase)

- 7.3.2. 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

- 7.3.3. 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. https://doi.org/10.1017/S1537592716002863

8:45am - 10:15am – Introduction and Case Studies in Qualitative GIS

This session will introduce participants to Geographic Information Systems (GIS) as a tool for qualitative and multi-method research, present basic GIS terminology and concepts and the basic functions of ESRI's ArcGIS software suite, particularly those functions that are most commonly used by social scientists.

- 8.1.1. ESRI. What is GIS? https://www.esri.com/en-us/what-is-gis/overview (accessed April 2019)

- 8.1.2. Sam Sturgis. Kids in India are sparking urban planning changes by mapping slums. *Atlantic Citylab*. 2015. https://www.citylab.com/life/2015/02/kids-are-sparking-urban-planning-changes-by-mapping-their-slums/385636/ (accessed April 2018)

- 8.1.3. Jack Jen Gieseking. (2013). Where we go from here: the mental sketch mapping method and its analytic components. *Qualitative Inquiry, 19*(9), 712–724. DOI: 10.1177/1077800413500926

- 8.1.4. Steven J. Steinberg. GIS: Geographic Information Systems for the Social Sciences: Investigating Space and Place. Thousand Oaks, California: SAGE Publications, 2006. Print.

Further:

- 8.1.5. Madeline Hamlin, Policy Research Collaborative at Roosevelt University, & BPI. (2018). No Place to Call Home: Navigating Reentry Housing in Chicago. Chicago: Policy Research Collaborative at Roosevelt University and BPI. Available from https://www.bpichicago.org/wp-content/uploads/2018/09/No-Place-To-Call-Home.pdf (Accessed April 2019)

- 8.1.6. Meghan Cope and Sarah Elwood. Qualitative GIS: A Mixed Methods Approach. Thousand Oaks, California: SAGE Publications Inc., 2009. Print.

- 8.1.7. William J. Craig, Trevor M. Harris, and Weiner Daniel. Community Participation and Geographic Information Systems. London/ New York, New York: Taylor & Francis Inc., 2002. Print.

- 8.1.8. Samuel F. Dennis, Jr. (2006). Prospects for qualitative GIS at the intersection of youth development and participatory urban planning. *Environment and Planning A*, *38*(11), 2039-2054. DOI: [10.1068/a3861](10.1068/a3861)

- 8.1.9. Pamela Wridt. (2010). A qualitative GIS approach to mapping urban neighborhoods with children to promote physical activity and child-friendly community planning. *Environment and Planning B: Planning and Design*, *37*(1), 129-147. DOI: [10.1068/b35002](10.1068/b35002)

- 8.1.10. Esri's "ArcGIS Book: 10 Big Ideas about Applying The Science of Where." Available at https://learn.arcgis.com/en/arcgis-book/ (Accessed April 2019).

10:15am - 10:45am – Coffee Break

10:45am - 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 and querying attribute tables, selecting map features, and symbolizing data.

- 8.2.1. Brian Batty. Using Geographical Information Systems. *In Key Methods in Geography*. London: SAGE Publications, 409-423. 2003. Print.

- 8.2.2. Juliana Maantay and John Ziegler. *GIS for the urban environment*. Redlands, CA: Esri Press. 2006. Print.

- 8.2.3. Andy Mitchell. The ESRI Guide to GIS Analysis. Volume 1: Geographic Patterns and Relationships. Pages 9-19. 1999. Print.

Further:

- 8.2.4. David Allen. GIS Tutorial 2: Spatial Analysis Workbook, 10.1 Edition. Redlands, California: ESRI Press Inc., 2013. Print.

- 8.2.5. David W. Allen and Jeffery M. Coffey. GIS Tutorial 3: Advanced Workbook, 10.0 Edition. Redlands, California: ESRI Press Inc., 2010. Print.).

- 8.2.6. Gorr L. Wilpen and Kristen S. Kurland. GIS Tutorial 1: Basics Workbook, 10.1. Edition. Redlands, California: ESRI Press Inc., 2013. Print.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – GIS Data Sources 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, how metadata can be used to communicate qualitative information, and data overlay analysis. Downloading spatial data from web-based repositories for integration into GIS will also be demonstrated.

- 8.3.1. Jin-Kyu Jung & Sarah Elwood. (2010). Extending the qualitative capabilities of GIS: computer-aided qualitative GIS. *Transactions in GIS*, *14*(1), 63-87. DOI: 10.1111/j.1467-9671.2009.01182.x

- 8.3.2. Giacomo Rambaldi, Robert Chambers, Mike McCall, & Jefferson Fox. (2006). Practical ethics for PGIS practitioners, facilitators, technology intermediaries and researchers. *Participatory learning and action*, *54*(1), 106-113. Available from https://www.iied.org/pla-54-mapping-for-change-practice-technologies-communication (Accessed April 2019).

- 8.3.3. Steinberg, S. and Steinberg, S. (2006) GIS for the Social Sciences: Investigating Place and Space. Thousand Oaks: SAGE Publications. Chapter 2.

Further:

- 8.3.4. Ian N. Gregory, A Place in History: A guide to using GIS in historical research. 2nd. Belfast, Northern Ireland: Centre for Data Digitisation and Analysis, 2005. Web. 4 Apr. 2014

- 8.3.5. Mark Monmonier. How to Lie With Maps. 3rd edition. Chicago, Illinois: University of Chicago Press, 2017. Print.

This module provides an overview of Qualitative Comparative Analysis (QCA) and fuzzy sets, including instruction in use of RStudio. Topics include: necessary/sufficient causation, causal complexity, set calibration, and crisp-set and fuzzy-set configurational analysis using truth tables. Special attention is given to (a) the assessment of set-theoretic consistency and coverage, and (b) the treatment of inconsistencies.

8:45am - 10:15am Introduction to Qualitative Comparative Analysis (QCA)
Eva Thomann, University of Exeter

This session introduces QCA, especially its use as a tool for deciphering and unraveling causal complexity. QCA uses set-analytic procedures that are consistent with common practices in case-oriented comparative research. This means that the use of QCA seems plausible whenever the research focusses on identifying necessary and/or sufficient conditions for the outcome of interest. QCA is rooted in set theory, fuzzy/Boolean algebra, and INUS theories of causation. We illustrate the basic logic based on an example of an applied QCA on the conditions for implementing unpopular social reforms.

- 9.1.1. Charles C. Ragin, *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. University of Chicago Press, 2008, chapters 1-3. (book to purchase)

- 9.1.2. Carsten Q. Schneider and Claudius Wagemann, *Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis* (Cambridge University Press, 2012), Chapter 2, pp. 42-55. (book to purchase)

- 9.1.3. Barbara Vis. 2009. "Governments and Unpopular Social Policy Reform: Biting the Bullet or Steering Clear?" *European Journal of Political Research* 48: 31–57.

Recommended:

- 9.1.4. 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 University Press, 2012), pp. 16-38.

- 9.1.5. Axel Marx, Benoit Rihoux and Charles Ragin, "The origins, development, and application of Qualitative Comparative Analysis: the first 25 years." *European Political Science Review*, 2013.

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm Calibrating Set Membership and Parameters of Fit
Eva Thomann, University of Exeter

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. This analysis relies on two main parameters of fit: consistency and coverage.

- 9.2.1. Charles C. Ragin, *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. University of Chicago Press, 2008, chapters 3, 4, 5. (book to purchase)

- 9.2.2. Oana, I.E., Schneider, C.Q. and E. Thomann (forthcoming). Calibration and concept formation. In: *A beginner's guide to Qualitative Comparative Analysis (QCA) using R*. Cambridge: Cambridge University Press.

Recommended:

- 9.2.3. Charles C. Ragin, *Fuzzy-Set Social Science*, University of Chicago Press, 2000, chapter 6, pp. 149-180.

- 9.2.4. De Block, D., and Vis, B. (2018). Addressing the Challenges Related to Transforming Qualitative Into Quantitative Data in Qualitative Comparative Analysis. *Journal of Mixed Methods Research*, https://doi.org/10.1177/1558689818770061

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm   Constructing and Analyzing Truth Tables
Carsten Q. Schneider, Central European University

This session describes the procedures for constructing and analyzing truth tables. Truth tables are at the heart of any QCA. We first explain how not only crisp, but also fuzzy sets can be represented in a truth table. Then we explain the logic of identifying sufficient terms for the outcome, using logical minimization.

- 9.3.1. Charles C. Ragin, "Boolean approach to qualitative comparison." *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. University of California Press, 1987, Chapter 6

- 9.3.2. Carsten Q. Schneider and Claudius Wagemann, *Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis* (Cambridge University Press, 2012), Chapter 4, pp. 92-116. (book to purchase)

Recommended:

- 9.3.3. Ragin, Charles and Lisa Amoroso. *Constructing Social Research, Second Edition* (Pine Forge Press, 2011), Chapter 6, pp. 135-161.

- 9.3.4. Rihoux, Benoit and Charles Ragin. *Configurational Comparative Methods* (Sage, 2009), Chapter 3, pp. 33-68.

This module introduces students to methods of discourse analysis employed by political theorists and historians of political thought and to critical approaches to intellectual history. Building on earlier modules on discourse analysis, the first session will introduce participants to different approaches to "reading" texts, and will examine debates over meaning, concepts, context, and the explanation of historical change, as well as engaging with ongoing debates about the politics of historiography. We will discuss the techniques of the Cambridge school and the German tradition of *Begriffsgeschichte* (concept history). Participants will engage in a practical exercise of concept analysis during the second session of the day, and we will discuss their findings, and the methodological challenges they encountered in the final session of the day.

In both modules on Interpretation and History, we expect students to come to the sessions having completed all of the required readings. These two sessions will be conducted in the style of an <u>academic seminar</u> rather than in lecture form, with a view to allowing your research interests to shape our discussion of the readings.

8:45am - 10:15am – Session 1: Interpretive debates in intellectual history

This session considers two important traditions in the history of political thought by introducing participants to the work of Quentin Skinner and the Cambridge school of intellectual history and Reinhardt Koselleck and the techniques of *Begriffsgeschichte* (or concept history). We will consider, among other things, how one goes about reconstructing the questions that a given author is asking? what are illocutionary acts and why do they matter? to what extent are texts and the ideas they formulate related to specific historical contexts? and how do texts relate to practices of power and domination? We will also investigate What is a concept? how does it come into being? and in what relation to the social world? In both cases, we will try to ascertain what are the advantages and limitations of this approach to discourse analysis, a conversation that will continue into the final session of the day.

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

- 10.1.2. Reinhardt Koselleck, "Introduction and Prefaces to the *Geschichtliche Grundbegriffe*," trans. Michaela Richter, *Contributions to the History of Concepts*, 6 (2011), 1-37.

- 10.1.3. Reinhardt Koselleck, "Historical Criteria of the Modern Concept of Revolution," in *Futures Past*, trans. Keith Tribe (New York: Columbia University Press, 2004), 43-57.

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12:30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Session 2: Practical exercise (Syracuse University Library)

During this session, you will be asked to work collaboratively (in groups of up to 4 participants) to develop a history of a particular concept. You will use the resources available to you at Syracuse University Library and online to investigate the meaning of the concept in question, how it has changed over time, and the kinds of conceptual challenges that these changes pose for scholars doing historical work. We would ask you to make note not only of this concept history, but also of the challenges you faced when attempting to investigate it. Naturally, the limited time you will have available to complete this task will pose a significant constraint, but the goal is for you to come face to face with some of the challenges of this kind of work. Groups will be able to choose one of four concepts, which we will hand out in the first session of the day. We hope that by the third session the similarities and divergences in your respective experiences will allow for a fruitful debriefing and discussion of the methods of intellectual history.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Session 3: Debrief and further discussion

Participants will have some time at the beginning of this session to finish writing up their findings from the morning. We will then discuss the exercise in the light of the morning's readings and of Hayden White's analysis of the various ways in which you might "emplot" your research findings.

- 10.3.1. Hayden White, "Introduction: The Poetics of History," in *Metahistory: The Historical Imagination in 19th-Century Europe* (Baltimore: Johns Hopkins University Press, 1973). 1-42.

- 10.3.2 David Scott, *Conscripts of Modernity: The Tragedy of Colonial Enlightenment* (Durham: Duke University Press, 2004), 23-57.

Suggested further readings

- J.L. Austin, *How to do Things with Words* (Cambridge: Harvard University Press, 1962).

- Pierre Bourdieu, *Language and Symbolic Power*, ed. by John Thompson, trans. by Gino Raymond and Matthew Adamson (Cambridge: Polity, 1991), 107-137.

- R. G. Collingwood, *An Autobiography* (Oxford: Oxford University Press, 1951), 27-43.

- Reinhardt Koselleck, "*Begriffsgeschichte* and Social History," in *Futures Past: On the Semantics of Historical Time*, trans. by Keith Tribe (New York: Columbia University Press, 2004), 75-92.

- Reinhardt Koselleck, T*he Practice of Conceptual History: Timing History, Spacing Concepts*, trans. by Todd Samuel Presner and others (Stanford: Stanford University Press, 2002).

- Dominick LaCapra, "Rethinking Intellectual History and Reading Texts," in *Rethinking Intellectual History: Texts, Contexts, Language* (Ithaca: Cornell University Press, 1983), 23-71.

- Melvin Richter, "*Begriffsgeschichte* and the History of Ideas," *Journal of the History of Ideas*, 48 (1987): 247-263.

- Quentin Skinner, "The rise of, challenge to, and prospects for a Collingwoodian approach to the history of political thought," in *The History of Political Thought in National Context*, eds. Dario Castiglione and Iain Hampsher-Monk (Cambridge: Cambridge University Press, 2001), 175-88.

8:45am - 10:15am – Enhancing the Credibility of Natural Experiments

We discuss how to bolster the credibility of natural experiments in the design-stage. In particular, we will focus on the role of "ex-ante" approaches to increasing the credibility of our inferences, such as the use of pre-analysis plans, results-blind review, and sample splitting. How can qualitative methods be integrated into efforts to increase research transparency?

- 11.1.1. Christensen, G. & Miguel, M. (2018). Transparency, Reproducibility, and the Credibility of Economics Research. Journal of Economics Literature.

- 11.1.2. Findley, M. G., Jensen, N. M., Malesky, E. J., & Pepinsky, T. B. (2016). Can results-free review reduce publication bias? The results and implications of a pilot study. *Comparative Political Studies*, *49*(13), 1667-1703. DOI: [10.1177/0010414016655539](10.1177/0010414016655539)

- 11.1.3. Hidalgo, F. D., Canello, J., & Lima-de-Oliveira, R. (2016). Can politicians police themselves? Natural experimental evidence from Brazil's audit courts. *Comparative Political Studies*, *49*(13), 1739-1773. DOI: [10.1177/0010414015626436](10.1177/0010414015626436)

- 11.1.4. Hidalgo, F.D. (2017). Purges: The Legacy of Dictatorship in Brazilian Politics. Manuscript.

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – **Design Your Own Natural Experiment**

In this session, we give participants the opportunity to design a natural experiment related to their own work and receive feedback from course participants.

12:30pm - 2:00pm – Lunch

2:00pm – 3.30pm – Multi-Method Research and Natural Experiments

We end the course by evaluating the promise and obstacles to the use of multi-method research in the analysis of natural experiments. Drawing upon the previous sessions and

readings, 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.

- 11.3.1. Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapter 11. (Book to purchase)

3:30pm - 4:00pm – Coffee Break and start the weekend

Further Readings by Topic (for both Modules 7 and 11)

Standard Natural Experiments:

Christopher Blattman, "From Violence to Voting: War and Political Participation in Uganda" *American Political Science Review* 103(2) (May 2009): 231-247.

Raghabendra Chattopadhyay and Esther Duflo, "Women as Policy Makers: Evidence from a Randomized Experiment in India," *Econometrica* 72(5) (September 2004): 1409-1443.

Daniel Doherty, Donald Green, and Alan Gerber, "Personal Income and Attitudes toward Redistribution: A Study of Lottery Winners," *Political Psychology* 27(3) (June 2006): 441-458.

Claudio Ferraz and Frederico Finan, "Exposing Corrupt Politicians: The Effect of Brazil's Publicly Released Audits on Electoral Outcomes," *Quarterly Journal of Economics* 123(2) (May 2008): 703-745.

Susan Hyde, "The Observer Effect in International Politics: Evidence from a Natural Experiment," *World Politics* 60(1) (October 2007): 37–63.

Jason Lyall, "Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from Chechnya," *Journal of Conflict Resolution* 53(3) (June 2009): 331-362.

Daniel N. Posner, "The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi," *American Political Science Review* 98(4) (November 2004): 529-545.

Regression-Discontinuity Designs:

Thad Dunning and Janhavi Nilekani, "Ethnic Quotas and Political Mobilization: Caste, Parties, and Distribution in Indian Village Councils." Working paper, Department of Political Science, Yale University (2010). Available at http://www.thaddunning.com/research/all-research.

David S. Lee, "Randomized Experiments from Non-random Selection in U.S. House Elections," *Journal of Econometrics* 142(2) (February 2008): 675-697.

Amy Lerman, "Bowling Alone (With my Own Ball and Chain): The Effects of Incarceration and the Dark Side of Social Capital." Manuscript, Department of Politics, Princeton University (2008).

Donald L. Thistlewaite and Donald T. Campbell, "Regression-discontinuity Analysis: An Alternative to the Ex-post Facto Experiment," *Journal of Educational Psychology* 51(6) (December 1960): 309-317.

Instrumental-Variables Designs:

Edward Miguel, Shanker Satyanath, and Ernest Sergenti, "Economic Shocks and Civil Conflict: An Instrumental Variables Approach," *Journal of Political Economy* 112(4) (August 2004): 725-753.

Analysis and Design:

Joshua D. Angrist and Alan B. Krueger, "Instrumental Variables and the Search for Identification: From Supply and Demand to Natural Experiments," *Journal of Economic Perspectives* 15(4) (Fall 2001): 69-85.

Henry Brady and David Collier, eds., *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, 2nd ed. (Rowman & Littlefield, 2010).

Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi-Experimental Designs for Research* (Houghton Mifflin Co., 1963).

Thad Dunning, "Improving Causal Inference: Strengths and Limitations of Natural Experiments," *Political Research Quarterly* 61(2) (June 2008): 282-293.

Thad Dunning, "Model Specification in Instrumental-Variables Regression," *Political Analysis* 16(3) (July 2008): 290-302.

Thad Dunning, "Natural and Field Experiments: The Role of Qualitative Methods," *Qualitative Methods Newsletter* 6(2) (2008).

David Freedman, *Statistical Models: Theory and Practice* (Cambridge University Press, 2005).

David Freedman, Robert Pisani, and Roger Purves, *Statistics*, 4th ed. (W.W. Norton & Co., 2007), Chapter 1 ("Controlled Experiments") and Chapter 2 ("Observational Studies").

Donald P. Green, Terence Y. Leong, Holger L. Kern, Alan S. Gerber, and Christopher W. Larimer, "Testing the Accuracy of Regression Discontinuity Analysis Using Experimental Benchmarks," *Political Analysis* 17(4) (October 2009): 400-417.

Allison J. Sovey and Donald P. Green, "Instrumental Variables Estimation in Political Science: A Readers' Guide," *American Journal of Political Science* 55(1) (January 2011): 188-200.

Qualitative Methods

Kripa Ananthpur, Kabir Malik, and Vijayendra Rao, "The Anatomy of Failure: An Ethnography of a Randomized Trial to Deepen Democracy in Rural India." June 2014

Christopher Blattman, Tricia Gonwa, Julian Jamison, Katherine Rodrigues, and Margaret Sheridan. "Measuring the Measurement Error: A Method to Qualitatively Validate Survey Data". November 2014.

Elizabeth Levy Plaluck. "The Promising Integration of Qualitative Methods and Field Experiments". Annals of the American Academy of Political and Social Sciences". 628 March 2010.

8:45am - 10:15am – Open Source Mapping Tools

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

- 12.1.1. Mordechai (Muki) Haklay & Patrick Weber. (2008). Openstreetmap: User-generated street maps. IEEE Pervasive Computing, 7(4), 12-18. http://cc2920.ca/file/Fabrication-Open%20street%20map.pdf (accessed April 2019).

- 12.1.2. Sarah Elwood, Michael F. Goodchild and Daniel Z. Sui. (2012). Researching Volunteered Geographic Information: Spatial Data, Geographic Research, and New Social Practice. *Annals of the Association of American Geographers* 102(3) 571-590.

- 12.1.3. Sarah Holder. (2018). "Who Maps the World." *Citylab*. https://www.citylab.com/equity/2018/03/who-maps-the-world/555272/ (Accessed April 2019)

Further:

- 12.1.4. Sarah B. Liu & Leysia Palen. (2010). The new cartographers: Crisis map mashups and the emergence of neogeographic practice. *Cartography and Geographic Information Science*, *37*(1), 69-90. DOI: 10.1559/152304010790588098

- 12.1.5. Michael F. Goodchild & J. Alan Glennon. (2010). Crowdsourcing geographic information for disaster response: a research frontier. *International Journal of Digital Earth*, *3*(3), 231-241. DOI: 10.1080/17538941003759255

- 12.1.6. Tutorials and User's Guide for QGIS: https://docs.qgis.org/3.4/en/docs/training_manual/index.html (Accessed May 2019)

- 12.1.7. Training material and tutorials for QGIS: https://qgis.org/en/site/forusers/trainingmaterial/index.html (Accessed May 2019)

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – GIS Data Collection: Digitizing Archival Maps, Collecting GPS Point Locations, Counter and Sketch Mapping, and Spatial Data Repositories

This session will demonstrate valuable data collection techniques for archival research, field work, participatory and community-based mapping, as well as the availability and accessibility of spatial data through data repositories. "Heads-up" digitizing, or turning print maps into a digital GIS map and integrating GPS data into GIS will be demonstrated.

- 12.2.1 Lynne Heasley (2003). Shifting boundaries on a Wisconsin landscape: Can GIS help historians tell a complicated story? *Human Ecology*, *31*(2), 183-213. DOI: 10.1023/A:1023928728978

- 12.2.2. Nancy L. Peluso. (1995). Whose woods are these? counter-mapping forest territories in Kalimantan, Indonesia. *Antipode*, *27*(4), 383-406. DOI: 10.1111/j.1467-8330.1995.tb00286.x

Further:

- 12.2.3. William J. Craig, Trevor M. Harris, and Weiner Daniel. Community Participation and Geographic Information Systems. London/ New York, New York: Taylor & Francis Inc., 2002. Print.

- 12.2.4. Ian N. Gregory, A Place in History: A guide to using GIS in historical research. 2nd. Belfast, Northern Ireland: Centre for Data Digitisation and Analysis, 2005. http://www.researchgate.net/profile/Ian_Gregory2/publication/228725974_A_place_in_history_A_guide_to_using_GIS_in_historical_research/links/547726620cf29afed614470b.pdf. (accessed April 2019).

- 12.2.5. John Pickles. Ground Truth: The Social Implications of Geographic Information Systems. New York, New York: The Guilford Press, 1995. Print.

- 12.2.6. Denis Wood, The Power of Maps. New York, New York: The Guilford Press, 1992. Print.

- 12.2.7. User's Guide for EpiCollect5: https://epicollect5.gitbooks.io/epicollect5-user-guide/content/ (Accessed May 2019).

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.

- 12.3.1. Aileen Buckley & Kenneth Field. (2011). Making a Meaningful Map. ESRI - GIS Mapping Software, Solutions, Services, Map Apps, and Data. http://www.esri.com/news/arcuser/0911/making-a-map-meaningful.html (accessed April 2019).

- 12.3.2. Cynthia Brewer, Mark Harrower and The Pennsylvania State University. COLORBREWER 2.0: color advice for cartography. http://colorbrewer2.org/#type=sequential&scheme=BuGn&n=3 (accessed April 2019).

Further:

- Cynthia A. Brewer, Designing better maps: a guide for GIS users. Redlands, California: ESRI Press, Inc., 2005.

- Heather MacDonald and Alan Peters. Urban Policy and the Census. Redlands, California: ESRI Press, Inc. 2011. Print.

- Andy Mitchell, The ESRI Guide to GIS Analysis: Geographic Patterns & Relationships. 1. Redlands, California: ESRI Press, Inc., 1999. Print.

- Andy Mitchell, The ESRI Guide to GIS Analysis: Spatial Measurements & Statistics. 2. Redlands, California: ESRI Press, Inc., 2005. Print.

- Andy Mitchell, The ESRI Guide to GIS Analysis: Modeling Suitability, Movement, and Interaction. 3. Redlands, California: ESRI Press, Inc., 2012. Print.

- Mark Monmonier, Mapping it Out: Expository Cartography for the Humanities and Social Sciences. Chicago, Illinois: University of Chicago Press, 1993. Print.

- Billie Leff, Alison Davis-Holland, and Elizabeth Ducey, "Best Practices for Map Design." Presented at the 2016 Esri FedGIS Conference, Washington DC. http://proceedings.esri.com/library/userconf/fed16/papers/fed_86.pdf

3:30pm - 4:00pm – Coffee Break and start the weekend

This module discusses various advanced issues in using set-analytic methods: (a) the phenomenon of limited diversity and how QCA enables researcher to employ counterfactual reasoning., (b) applying the procedure in RStudio, and (c) set-analytic multi-method research and the interpretation of QCA results, based on empirical applications.

8:45am - 10:15am Counterfactual Analysis: A Set-Analytic Approach
Carsten Q. Schneider, Central European University

This session further elaborates truth table analysis by integrating the key challenge of limited empirical diversity. One of the key features of qualitative research is its reliance on counterfactual analysis. Surprisingly, most qualitative researchers are unaware that they conduct counterfactual analysis "on the fly," and the analytic process remains hidden and implicit. With QCA, counterfactual analysis is made explicit in the form of the distinction between "easy" versus "difficult" versus "untenable" counterfactual claims. The examination of counterfactual analysis in QCA illustrates the theory and knowledge dependence of empirical social science.

- 13.1.1. Charles C. Ragin, *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. University of Chicago Press, 2008, chapters 8-9. (book to purchase)

- 13.1.2. Carsten Q. Schneider and Claudius Wagemann, *Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis* (Cambridge University Press, 2012), Chapters 7 and 8, pp. 178-217. (book to purchase)

Recommended:

- 13.1.3. Charles C. Ragin, Extensions of Boolean methods of qualitative comparison. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. University of California Press, 1987, Chapter 7, pp. 103-124.

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Recap and introduction to QCA using RStudio
Eva Thomann, University of Exeter

This session and the next one will familiarize students with the *R* packages such as *QCA* (Dusa 2018) and *SetMethods* (Oana and Schneider 2018). We introduce the functions with which all the analytic steps can be performed that have been introduced so far and are yet to come. Because package development is ongoing, we also assign as readings online manuals and package documentations. Participants not familiar with R can find many excellent introductions

to R on the internet. Guidelines on how to install R, RStudio, and the packages will be distributed in advance of the module.

- 13.2.1. Oana, I.E., Schneider, C.Q. and E. Thomann (forthcoming). Getting started with R. In: *A beginner's guide to Qualitative Comparative Analysis (QCA) using R*. Cambridge: Cambridge University Press.

- 13.2.2. Oana, Ioana-Elena, and Carsten Q Schneider. 2018. SetMethods: An Add-on R Package for Advanced QCA. *The R Journal* XX: 1–27. https://journal.r-project.org/archive/2018/RJ-2018-031/index.html.´

- 13.2.3. Hinterleitner, M., Sager, F., and Thomann, E. (2016). The politics of external approval: Explaining the IMF's evaluation of austerity programmes. *European Journal of Political Research*, 55(3), 549-567. https://doi.org/10.1111/1475-6765.12142

Recommended:

- 13.2.4. Dusa, A. (2019). *QCA with R. A Comprehensive Resource*. Springer International Publishing, chapters 1 and 2.

- Introductions to R (examples; you find many more online)
    - https://www.datacamp.com/courses/free-introduction-to-r
    - http://tutorials.iq.harvard.edu/R/Rintro/Rintro.zip
    - http://www.evathomann.com/links/qca-r-manual

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Set-theoretic multi-method research and interpretation
Carsten Q. Schneider, Central European University, and Eva Thomann, University of Exeter

This session deals generally with the interpretation of QCA results and the possibilities to integrate theory and case knowledge in this process—as an important part of QCA as an approach. We discuss the tools of set-theoretic multi-method research, standards of good practice and the existence of various approaches to QCA. These issues are illustrated with an empirical example study.

- 13.3.1. Schneider, Carsten Q., and Ingo Rohlfing. 2013. Combining QCA and Process Tracing in Set-Theoretic Multi-Method Research. *Sociological Methods & Research* 42(4): 559–97.

- 13.3.2. Thomann, E., and Maggetti, M. (2017). Designing Research With Qualitative Comparative Analysis (QCA) Approaches, Challenges, and Tools. *Sociological Methods and Research* https://doi.org/10.1177/0049124117729700.

Recommended:

- 13.3.3. Schneider, C. Q., & Wagemann, C. (2010). Standards of Good Practice in Qualitative Comparative Analysis (QCA) and Fuzzy-Sets. *Comparative Sociology*, 9(3), 397–418. https://doi.org/10.1163/156913210X12493538729793

3:30pm - 4:00pm – Coffee Break and start the weekend

This module introduces students to the challenges of working with materials drawn from different social, cultural, and historical settings, and explores creative interpretive strategies for addressing these challenges. Students will be introduced to the basics of the historical method, and will be encouraged to think about how a careful attention to questions of temporality can shape and reveal new avenues in their empirical research. All three sessions will be attentive to the problem of analyzing historical materials from the standpoint of the present. Shifting meanings over time, and transformations in the criteria for judgment, present particular problems for historical researchers. In light of these challenges, students will be invited to think through the strategies available for working in a partial archive, with attention to the virtues and pitfalls of creatively thinking about historical source materials.

8:45am - 10:15am – Session 1: History as social science: The study of structures and events

This session introduces students to the historical method, highlighting two key challenges to the study of historical events. Students will begin the session by working in groups to identify their own archival challenges, specifically related to two questions. First, how does the problem of temporality enter their work? And second, how do the events they study refashion the very structures of the societies on which their research is centered?

- 14.1.1. William H. Sewell Jr., "Three Temporalities: Toward an Eventful Sociology," in *Logics of History: Social Theory and Social Transformation* (Chicago: University of Chicago Press, 2005), 81-123.

- 14.1.2. Marshall Sahlins, "Structure and History," in *Islands of History* (Chicago: University of Chicago Press, 1985), 136-56

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – **Session 2: The Politics of Historical Interpretation**

At the core of historical research are questions of evidence, of both the power of the archive and the archive of power. This section explores key debates and controversies that have shaped the considerable theoretically informed literature on the shifting coordinates of historical evidence.

- 14.2.1. Michel-Rolph Trouillot, "The Power in the Story," in *Silencing the Past: Power and the Production of History* (Boston: Beacon Press 1995), 1-31.

- 14.2.2. Manu Goswami, "Rethinking the Modular Nation Form: Toward a Sociohistorical Conception of Nationalism," *Comparative Studies in Society and History* 44, No.4 (2002): 770-99.

12:30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Session 3: Practical challenges of archival research

This session will introduce students to the more mundane practical challenges that scholars face, as well as some of the hidden possibilities that await them in the course of archival research. The readings for this session are designed to give participants a sense of the importance of understanding the production of the archive itself. We will examine questions of interpretation raised by these readings as well as exploring how fleeting or fragmentary records might nevertheless yield a wealth of historical insights.
To conclude this session, we will invite participants to examine a brief archival fragment. The goal of this exercise will be to attempt to bring some of the discussion of the previous two days to bear on the examination of a historical document.

- 14.3.1. Carlo Ginzburg, "Clues: Roots of a Scientific Paradigm," *Theory and Society* 7 (1979): 273-88.

- 14.3.2. Ann Laura Stoler, "Colonial Archives and the Arts of Governance," *Archival Science* 2 (2002): 87-109.

Suggested further readings

- Arlette Farge, *The Allure of the Archives*, trans. Thomas Scott-Railton (New Haven: Yale University Press, 2013).

- Constantin Fasolt, *The Limits of History* (Chicago: University of Chicago Press, 2004).

- Carlo Ginzburg, "Checking the Evidence: The Judge and the Historian," *Critical Inquiry* 18 (1991): 79-92.

- Jan E. Goldstein, *Hysteria Complicated by Ecstasy: The Case of Nanette Leroux* (Princeton: Princeton University Press, 2011).

- Jan E. Goldstein, "Toward an Empirical History of Moral Thinking: The Case of Racial Theory in Mid-Nineteenth-Century France," *American Historical Review* 120 (2015): 1-27.

- Randolph Head, "Knowing the State: The Transformation of Political Knowledge in Swiss Archives, 1450-1770," *Journal of Modern History* 75 (2003): 745-82.

- Joan W. Scott, "Evidence of Experience," in *Questions of Evidence: Proof, Practice, and Persuasion across the Disciplines*, eds. James Chandler, Harry Harootunian and Arnold Davidson (Chicago: University of Chicago Press, 1994) 363-387.

- William H. Sewell Jr., "History, Theory, and Social Science," in *Logics of History*, 1-21.

- William H. Sewell Jr., "A Theory of the Event: Marshall Sahlins's 'Possible Theory of History,'" in *Logics of History*, 197-224.

- William H. Sewell Jr.,, "Historical Events as Transformations of Structures: Inventing Revolution at the Bastille," in *Logics of History*, 225-270.

- Carolyn Steedman. "Something She Called a Fever: Michelet, Derrida, and Dust." *American Historical Review* 106 (2001): 1159-80.

- Ann Laura Stoler, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* (Princeton: Princeton University Press, 2009).

- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995).

3:30pm - 4:00pm – Coffee Break and start the weekend

This module will explore how we can use 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 book-in-progress by Macartan Humphreys and Alan Jacobs, this module will examine how we can engage in systematic model-based causal inference. Specifically, we will explore how researchers can encode their prior knowledge in a probabilistic causal model (or Bayesian network) and an associated directed acyclic graph (DAG), use the model to make research design choices (including selecting cases and choosing observations), and draw inferences about causation at the level of both individual cases and populations, using both qualitative and quantitative data.

8:45am - 10:15am – What is a Causal Model?

In this session, we will learn the "nuts and bolts" of causal models and their graphical counterparts, directed acyclic graphs (DAGs). How can we formalize our beliefs about relationships in a given domain in the form of a causal model? What does and does not need to be specified when writing down a causal model? What are the rules for visually representing causal dependencies in a DAG? How can a more detailed causal model underwrite, or imply, a less-detailed one? And how can we represent causal estimands of interest – such as a case-level causal effect, a causal pathway, or an average causal effect – within a causal model?

- 15.1.1. Humphreys, M. & Jacobs, A*. Integrated Inferences.* Manuscript in progress. Chapters 1, 2, 3, and 4

Recommended

- 15.1.2. Humphreys, M. & Jacobs, A*. Integrated Inferences.* Manuscript in progress. Chapter 5.

- 15.1.3. Pearl, Judea. (2009). *Causality: Models, Reasoning, and Inference.* Second Edition. New York: Cambridge University Press. *This book brings together the seminal work on causal models and DAGs, and the Humphreys/Jacobs manuscript draws heavily on the framework that Pearl and colleagues have developed. The book is a vast treatise, so I leave it to students to explore as they see fit.*

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12:30pm - 2:00pm – Lunch

2:00pm - 3:30pm – What Can Causal Graphs Tell Us?

In this session, we will examine what we can learn about research design from a graphical representation of a causal model. In particular, we will explore the property of "d-separation," which allows one to read relations of conditional independence off of the structure of a properly constructed DAG. We will then assess how understanding relations of conditional independence can help us identify potentially informative pieces of data for a given causal estimand – that is, how causal models can help us figure out what it is we want to observe.

- 15.2.1. Humphreys, M. & Jacobs, A*. Integrated Inferences.* Manuscript in progress. Chapter 6.1.

3:30pm - 4:00pm Coffee – Break

4:00pm - 5:30pm – Make Your Own Model

In this session, students will have a chance to write down their own causal models and draw the associated DAGs, formally encoding their own beliefs about causal relationships in a domain of interest to them. This will be an opportunity to work through some of the choices that researchers confront when constructing causal models.

This module considers the design, planning, and execution of field research. We offer strategies for addressing the intellectual, logistical, and social challenges that carrying out field research involves. A basic premise underlying the module is that fieldwork entails shifting among research design, data collection, and data analysis. Each session is conducted with the understanding that participants have carefully read the assigned materials. The instructors will 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 – Borders and Varieties of Fieldwork
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

In this session 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 iterated research design. We consider fieldwork's heterogeneity – how it varies across contexts, researchers, projects, and points of time in the same project – and also address how ethical challenges in the field go well beyond obtaining approval from your IRB.

- 16.1.1. 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 purchase)

- 16.1.2. 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

- 16.1.3. 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.

Additional Reference Material

- 16.1.4. Collier, D. (1999) Data, Field Work and Extracting New Ideas at Close Range. *APSA-CP Newsletter,* 10(1), 1-2, 4-6.

- 16.1.5. Wood, E. (2007). Field Methods. *The Oxford Handbook of Comparative Politics* Oxford: Oxford University Press. Chapter 5.

- 16.1.6. 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.

- 16.1.7. Loaeza, S., Stevenson, R., & Moehler, D. C. (2005). Symposium: should everyone do fieldwork?. *APSA-CP*, *16*(2), 8-18.

- 16.1.8. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). A Historical and Empirical Overview of Field Research in the Discipline. *Field Research in Political Science: Practices and Principles*. Cambridge University Press*.* Chapter 2. (book to purchase)

10:15am - 10:45am – Coffee Break

10:45am - 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 preparations for fieldwork, securing funding, networking to obtain contacts and interviews, negotiating institutional affiliation, and developing a data-collection plan.

- 16.2.1. 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 purchase)

- 16.2.2. 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*.

- 16.2.3. Altman, M. (2009). Funding, funding. *PS: Political Science & Politics*, *42*(03), 521-526. DOI: 10.1017/S1049096509090830

Additional Reference Material

- 16.2.4. Barrett, C. B., & Cason, J. (2010). Identifying a Site and Funding Source. *Overseas research II: A practical guide*. Routledge.

- 16.2.5. Barrett, C. B., & Cason, J. (2010). Predeparture Preparations. *Overseas research II: A practical guide*. Routledge.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Operating in the Field
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

This session offers practical advice on collecting data and managing inter-personal relations in the field. We introduce a range of more-interactive and less-interactive data-collection techniques, with a particular emphasis on the latter, consider their strengths and weaknesses, and think about how they can be combined. We discuss the different types of human interaction fieldwork entails, including hiring and working with research assistants and collaborating with other researchers.

- 16.3.1. 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 1. (book to purchase)

- 16.3.2. 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

Additional Reference Material

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

- 16.3.4. Cammett, M. (2013) Positionality and Sensitive Topics: Matched Proxy Interviewing as a Research Strategy. *Interview Research in Political Science.* Cornell University Press.

- 16.3.5. 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).

- 16.3.6. Karlan, D., & Appel, J. (2016). *Failing in the field: what we can learn when field research goes wrong*. Princeton University Press. 17-70.

This module serves as an introduction to the empirical study of social networks. It begins with the very basics, covering ways to describe positions within networks and networks as a whole. Next, it surveys recent empirical research that explores the role of networks in outcomes such as development, protests, and conflict, and identifies many open questions across the social sciences. Finally, it presents an overview of tools that researchers can use to gather original network data in the field. The second module, Social Network Analysis II, will then walk a researcher through the tools to actually use the network data gathered—how to store it, visualize it, describe it, and analyze it.

8:45am - 10:15am Introduction to Social Network Analysis

This session introduces the terminology of social network analysis. It focuses on node- and network-level features, both how to describe them precisely and what they mean substantively.

- 17.1.1. Jackson, Matthew O. "Chapter 2: Representing and Measuring Networks." In *Social and Economic Networks*, pages 20–51. Princeton University Press, 2010. SEP

- 17.1.2. Siegel, David A. "Social Networks in Comparative Perspective." *PS: Political Science and Politics*, 44(1): 51-54, 2011.

Recommended:

- 17.1.3. Borgatti, Stephen P. "Centrality and Network Flow." *Social Networks,* 27(1): 55-71, 2005.

- 17.1.4. Apicella, Coren L., Marlowe, Frank W., Fowler, James H., Christakis, Nicholas A. "Social Networks and Cooperation in Hunter-Gatherers." *Nature* 481(7382): 497-501, 2012.

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12: 30pm - 2:00pm Lunch.

2:00pm - 3:30pm   Relevance of Social Network Analysis

This session presents an overview of empirical research that examines the relevance of session one's network features in the real world. It highlights many open questions and flags research designs that could help to answer them.

- 17.2.1. Larson, Jennifer M. and Lewis, Janet I. "Ethnic Networks." *American Journal of Political Science* 61(2): 350-364, 2017.

- 17.2.2 Cruz, Cesi, Labonne, Julien, and Querubín, Pablo, "Politician Family Networks and Electoral Outcomes: Evidence from the Philippines." *American Economic Review* 107(10): 3006-3037, 2017.

Recommended:

- 17.2.3. Granovetter, Mark S. "The Strength of Weak Ties." *American Journal of Sociology* 1360-1380, 1973.

- 17.2.4. González-Bailón, Sandra and Wang, Nina. "Networked Discontent: The Anatomy of Protest Campaigns in Social Media." *Social Networks* 44: 95-104, 2016

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

4:00pm – 5.30pm   Collecting Network Data in the Field

This session serves as a primer on collecting original social network data via surveys in field settings. It covers a variety of design issues, including which ties to measure and how to do so.

- 17.3.1. Larson, Jennifer M. and Lewis, Janet I. "Measuring Networks in the Field," Working Paper, 2018. Available at http://www.jmlarson.com/.

Recommended:

- 17.3.2. Marsden, Peter V. "Chapter 2: Recent Developments in Network Measurement" in *Models and Methods in Social Network Analysis.* Eds. Peter J. Carrington, John Scott, and Stanley Wasserman. Cambridge University Press, 2005.

- 17.3.3. Larson, Jennifer M., Lewis, Janet I., and Rodríguez, Pedro. "From Chatter to Action: How Social Networks Inform and Motivate in Rural Uganda," Working Paper, 2018. Available at http://www.jmlarson.com/.

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 four-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.

- 18.1.1. Geertz, C. (1973). Thick description: toward an interpretive theory of culture" in *The Interpretation of Cultures.* Basic Books.

- 18.1.2. 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.

10:15am - 10:45am – Coffee Break

10:45am - 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.

- 18.2.1. 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.

- 18.2.2. 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 purchase]

- 18.2.3. Schaffer, F.C. (2014) Thin Descriptions: The Limits of Survey Research on the Meaning of Democracy. *Polity* (2014) 46(3), 303-330. DOI: 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.

8:45am - 10:15am – Process Tracing from a Causal Model

In this session, we will learn how we can carry out process-tracing with causal models. We will see how we can use within-case information, together with a model, to draw inferences about what would or did cause the outcome in a given case. We will see how a model-based approach to process tracing provides an explicit and theoretically disciplined procedure for determining which pieces of within-case evidence are informative and how their observation should shift causal beliefs. Moreover, while the "process tracing" metaphor implies the examination of a causal chain between X and Y, we will see that informative observations may come from many different parts of a causal network. We will work through a substantive application of the approach to the question of inequality's effect democratization, drawing on theoretical arguments by Boix (2003), Acemoglu and Robinson (2005), and Ansell and Samuels (2014) and on data from Haggard and Kaufman (2012).

- 19.1.1 Hall, PA. 2003. "Aligning Ontology and Methodology in Comparative Politics." Pp. 373-404 in *Comparative Historical Analysis in the Social Sciences*, edited by James Mahoney and Dietrich Rueschemeyer. New York: Cambridge University Press. (*Focus on Hall's account of "systematic process analysis").*

- 19.1.2. Bennett, A., & Checkel, J. T. (Eds.). (2014). *Process tracing: from metaphor to analytic tool*. Cambridge University Press, Chapter 1 and appendix

- 19.1.3. Humphreys, M. & Jacobs, A. Integrated Inferences. Manuscript in progress. Chapter 6 (remainder) and Chapter 7.

- 19.1.4. Ansell, B. W., & Samuels, D. J. (2014). *Inequality and Democratization*. Cambridge University Press. Chapter 4.

- 19.1.5. Haggard, S., & Kaufman, R. R. (2012). Inequality and regime change: Democratic transitions and the stability of democratic rule. *American Political Science Review*, *106*(03), 495-516. DOI: [10.1017/S0003055412000287](10.1017/S0003055412000287)

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Mixed-Method Inference from a Causal Model

In this session, we will see how mixed-method inference can be grounded in a causal-model-based approach. The session will examine how we can use causal models to draw inferences about population-level causal relations (such as average causal effects) from any combination of qualitative and quantitative data.

- 19.2.1. Seawright, J. (2016) *Multi-Method Social Science: Combining Qualitative and Quantitative Tools.* New York: Cambridge University Press, Chapter 1.

- 19.2.2. Humphreys, M. & Jacobs, A*. Integrated Inferences.* Manuscript in progress. Chaps. 8 and 9.

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Causal Models and Research Design Choices

In this session, we will explore the variety of ways in which causal models can help us make research-design choices. These include figuring out which pieces of within-case evidence to examine (i.e., identifying from which observations we can learn the most), selecting cases for process tracing, and striking the optimal balance between quantitative breadth and qualitative depth in a mixed-method project.

- 19.3.1. Humphreys, M. & Jacobs, A*. Integrated Inferences.* Manuscript in progress. Chapters 10, 11, 12, 13.

Recommended:
- 19.3.2. Lieberman, E. S. (2005). Nested analysis as a mixed-method strategy for comparative research. *American Political Science Review*, *99*(03), 435-452. DOI: [10.1017/S0003055405051762](10.1017/S0003055405051762)

- 19.3.3. Seawright, J., & Gerring, J. (2008). Case selection techniques in case study research: A menu of qualitative and quantitative options. *Political Research Quarterly*, *61*(2), 294-308. DOI: [10.1177/1065912907313077](10.1177/1065912907313077)

- 19.3.4. Herron, M. C., & Quinn, K. M. (2016). A careful look at modern case selection methods. *Sociological Methods & Research*, *45*(3), 458-492. DOI: [10.1177/0049124114547053](10.1177/0049124114547053)

3:30pm - 4:00pm – Coffee Break

This module discusses a range of data-collection techniques and offers multiple strategies for engaging in analysis in the field. We emphasize that the most productive fieldwork entails data collection, data analysis, and research design. Each session of this module is conducted with the understanding that participants have carefully read the assigned materials. The instructors will 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 – More-Interactive Forms of Data Collection
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

This session considers the differences among, unique features of, benefits of, and challenges inherent in employing several more-interactive forms of data collection including participant observation, ethnography, surveys, and experiments.

- 20.1.1. 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 purchase)
- 20.1.2. 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 purchase)

- 20.1.3. 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 purchase)

Additional Reference Material

- 20.1.4. 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.

- 20.1.5. 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

- 20.1.6 Kubik, J. (2009). Ethnography of politics: foundations, applications, prospects. *Political ethnography: What immersion contributes to the study of power*, 25-52.

- 20.1.7. Brady, H. E. (2000). Contributions of survey research to political science. *PS: Political Science & Politics*, *33*(01), 47-58. DOI: 10.2307/420775

- 20.1.8. 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

- 20.1.9. Sudman, S., & Bradburn, N. M. (1982). Asking questions: a practical guide to questionnaire design.

- 20.1.10. 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

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – **Interviewing**
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

This session explores various types of interviewing including one-on-one in-depth interviews, oral histories, and focus groups. We consider the many challenges and opportunities that conducting interviews in the field entails and offer a range of practical advice.

- 20.2.1. 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 purchase)

- 20.2.2. Bleich, E. & Pekkanen, R. (2013) How to Report Interview Data. *Interview Research in Political Science.* Cornell University Press.

- 20.2.3. Soss, J. (2006). Talking our way to meaningful explanations. *Interpretation and method: Empirical research methods and the interpretive turn*, 127-149.

Additional Reference Material
- 20.2.4. Leech, B. & Goldstein, K. (2002) Symposium: Interview Methods in Political Science. *PS: Political Science and Politics* 35(4), 663-672.

- 20.2.5. 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.

- 20.2.6. Rubin, H. & Rubin, I. (2005). *Qualitative Interviewing. The Art of Hearing Data*, 2nd ed. Sage. Chapters 6-9.

- 20.2.7. 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

12:30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Analyzing, Re-Tooling, and Assessing Progress
Diana Kapiszewski, Georgetown University
Lauren M. MacLean, Indiana University

This session considers various strategies for engaging in data analysis, writing, and presenting initial findings to different audiences while conducting fieldwork. It also considers how to retool a project in the field, and assess progress toward completing field research.

- 20.3.1. Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Analyzing, Writing, and Retooling in the Field. *Field Research in Political Science: Practices and Principles* (Cambridge University Press, 2015)*.* Chapter 10. (book to purchase)

- 20.3.2. Diana Kapiszewski, Lauren M. MacLean, and Benjamin L. Read, "Reconceptualizing Field Research," Unpublished manuscript.

- 20.3.3. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Fieldnotes in Ethnographic Research (Fragments de texte)*. University of Chicago Press.

Additional Reference Material
- 20.3.4. 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.

- 20.3.5. McDermott, R. et al. (2010). Symposium: Data Collection and Collaboration. *PS: Political Science and Politics,* 43(1), 15-58.

3:30pm - 4:00pm – Coffee Break

Social Network Analysis I taught how to think about the importance of networks and how to design a study to collect relevant network information from the field. This module assumes you have network data and teaches the first stages of analyzing it. It begins by presenting tools for storing network data and representing the network with pictures using Gephi. Then it will offer two sessions devoted to analyzing the network in R. These sessions assume no background in R and will cover how to measure the node and network attributes covered in Social Network Analysis I and how to assess the significance of patterns that appear in the network.

8:45am - 10:15am Visualizing Network Data

This session will cover how to store network data collected in the field and how to visualize the measured network(s). We will use the opensource software called Gephi to make our network visualizations. We'll pay special attention to making figures that help us as researchers notice meaningful patterns in the data and that can serve as polished representations of our data in published research.

- 21.1.1. Download Gephi, available at https://gephi.org

- 21.1.2. Grandjean, M. "Gephi: Introduction to Network Analysis and Visualization." Available at www.martingrandjean.ch/gephi-introduction/

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm **Working with Network Data Part I**

This session presents basic tools for analyzing networks in R. It assumes no background in R— we will start with the very basics. It will teach ways to calculate node and network level attributes (degree, centrality, path lengths, etc.).

- 21.2.1. Download R, available at www.r-project.org/

- 21.2.2 Download RStudio, available at www.rstudio.com

Recommended:

- 21.2.3. Chapter 1, A quick reminder of R Basics, in Ognyanova, Katherine. "Network Analysis and Visualization with R and igraph." Available at https://kateto.net/networks-r-igraph

12: 30pm - 2:00pm Lunch.

2:00pm - 3:30pm   Working with Network Data Part II

This session will wrap up the presentation of basic tools for calculating node and network level attributes. Then it will present more advanced tools for characterizing patterns in the network. Should we be surprised by the number of ties connecting friends of friends in our data? Are the many ties connecting people who share some attribute a coincidence? If we had surveyed more nodes, would our results be different?

- 21.3.1. Chapter 3, "The iGraph Library," in Eubank, Nick. *Spatial Network Analysis.* Available at http://bit.ly/2IEfAzk

Recommended:

21.3.2. Chapter 2, Networks in igraph, in Ognyanova, Katherine. "Network Analysis and Visualization with R and igraph." Available at https://kateto.net/networks-r-igraph

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

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 - 10:45am – Coffee Break

10:45am - 1:00pm – **Interviewing Fieldwork Exercise**

Participants go to fieldsites (around campus or at the Carousel Center Mall) to conduct ordinary language interviews.

1:00pm – 2:00pm – Lunch

2:00pm - 2:45pm – Write up

Participants write-up their main findings.

2:45pm - 3:30pm 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 fieldsite interviews.

3:30pm - 4:00pm – Coffee Break

These three modules are about using computers to systematically analyze text, typically as precursor, successor, or complement to a qualitative analysis. We'll discuss and practice classical dictionary-based content analysis and its newer incarnation topic modeling, show how to project their contents into rhetorical spaces for understanding and visualization, and practice scraping texts from the web. Along the way we will discuss the uses of document classifiers and information extraction systems from computational linguistics, pointing out the various ways in which a computer-assisted text analysis can be usefully integrated into a wider research project.

The practical elements of the course are important and will inevitably involve some programming. We will be using R in a browser-based RStudio environment that has been set up for the course and will assume at least a small amount of prior experience with the language. (If you can select a subset of observations from a data frame, that will be a sufficient starting point). More experienced participants are welcome to install R and the packages we use in the course on their own machines; we will do our best to support you.

8:45am - 10:15am – Session 1

In the first session we'll introduce text analysis as a measurement problem, examine the challenges of treating 'text as a data', consider the assumptions we are committing ourselves to by applying different text models, and discuss how and under what conditions we should expect them to apply.

- 23.1.1. J. Grimmer, J., & Stewart, B. M. (2013). Text as data: The promise and pitfalls of automatic content analysis methods for political texts. *Political analysis*, 267-297.
  DOI: 10.1093/pan/mps028

- 23.1.2. Caliskan, A., Bryson, J. J., & Narayanan, A. (2017). Semantics derived automatically from language corpora contain human-like biases. *Science*, *356*(6334), 183-186.
  DOI: 10.1126/science.aal4230

Recommended:
- 23.1.3. Benoit K., et al. (2016). Crowd-sourced text analysis: Reproducible and agile production of political data. *American Political Science Review*.
  DOI: 10.1017/S0003055416000058

- 23.1.4. Bara, J., Weale, A., & Bicquelet, A. (2007). Analysing parliamentary debate with computer assistance. *Swiss Political Science Review*, *13*(4), 577-605. DOI: 10.1002/j.1662-6370.2007.tb00090.x

- 23.1.5. Soroka, Stuart and Lori Young. 2012. "Affective News: The Automated Coding of Sentiment in Political Texts" *Political Communication* 29: 205-231 https://doi.org/10.1080/10584609.2012.671234

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Session 2

In this session we will introduce the R tools for exploring texts, using the quanteda package. These tools will allow us to explore text in a more qualitative fashion, e.g. filtering and restructuring document collections, constructing simple frequency counts, inferring domain vocabulary, and examining 'key words in context', an important tool for validating more sophisticated models. Time permitting, we will explore some more linguistically-oriented tools from computational linguistics, for part of speech tagging, named entity recognition, and parsing.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Session 3

In this session we will introduce 'classical' content analysis using dictionaries and its statistic generalization, topic modeling, with particular focus on the tradeoffs each method makes with respect to measurement error and between exploratory and confirmatory text analysis.

- 23.3.1. Blei, D. M. (2012). Probabilistic topic models. *Communications of the ACM*, *55*(4), 77-84. DOI: 10.1145/2133806.2133826

- 23.3.2. Laver, M., & Garry, J. (2000). Estimating policy positions from political texts. *American Journal of Political Science*, 619-634. DOI: 10.2307/2669268

Recommended:
- 23.3.3. Special issue: *Poetics* 41(6), (December 2013)

- 23.3.4. Evans, M., McIntosh, W., Lin, J., & Cates, C. (2007). Recounting the courts? Applying automated content analysis to enhance empirical legal research. *Journal of Empirical Legal Studies*, *4*(4), 1007-1039. DOI: 10.1111/j.1740-1461.2007.00113.x
- 23.3.5. Roberts, et al (2014) Topic Models for Open-Ended Survey Responses with Application to Experiments *American Journal of Political Science* 58(4) 1064-1082, https://doi.org/10.1111/ajps.12103

Archival and Interview Research with Primary Sources: What Do You Need to Know, How Do You Know Where to Look, and How Do You Get What You Need?

In this module, we will discuss how political scientists decide they need to use primary records of policy-making—archives, interviews, and published primary sources—in their research. This includes how one prepares for, structures, conducts, and manages the information flow from archival visits, interviews or structured examination of published materials. We focus on practical research skills scholars can use, and judgments they must make in everyday research.

8:45am - 10:15am – Strategies for Archival Research

This session highlights the practical trade-offs between different types of textual and the ways in which one must prepare for them. It focuses on issues to think about *before* you start your research. We will talk about different types of repositories and explain how to use the Freedom of Information Act.

- 24.1.1. Greenstein, F. I., & Immerman, R. H. (1992). What did Eisenhower tell Kennedy about Indochina? The politics of misperception. *The Journal of American History*, *79*(2), 568-587. DOI: 10.2307/2080047

- 24.1.2. Thies, C. G. (2002). A pragmatic guide to qualitative historical analysis in the study of international relations. *International Studies Perspectives*, *3*(4), 351-372. DOI: 10.1111/1528-3577.t01-1-00099

- 24.1.3. Caro, Robert A. (2019). The Secrets of Lyndon Johnson's Archives: On a Presidential Paper Trail *The New Yorker*, January 21, 2019 https://www.newyorker.com/magazine/2019/01/28/the-secrets-of-lyndon-johnsons-archives. On Caro, see also this short video clip: https://www.c-span.org/video/?c4798677/caro-working (For longer video from which this extract was drawn, see: https://www.c-span.org/video/?459697-1/working)

- 24.1.4. Lustick, I. S. (1996). History, historiography, and political science: Multiple historical records and the problem of selection bias. *American Political Science Review*, *90*(03), 605-618. DOI: 10.2307/2082612

- 24.1.5. Trachtenberg, M. (2006) *The Craft of International History*. Princeton University Press. Appendix I and Appendix II. Available at http://www.sscnet.ucla.edu/polisci/faculty/trachtenberg/methbk/AppendixI.html http://www.sscnet.ucla.edu/polisci/faculty/trachtenberg/methbk/AppendixII.html

- 24.1.6. Darnton, Christopher. 2018. Archives and Inference: Documentary Evidence in Case Study Research and the Debate over U.S. Entry into World War II. *International Security* 42(3): 84-126. https://doi.org/10.1162/ISEC_a_00306

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Organizing Archival Data - Structuring Your Data Collection: Making Sure You Can Use What You Find

This session will address concerns that arise *during* your research. We will discuss hands-on electronic strategies for structuring, organizing, and storing your oral and documentary data so that you can easily and systematically access it as you move to the analysis and writing phase of your project. The process of structuring your data begins before you leave for the archives, and informs how you conduct your research in the archives and your analysis of documents when you get home.

3:30pm - 4:00pm – Coffee Break

4:00pm – 5:30pm – Strategies for Conducting Elite Interviews

This session will consider when elite interviews are appropriate for your research, how to prepare for these interviews, and what to expect during the interview process itself. The focus of this session is on conducting interviews that can complement your archival research, with a particular emphasis on interviewing individuals who appear in the document collections you are using and/or participated in the historical events you are studying.

- 24.3.1. Leech, Beth. 2002. Asking Questions: Techniques for Semistructured Interviews *Political Science & Politics* 35(4) (December): 665–68.

- 24.3.2. Berry, Jeffrey M. 2002. Validity and Reliability Issues in Elite Interviewing *Political Science & Politics* 35(4) (December): 697–682

8:45am - 10:15am Practical Steps in Process Tracing and Introduction to Bayesian Process Tracing
Andrew Bennett, Georgetown University

- 25.1.1. Bennett, A., & Checkel, J. T. (Eds.). (2014). *Process tracing: from metaphor to analytic tool*. Cambridge University Press, Chapter 1   (book to purchase)

- 25.1.2. Bennett, A. (2015). Appendix: Disciplining Our Conjectures: Systematizing Process Tracing with Bayesian Analysis. In Bennett, A., & Checkel, J. T. (Eds.) *Process Tracing: From Metaphor to Analytic Tool*. Cambridge: Cambridge University Press. (book to purchase)

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12: 30pm - 2:00pm Lunch.

2:00pm - 3:30pm Bayesian Reasoning for Qualitative Research: Methodological Foundations and Applications
Tasha Fairfield, London School of Economics

Bayesian probability provides a rigorous methodological foundation for qualitative research that mirrors how we intuitively use evidence to develop and evaluate alternative explanations. We will introduce the fundamentals of Bayesian probability and explain how Bayesianism differs from the frequentist framework that underpins causal inference in most large-N research. We will then discuss how Bayesian analysis can be explicitly applied in qualitative research, as well as prospects for improving traditional case study narratives with heuristic Bayesian reasoning.

- 25.2.1. Fairfield, T., & Charman, A.E. (2017). "Explicit Bayesian Analysis for Process Tracing," *Political Analysis* 25 (3):363-380.

- 25.2.2. Fairfield, T. (2013). "Going Where the Money is: Strategies for Taxing Economic Elites in Unequal Democracies. *World Development*, 47, 42-57.

NOTE: Please skim pp. 42–45 as needed and read only the Chilean cases, pp. 47–49.

Recommended:

- 25.2.3. "Appendix. Evidence and Alternative Explanations: A Bayesian Approach to Process Tracing," in Fairfield, T., & Garay, C. (2017). "Redistribution Under the Right in Latin America: Electoral Competition and Organized Actors in Policymaking. *Comparative Political Studies* 50(14):1871–1906.
NOTE: This appendix provides an introduction to Bayesian reasoning using minimal mathematics. It may be helpful to skim the article before reading the appendix.

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

4:00pm - 5:30pm Bayesian Reasoning for Qualitative Research: Group Exercise
Tasha Fairfield, London School of Economics

Participants will break into groups and practice applying Bayesian reasoning to hypotheses and evidence drawn from a published qualitative case study. We will examine the potential for Bayesian reasoning to help scholars pinpoint disagreements and build consensus on causal inferences.

We will use an online worksheet in Qualtrix. The url will be available on Blackboard, and password for the first question will be given in class.

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.

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

- 26.1.2. Pachirat, T. (2018*). Among Wolves: Ethnography and the Immersive Study of Power.* Routledge. (book to purchase)

10:15am - 10:45am – Coffee Break

10:45am - 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.

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

- 26.2.2. Pachirat, T. (2018). *Among Wolves: Ethnography and the Immersive Study of Power.* Routledge. (book to purchase)

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.*

8:45am - 10:15am – Session 1

In this practical session, we show how to use R to apply content analysis dictionaries and fit and interpret topic models. We will also show how to connect the topic proportions to document-level covariates in order to 'explain' topic prevalence.

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Session 2

In this session we look at text scaling models. These try to place texts and their words in a substantively interpretably space based on differential word usage. We discuss how to fit and interpret such models, how to think about the 'dimensionality' of a discourse, and what important discourse features are left out or abstract away. We will pay particular attention to the extent to which simplifying model assumptions are reasonable, especially given the institutional structures from which documents are often retrieved.

- 27.2.1. Slapin, J. B., & Proksch, S. O. (2008). A scaling model for estimating time-series party positions from texts. *American Journal of Political Science*, *52*(3), 705-722. DOI: 10.1111/j.1540-5907.2008.00338.x

- 27.2.2. Lowe, W., Benoit, K., Mikhaylov, S., & Laver, M. (2011). Scaling policy positions from coded units of political texts. *Legislative Studies Quarterly* 36(1), 123-155 http://dx.doi.org/10.1111/j.1939-9162.2010.00006.x

Recommended:

- 27.2.3. Proksch, S. O., & Slapin, J. B. (2010). Position taking in European Parliament speeches. *British Journal of Political Science*, *40*(03), 587-611. DOI: 10.1017/S0007123409990299

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Session 3

In the practical session, we show how to scale texts and visualize their content.

Research data management – developing a data management plan when designing a research project and handling research materials systematically throughout the research lifecycle – is a critical aspect of empirical research. Effectively managing data makes research more robust and prolongs the period during which data remain useful. It also facilitates sharing data with the broader research community (as funders, publishers, and academic associations increasingly require), and makes research based on the data more transparent. This module equips participants with a range of strategies for effectively managing qualitative data. It considers the benefits of, and challenges entailed in, sharing qualitative data, and offers strategies to address the latter. Finally, we discuss different approaches that social scientist have used to effectively share their qualitative research data.

8:45am - 10:15am – Managing Data
Dessi Kirilova, Qualitative Data Repository; Sebastian Karcher, Qualitative Data Repository

We introduce the notion of the "research lifecycle" to demonstrate that research data can prove useful far beyond the research project through which they were generated. We consider the importance of planning data management when designing research projects and examine the strategies and techniques required to manage data effectively, both for the benefit of the immediate project and to give them a longer life beyond it. In particular, students will receive guidance on developing a Data Management Plan (DMP). Additionally, we use examples from actual research projects to establish what types of protocols are needed at key stages of the research cycle, and to identify trigger points at which data sharing considerations come into play, including describing and contextualizing data for reuse beyond an immediate project. Finally, we consider some best practices for keeping your data safe and secure. We recommend that participants have a research project with data generation in mind to get the maximum benefit from this session.

- 28.1.1. Corti, L., Van den Eynden, V., Bishop, L., & Woollard, M. (2014). *Managing and sharing research data: a guide to good practice*. Sage.
  Available at: http://www.data-archive.ac.uk/media/2894/managingsharing.pdf

- 28.1.2. Qualitative Data Repository. (2019) "Managing Data" (including all sub-screens).
  Available at: https://qdr.syr.edu/guidance/managing

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

2:00pm – 3:30pm – Sharing Qualitative Data in Practice
Diana Kapiszewski, Georgetown University/Qualitative Data Repository; Dessi Kirilova, Qualitative Data Repository; Sebastian Karcher, Qualitative Data Repository

We discuss the benefits of, and practical concerns about, sharing qualitative data, and consider best practices for addressing the ethical, legal, and logistical challenges that sharing data can entail. How do obtaining informed consent from participants, and the IRB/ethics board process more generally, relate to data sharing? How does copyright affect your ability to share data and how can you share data when they are under copyright? Finally, how can you share sensitive data while maintaining the confidentiality and safety of your participants?

- 28.2.1. Bishop, L. (2009). "Ethical sharing and reuse of qualitative data." *Australian Journal of Social Issues* 44(3): 255-272.

- 28.2.2. Tsai, A. C., Kohrt, B. A., Matthews, L. T., Betancourt, T. S., Lee, J. K., Papachristos, A. V., & Dworkin, S. L. (2016). "Promises and pitfalls of data sharing in qualitative research." *Social Science & Medicine* 169: 191-198.
  https://doi.org/10.1016/j.socscimed.2016.08.004

- 28.2.3. Wutich, A., & Bernard, H. R. (2016). "Sharing qualitative data & analysis. With whom and how widely?: A response to 'Promises and pitfalls of data sharing in qualitative research'." *Social science & medicine* 169, 199-200.
  https://doi.org/10.1016/j.socscimed.2016.09.041

- 28.2.4. Qualitative Data Repository. (2017) "Participant Protection, Informed Consent, Data Sharing," *QDR Blog*, February 9.
  Available at: https://qdr.syr.edu/qdr-blog/participant-protection-informed-consent-and-data-sharing.

- 28.2.5. Resource on Fair Use
  Available at: http://www.copyright.gov/fair-use/more-info.html

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Approaches to Sharing Qualitative Data
Diana Kapiszewski, Georgetown University/Qualitative Data Repository; Sebastian Karcher, Qualitative Data Repository

- 28.3.1 Karcher, Sebastian and Paul Musgrave. 2018. "Seven Reasons We Use Annotation for Transparent Inquiry." *Duck of Minerva*. Available at https://duckofminerva.com/2018/05/seven-reasons-we-use-annotation-for-transparent-inquiry-ati.html

- 28.3.2 Sinkovics, Rudolf R. and Eva A. Alfoldi. (2012) "Progressive Focusing and Trustworthiness in Qualitative Research: The Enabling Role of Computer-Assisted Qualitative Data Analysis Software (CAQDAS). *Management International Review* 52: 817-845.

- 28.3.3. From the Qualitative Transparency Deliberations (QTD - https://www.qualtd.net/) read the final report(s) that most closely corresponds with your own work

Further Reference

Managing Qualitative Data
- Corti, L., Van den Eynden, V., Bishop, L. and Woollard, M. (2014) *Managing and Sharing Research Data: A Guide to Good Practice*, London: Sage. ISBN: 978-1-44626-726-4.
- Corti, L. and Thompson, P. (2012) "Secondary analysis of archived data" in J. Goodwin (ed.) *SAGE: Secondary Data Analysis*. London: Sage Publications Ltd. (http://repository.essex.ac.uk/2444/)
- ICPSR (2014) 'Framework for Creating a Data Management Plan', University of Michigan. Available at: http://www.icpsr.umich.edu/icpsrweb/content/datamanagement/dmp/framework.html
- Qualitative Data Repository and Social Science Research Council (2019). *Managing Qualitative Research Data.* Online course. https://managing-qualitative-data.org

Sharing Qualitative Data in Practice
- Bishop, Libby. (ND) "What is secondary analysis of qualitative data?" Video available at: http://methods.sagepub.com/video/what-is-secondary-analysis-of-qualitative-data
- Clark, A. (2006) "Anonymising Research Data," ESRC National Centre for Research Methods, Working Paper 7/06. Available at: http://eprints.ncrm.ac.uk/480/1/0706_anonymising_research_data.pdf
- Schrag, Zachary. (2017) "A social scientist's guide to the Final Rule". *Institutional Review Blog* Post. January 19. Available at: http://www.institutionalreviewblog.com/2017/01/a-social-scientists-guide-to-final-rule.html
- Kirilova, Dessi and Sebastian Karcher. (2017) "Rethinking Data Sharing and Human Participant Protection in Social Science Research: Applications from the Qualitative Realm." *Data Science Journal*, 16, p.43. https://doi.org/10.5334/dsj-2017-043

Approaches to Sharing Qualitative Data
- O'Brien, Bridget, Ilene Harris, Thomas Beckman, Darcy Reed, and David Cook. 2014. "Standards for Reporting Qualitative Research: A Synthesis of Recommendations." Academic Medicine 89 (9): 1245–51. https://doi.org/10.1097/ACM.0000000000000388
- Reyes, Victoria. 2018. "Three Models of Transparency in Ethnographic Research: Naming Places, Naming People, and Sharing Data." *Ethnography* 19 (2): 204–26. https://doi.org/10.1177/1466138117733754.

8:45am - 10:15am Hypothesis Generation and Iterative Research
Tasha Fairfield, London School of Economics

We will talk about hypothesis generation and the Bayesian logic of iterative research that goes back and forth between theory development, data collection, and data analysis.

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

10:15am - 10:45am Coffee Break.

10:45am - 12:30pm Research Design Discussion Sessions (not part of Module).

12: 30pm - 2:00pm Lunch.

2:00pm - 3:30pm Qualitative Causal Inference
David Waldner, University of Virginia

- 29.2.1. David Waldner, "Process Tracing and Causal Mechanisms," in Harold Kincaid, ed., *The Oxford Handbook of Philosophy of Social Science.* (Oxford University Press, 2012), pp. 65-84.

- 29.2.2. David Waldner, "Invariant Causal Mechanisms," *Qualitative & Multi-Method*

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

4:00pm - 5:30pm Examples of Qualitative Causal Inference from Comparative Politics & International Relations
David Waldner, University of Virginia

- 29.3.1. David Waldner, "What Makes Process Tracing Good?" in Andrew Bennett and Jeffey Checkel, *Process Tracing: From Metaphor to Analytic Tool* pp. 126-152 (chapter 5). (book to purchase)

- 29.3.2. David Waldner, "Process Tracing and Qualitative Causal Inference," *Security Studies* 24 (2015): 239-250.

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

Participants exchange and comment on each other's fieldnotes.

10:15am - 10:45am – Coffee Break

10:45am - 12:30pm – Research Design Discussion Sessions (not part of Module)

12: 30pm - 2:00pm – Lunch

2:00pm - 3:30pm – Fieldsite Group Discussions and Presentations
Timothy Pachirat, University of Massachusetts, Amherst

Participants combine with other fieldsite groups to discuss the experience of doing participant observation.

3:30pm - 4:00pm – Coffee Break

4:00pm - 5:30pm – Overall Debriefing (interviewing and participant observation)

In this session, we reflect together on the following three clusters of questions: (1) How can participant observation, lifeworld interviewing, and ordinary language interviewing 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) Is there anything that you learned about participant observation and/or interviewing that might or will inform your *own* research?

8:45am - 10:15am – Session 1

In this session we discuss sources of text as data, emphasizing the importance of knowing how the text was generated for successful measurement using text analytical tools. Often, a major challenge in text analysis projects is data acquisition and processing, either because of unfriendly source material, e.g. PDFs and scanned documents, complex application interfaces (APIs), or badly structured institutional web pages. This session lays out the technical background necessary to work with web-based material, introduces useful tools and sketches solutions to common types of problem.

Optional reading for reference:

- 31-1-1. Munzert et al. (2015) *Automated Data Collection with R: A Practical Guide to Web Scraping and Text Mining*. Wiley, chapters 2-5.

10:15am - 10:45am – Coffee Break

10:45am - 12:15pm – **Session 2**

In this practical session we will show how to access data from organizational APIs and how to scrape text and other content from web pages.

12: 15pm - 2:00pm – Lunch

2:00pm - 3:30pm – Session 3

In this session we will wrap up any remaining text-related issues that have come up over previous sessions, then open the floor for a group discussion of participants' projects and problems, and hopefully crowd-source some solutions.

3:30pm - 4:00pm – Coffee Break

4:00pm – 5.00pm Institute Conclusion

I use comparative historical analysis (CHA) as a broad umbrella term that encompasses the works of any scholar investigating big, macro-historical questions. This definition includes the classics in historical sociology, American Political Development, historical institutionalism, constructivist approaches in IR, global history, post-colonial studies, the literature on the state, democratization, comparative political economy, origins of welfare state, and basically anybody interested in temporal dynamics or historical processes. While I cast a wide thematic net, I employ narrower analytical focus by defining CHA in terms of two specific notions of time: objective, clock-like time and more social, historical time. Our first task, therefore, will be to differentiate these two key temporal units of CHA because they are rarely fully explicated and frequently even confused. Once explicated, they will help us to understand the relationship of CHA relative to other methodologies as well as to explicate three strands of CHA: macro-causal analysis, developmental analysis, and deep history. The rest of the module expands on these three strands of CHA which are based on Skocpol and Somers' famous CHA typology. *Macro-causal analysis* has developed a range of interesting time spotting strategies that help to explicate the temporal pre-suppositions of what Paul Pierson calls short/short explanations. This time spotting helps to identify a wide range of confounders and thereby assists updating theories and developing stronger tests. *Developmental analysis*, in turn, compares different historical contexts in order to understand in what ways the past is different from present or remains entangled with it. It plays a crucial role in elucidating concepts by paying close attention to their historical boundary conditions. It has developed a number of periodization strategies in order to explicate more fully historical continuities and discontinuities. Finally, *deep history* evolved out of the French Annals school and uses time series data in order to explore long-term secular trends. Its analysis of these provides an important role in identifying structural breaks, shorter-term fluctuations, and specifying long-term historical base conditions.

Supplemental Background Readings:
- Mahoney, James, and Dietrich Rueschemeyer. 2003. *Comparative Historical Analysis in the Social Sciences*. Cambridge: Cambridge University Press: 3-38.
- Mahoney, James, and Kathleen Thelen, eds. 2015. *Advances in Comparative Historical Analysis: Resilience, Diversity, and Change*. Cambridge: Cambridge University Press: 3-36.
- Sewell, William H. 2009. *Logics of History: Social Theory and Social Transformation*. University of Chicago Press: 1-21.

8:45am-10:15am: session 1: The Temporal Foundations of CHA

CHA is principally interested in time and yet struggles to conceptually differentiate among different notions of time. Scholars like Ronald Aminzade or Anna Gryzmala-Buse have compiled excellent inventories of various elements of time. On close inspection, those elements of time

cluster into two distinct notions of time: objective, clock-like, measurable time and more social, qualitative, historical time. This session explicates these two elements of time and shows how the three strands of macro-causal analysis configure these two notions of time in distinct ways and thus allows us to update Skocpol and Sumers famous CHA typology.

- 32.1.1 Paul Pierson. 2004. *Politics in* Time (Princeton: Princeton University Press): 1-10. (Don't read 10-17 yet)

- 32.1.2 Jørgen Møller. *State Formation, Regime Change and Economic Development* (New York: Routledge, 2017): 12-28.

- 32.1.3 Marcus Kreuzer. Forthcoming. The Temporal Foundations of Comparative Historical Analysis: Physical Time, Historical Time and the Study of the Past." *Oxford Handbook on Politics in Time* Klaus Goetz ed.

- 32.1.4 Skocpol, Theda, and Margaret Somers. 1980. "The Uses of Comparative History in Macrosocial Inquiry." *Comparative Studies in Society and History* 22(2): 174–197.

10:15 - 10:45am – Coffee Break

10:45am - 12:15pm – session 2: Analyzing Causes: Macro-Causal Analysis

Macro-causal analysis is the oldest and most distinguished strand of CHA. It was pioneered by Barrington Moore and explains cross-sectional variations in terms of complex, long-term, historically contextual causal pathways. It focuses on causes and how to configure them in compelling broader theories. Macro-causal analysis has evolved since Moore as more recent scholars follow up on Pierson's call to pay closer attention to the time-scale of theories and explore how elongating the time scales of short/short explanations draws attention to important confounders. I refer to this elongating of time scales as *time spotting* because macro-causal analysis has developed a broad range of strategies to explicate the temporal assumptions of theories. (Capoccia & Ziblatt, Falleti & Mahoney) This foregrounding of these temporal assumptions plays a crucial role in identifying a range of confounders that macro-causal analysis in turn uses to update their theories.

- 32.2.1 Jørgen Møller. *State Formation, Regime Change and Economic Development* (New York: Routledge, 2017): 98-106 [Skocpol], 107-21 [State Formation]

- 32.2.2 Pierson, P. (2003). Big, Slow-Moving and Invisible: Macrosocial Processes in the Study of Comparative Politics. In J. Mahoney & D. Rueschemeyer (Eds.), *Comparative Historical Analysis in the Social Sciences*. Cambridge: Cambridge University Press: 177-207.

- 32.2.3 Capoccia, G., & Ziblatt, D. (2010). The Historical Turn in Democratization Studies. *Comparative Political Studies*, *43*(8–9), 931–46.

- 32.2.4 Falleti, T. G., & Mahoney, J. (2015). The Comparative Sequential Method. In J. E. Mahoney & K. Thelen (Eds.), *Advances in Comparative Historical Analysis: Resilience, Diversity, and Change* Cambridge: Cambridge University Press*: 211-25 (skip 225 to 39)

12: 15pm - 2:00pm – Lunch

2:00pm - 3:30pm – session 3: Analyzing Events: Developmental Analysis and Trends: Deep History
American Political Development or constructivism in IR lack cross-sectional variations to explain and instead are more focused on identifying qualitative changes across time. They consequently have developed a number of strategies for comparing historical contexts across time and exploring the continuities and discontinuities among them. Their work consequently focused on developing periodization schemes, developmental typologies, and elucidating the historical boundary conditions of concepts. Deep history, in turn, has its roots in the Annals School, demography and economic history. It frequently uses time series data to explore long-term secular trends and how they structure more short-term, event-driven outcomes.

- 32.3.1 Stephen Skworonek and Karen Orren. 2004. *The Search for American Political Development* (Cambridge: Cambridge University Press): 1-32.

- 32.3.2 Jørgen Møller. *State Formation, Regime Change and Economic Development* (New York: Routledge, 2017): 139-50.

- 32.3.3 Ian Morris *The Measure of Civilization* (Princeton: Princeton University Press, 2013): 1-24.

3:30pm - 4:00pm – Coffee Break

4:00pm – 5.00pm Institute Conclusion

**8:45am - 10:15am Discussion of Student Examples of Qualitative Causal Inference.
David Waldner, University of Virginia**

This session will be devoted to discussing and providing constructive feedback on students' examples of causal inference in their own work. On the evening of the 27th, David will meet with students for one-on-one consultation to help develop causal graphs and event-history maps based on the principles and examples discussed in the two class sessions earlier on the 27th. For the morning session on Friday the 28th, David will select approximately six-eight examples for further in-class discussion and more guidance on how to conduct process tracing using causal graphs and event-history maps.

10:15am - 10:45am Coffee Break.

**10:45am - 12:15pm Typological Theorizing and Case Selection
Andrew Bennett, Georgetown University**

- 33.1.1. Bennett, A. (2013) chapter excerpt on typological theory from Checkel, J. T. (Ed.). (2013). *Transnational dynamics of civil war*. Cambridge University Press.

Recommended:

- 33.1.2. George, A. L., & Bennett, A. (2005). Case studies and theory development in the social sciences. MIT Press. Chapter 11 (book to purchase)

12: 15pm - 2:00pm Lunch.

**2:00pm - 3:30pm Exercises and Examples of Process Tracing and Typological Theorizing
Andrew Bennett, Georgetown University**

Read and prepare the "Homework Exercises" and "Six in Class Exercises"

- 33.2.1. Read David Collier exercises on process tracing, at:
  http://polisci.berkeley.edu/sites/default/files/people/u3827/Teaching%20Process%20Tracing.pdf

In addition to discussing some of the examples in the readings listed for this session, the session provides an opportunity for students to submit and receive constructive feedback on an

example of a typological theory or of Bayesian process tracing from their own work. For an example of a typological theory, see the Bennett chapter in Transnational dynamics of civil war assigned in the previous session, and for examples of Bayesian process tracing, see the Bennett Appendix assigned Wednesday, June 27 and/or the Fairfield and Charman "Explicit Bayesian Analysis" article assigned June 28.

Students have the option of sending (to bennetta@georgetown.edu) an example (typically about one page of text and/or one powerpoint slide) any time from now until June 17. We will have time to discuss only a handful of student examples in class, so for any examples we don't have time to get to students are encouraged to seek out Andy Bennett for informal feedback at lunches, breaks, etc. Andy will choose the list of examples, and circulate the submitted materials for these examples and the order in which they will be discussed, by June 22 (keeping in mind that we may not have time to get to every example on the list). The students whose examples will be discussed should be prepared to give a very brief (5 minutes, max) introduction of their example, highlighting any issues they are still working on.

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

4:00pm – 5.00pm Institute Conclusion

Module description

Despite dynamic discussions of research methods within the Social Sciences, there has been comparatively scarce attention paid to the possibility and effect of research-related trauma— the trauma experienced by individuals working on issues and data related to violence and death. In this module we will discuss the many research activities which can put scholars and our research teams directly at risk for this form of trauma. We will consider ways to identify trauma, understand its impacts, and potentially mitigate its effects for our teams, our colleagues, and ourselves. Time will be allotted for discussion of specific research projects and proposals from session participants.

8:45am - 10:15am WHAT IS RESEARCH RELATED TRAUMA
Cyanne E. Loyle and Alicia Simoni

In our first session we will provide an introduction and motivation for the importance of engaging with research-related trauma. We will begin by defining the phenomenon and discussing the current state of training for social scientists. This session will include an overview of what trauma is, including an understanding of the breadth of potentially trauma producing experiences. We will specifically engage with a broad discussion of research-related trauma and the possibility for vicarious trauma across a range of research methodologies. This session will also include a discussion of the possible impacts of research related trauma on our research.

- 34.1.1. Loyle, Cyanne E. and Alicia Simoni. (2017). "Research Under Fire: Political Science and Researcher Trauma" *P.S.: Political Science and Politics*. 50(1): 141-145.

- 34.1.2. Hughes, Rosalie. "A Crisis of Anxiety Among Aid Workers" *New York Times*. March 8, 2015. Op-Ed.

Recommended:

- 34.1.3. Woodby L.L., Williams, B.R., Wittich A.R., & Burgio, K.L. (2011). Expanding the notion of researcher distress: The cumulative effects of coding. *Qualitative Health Research, 21*(6), 830-8.

10:15am - 10:45am Coffee Break.

10:45am - 12:15pm SIGNS AND SYMPTOMS OF RESEARCH RELATED TRAUMA
Cyanne E. Loyle and Alicia Simoni

In this session we will discuss the signs and symptoms of trauma as well as the importance of understanding and recognizing risk factors and protective factors. This will include a discussion of the impacts of trauma on ourselves, our research assistants (both in country and domestic) and our research subjects. Our discussion of trauma will include engagement with both existing trauma among research subjects as well as the possibility of inflicting trauma on our subjects.

- 34.2.1. Dickson-Swift, Virginia & James, Erica & Kippen, Sandra & Liamputtong, Pranee. (2008). "Risk to Researchers in Qualitative Research on Sensitive Topics: Issues and Strategies." *Qualitative Health Research*. 18(1): 133-44.

Recommended:

- 34.2.3. Tabor, P. D. (2011). Vicarious traumatization: Concept analysis. *Journal of Forensic Nursing, 7*(4), 203-208.

12: 15pm - 2:00pm Lunch.

2:00pm - 3:30pm PREVENTION AND MITIGATION OF TRAUMA
Cyanne E. Loyle and Alicia Simoni

This section will provide participants with hands-on strategies for addressing trauma including prevention and mitigation. There will be an open group discussion about the ways in which participants have encountered and engaged with research-related trauma as well as an opportunity to problem solve strategies and design better research going forward.

- 34.3.1. Van der Merwe, Amelia & Hunt, Xanthe. (2018). Secondary Trauma Among Trauma Researchers: Lessons From the Field. *Psychological Trauma: Theory, Research, Practice, and Policy*. 11(1): 10-18.

- 34.3.2. Bosch, Don. "Moving Towards Suffering and Staying Resilient" Headington Institute. July 27, 2018. https://headington-institute.org/blog-home/681/moving-toward-suffering-and-staying-resilient--part-2

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

4:00pm – 5.00pm Institute Conclusion (not part of module)