

Ed Schatz, Associate Professor, Political Science

[ed.schatz@utoronto.ca](mailto:ed.schatz@utoronto.ca), 416-946-0024

Office Hour: 2-3 pm, Thursdays (subject to change with advance notice)

### **Qualitative Methods in Political Research**

POL2505H / POL449H

Winter 2010

Thursdays, 12-2

Good research about politics can use quantitative or qualitative evidence (or both), but until recently political scientists have not approached the use of qualitative methods with any degree of methodological self-consciousness. This course has two premises. First, qualitative methods and data should not be considered a second-best to statistical methods or data. Second, those who use qualitative approaches require specific training to use them effectively.

This course covers key issues about qualitative methods and approaches. Those who conduct original research on politics often find that much is learned by *doing*; the course provides a menu of approaches and is designed to produce an awareness of the trade-offs involved when one selects one approach, method, technique, or type of evidence over another approach, method, technique, or type of evidence.

After briefly reviewing positivist and interpretivist research traditions, the course covers the ideal-typical and practical use of specific qualitative methods such as interviewing, archival research, ethnography, counterfactuals, and discourse analysis. Examples come from political science research and speak directly to political science research.

#### **Readings**

*Books:* Available at the Bob Miller Bookroom (180 Bloor W., north side, west of Avenue Rd., lower level)

- Gary King, Robert Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton, 1994)
- Charles Ragin, *Fuzzy-Set Social Science* (Chicago, 2000)
- Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power* (Chicago, 2009)

*Packet:* Will be available at Three Cent Copy (732 Spadina). Readings are designated below with [CP].

*Electronic readings:* Readings available electronically are designated below by [ELEC].

*Additional Readings:* Additional readings may be available electronically or from the U of T libraries. It is your responsibility to plan ahead and coordinate with other students to ensure access to additional readings. (You are required to use additional readings for those weeks when you give a presentation.)

#### **Assignments for Graduate Students**

*Engagement with Course Material (15%):* This is a discussion-based seminar. Please come having read and thought about the readings. The quality of the seminar depends in large part on how prepared you are!

*In-Class Presentation (15%):* Offer a short (5-7 minutes) presentation designed to provoke discussion on a given week's topics. There is no need to summarize the readings, since all students will have read the material already. A sign-up sheet will be circulated during the first class meeting.

*Comparative Paper (25%):* Write a paper (1800-2200 words; provide a word count) in which you critically compare two weeks' readings. This paper is due on February 11; late submissions are penalized 2% per calendar day late.

*Hands-on Assignments (45% = 22.5% x 2):* Choose any two of the below. Make your choice in writing by January 28, after which changes require my written approval. The assignments are due on April 1 (except the

archive and participant observation assignments, which are due on August 1). Late submissions are penalized 2% per calendar day. Details will follow in the first weeks of classes.

- Discourse analysis I: Choose a discrete body of written work (e.g., a newspaper over a specific period of time, a set of speeches) and conduct an analysis of language, metaphors and/or symbols used therein. What political “work” does such language, metaphors, and/or symbols do? Your analysis should be about 2200 words.
- Discourse analysis II: Write a discourse analysis of a major, paradigm-defining book within a subfield of political science. Your paper should be approximately 2200 words.
- Interview: Conduct a semi-structured interview with a person of your choosing on a topic of your choosing. The interview should last at least 45 minutes. Students submit a full, verbatim written transcript of the interview, a typed version of notes taken during and after the interview, and a write-up analysis (the analysis will be about 2000 words). This option may require Ethics Review approval.
- Archival work. If you have access to original documents that you would like to evaluate/analyze, you may choose this exercise. Students submit a full, typed version of their notes, as well as a write-up analysis. If access requires travel outside of the GTA, you may submit your work by August 1, 2010. (May count as 2 assignments. Contact me for details.)
- Participant observation. If you would like to practice being a participant observer in a “natural” setting, choose this assignment. Students submit a full, typed version of their fieldnotes, as well as a write-up analysis. Participant observation will likely require a proposal to the Ethics Review Board, which takes time. If you choose this option, the work for this assignment will be due on August 1, 2010. (May count as 2 assignments. Contact me for details.)
- Other qualitative exercise: If you would prefer to get your hands “dirty” trying another qualitative approach (e.g., focus groups), please contact me.

### Assignments for Undergraduates

Undergraduates have the same requirements as graduate students, except that they need only do one (1) hands-on assignment and do a “double critique” instead of a comparative reaction paper. Their breakdown is:

15% *Engagement* (as described above)

15% *Presentation* (as described above)

35% *Hands-on Assignment* (one only, as described above)

35% *Double Critique*: Attend a public lecture by a visiting scholar. Write a short (1800-2200 words; provide a word count) report that: 1) briefly summarizes the lecture’s content, 2) critiques the lecture from a positivist perspective, and 3) critiques it from an interpretivist perspective. The paper is due on February 11.

### Course Policies

*Office hours*: If you have questions about the readings, about the discussion, or about the assignments, office hours are best. No appointment is needed; just drop by. Occasionally, I announce in class and via email that office hours are cancelled. If you cannot make office hours but would like to meet, email me to schedule a mutually agreeable alternative time.

*Email*: Email is great for communicating simple information, but extended conversations will be conducted face to face. I generally reply to email inquiries within 3 days. If you do not receive a reply within this period, resubmit your question(s) and/or phone (leave a message if necessary). Please consult the course outline/syllabus and other course information BEFORE submitting inquiries by email.

*Keep copies*: Students are strongly advised to keep rough and draft work and hard copies of their assignments before submitting them. Keep them until the marked assignments have been returned.

*Plagiarism:* Plagiarism is a serious academic offence and will be dealt with accordingly. For further clarification and information, please see the University of Toronto's policy on Plagiarism at <http://www.utoronto.ca/writing/plagsep.html>. This course uses Turnitin.com, a web-based program to deter plagiarism. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

*Extensions:* Sometimes extraordinary circumstances justify an extension. I discuss possible extensions during office hours, not via email. If you cannot make office hours, email me to schedule a mutually agreeable alternative time. I consider such circumstances only until 1 week before the due date. After that, I will discuss extensions only if a student has an official note from a doctor or from the University.

*Missed Assignments:* If, due to an emergency, you miss an assignment without receiving my prior consent, you may make up the assignment only with a note from the university or a physician. You must contact me within 48 hours of the missed assignment for me to consider any documentation.

*Accessibility Needs:* The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

## Course Outline

### January 7: Introduction

*required*

- Peter Hall, "Aligning Ontology and Methodology in Comparative Research," chapter 11 from James Mahoney and Dietrich Rueschemeyer, eds., *Comparative Historical Analysis in the Social Sciences* (New York: Cambridge University Press, 2003) [CP]

### January 14: Positivist Tradition

*required*

- King, Keohane, and Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton, 1994)
- Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power* (Chicago, 2009), chapter by Allina-Pisano

*additional*

- James Johnson, "Consequences of Positivism: A Pragmatist Assessment," *Comparative Political Studies* 39(2), 2006: 224-252
- Martin Hollis and Steve Smith, *Explaining and Understanding in International Relations* (Oxford UP, 1991), chapter 3
- David Sanders, "Behavioural Analysis," *Theory and Methods in Political Science* (Palgrave, 2002)
- Max Weber, "'Objectivity' in Social Science and Social Policy," *The Methodology of the Social Sciences* (New York: The Free Press, 1949), 89-104
- James D. Fearon and David D. Laitin, "Explaining Interethnic Cooperation," *American Political Science Review* 90, December 1996: 715-735
- George Thomas, "The Qualitative Foundations of Political Science Methodology," *Perspectives on Politics* 3(4), 2005: 855-866
- Henry Brady and David Collier, eds., *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (Rowman and Littlefield, 2004)

### January 21: Interpretivist Tradition

*required*

- Terrence Ball, “Deadly Hermeneutics; or SINN and the Social Scientist,” in Terrence Ball, ed., *Idioms of Inquiry: Critique and Renewal in Political Science* (State University of New York, 1987), pp. 95-112 [CP]
- Dvora Yanow, “Neither Rigorous nor Objective? Interrogating Criteria for Knowledge Claims in Interpretive Science.” In D. Yanow and P. Schwartz-Shea, eds. *Interpretation and Method* (M.E. Sharpe, 2006) [CP]
- Clifford Geertz, *Interpretation of Cultures* (Basic Books, 1973), chapter 1, chapter 15 [CP]
- Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power* (Chicago, 2009), chapters by Wedeen, Pachirat

*additional*

- Herbert M. Kritzer, “The Data Puzzle: The Nature of Interpretation in Quantitative Research,” *American Journal of Political Science* 40, 1996: 1-32
- Martin Hollis and Steve Smith, *Explaining and Understanding in International Relations* (Oxford UP, 1991), ch. 4
- Anne Norton, *95 Theses on Politics, Culture, and Method* (Yale UP, 2004)
- James C. Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (Yale UP, 1998), pp. 87-102 and pp. 183-191
- Marc Howard Ross, “Culture and Identity in Comparative Political Analysis,” in Mark Irving Lichbach and Alan S. Zuckerman, eds., *Comparative Politics: Rationality, Culture, and Structure* (Cambridge UP, 1997), 42-80
- Norwegian film (2003) called “Kitchen Stories”
- Paul Rabinow and William M. Sullivan, “The Interpretive Turn: A Second Look,” in Paul Rabinow and William M. Sullivan, eds., *Interpretive Social Science: A Second Look* (California, 1987), 1-30
- Paul Ricoeur, *Hermeneutics and the Human Sciences* (Cambridge, 1981)
- “Symposium: Interpretivism,” *Qualitative Methods Newsletter of APSA* 1:2 (Fall 2003)
- Corey Shdaimah, Roland Stahl, Sanford F. Schram, “When You Can See the Sky Through Your Roof: Policy Analysis from the Bottom Up,” in Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power* (Chicago, 2009) [available from the instructor]
- Keith Topper, *The Disorder of Political Inquiry* (Harvard UP, 2005)

## January 28: Case Studies I

**\*\*CHOICE OF MAJOR ASSIGNMENTS MUST BE MADE BY TODAY\*\***

*required*

- Alexander George, “Case Studies and Theory Development: The Method of Structured Focused Comparison,” in Paul Lauren, ed., *Diplomacy: New Approaches in History, Theory, and Policy* (New York: Free Press, 1979), 43-68 [CP]
- Barbara Geddes, “How the Cases you Choose Affect the Answers You Get: Selection Bias in Comparative Politics,” *Political Analysis* 2, 1990: 131-150 [CP]
- F. Douglas Dion, “Evidence and Inference in the Comparative Case Study,” *Comparative Politics* 30(2), January 1998: 127-146 [ELEC]
- John Gerring, “Is There a (Viable) Crucial-Case Method?” *Comparative Political Studies* 40(3), 2007: 231-253 [ELEC]

*additional*

- Charles Ragin and Howard Becker, eds., *What is a Case?* (Cambridge UP, 1992), introduction
- David Collier and James Mahoney, “Insights and Pitfalls: Selection Bias in Qualitative Research,” *World Politics* 49, 1996: 56-91

- Harry Eckstein, "Case-Study and Theory in Micro-Politics," in Fred Greenstein and Nelson Polsby, eds., *Handbook of Political Science*, vol. 7 (Addison-Wesley, 1975), 79-138
- Robert K. Yin, *Case Study Research: Design and Method* (Sage, 1994), 99-146.
- Adam Przeworski & Henry Teune, *The Logic of Comparative Social Inquiry* (Interscience, 1970)
- Ashutosh Varshney, *Ethnic Conflict and Civil Life: Hindus and Muslims in India* (Yale, 2002).

#### February 4: Case Studies II

##### *required*

- Charles Ragin. *Fuzzy-Set Social Science* (Chicago, 2000)

##### *additional*

- Andrew Abbott, "Transcending General Linear Reality," *Sociological Theory* 6, 1988: 169-86
- Timothy McKeown. "Case Studies and the Statistical Worldview," *International Organization* 53:1, Winter 1999

#### February 11: Counterfactuals and Path-Dependency

\*\*\*\*DOUBLE CRITIQUES (UNDERGRADS) AND COMPARATIVE REACTION PAPERS (GRAD STUDENTS) DUE TODAY\*\*\*\*

##### *required*

- Kathleen Thelen, "Historical Institutionalism in Comparative Politics," *Annual Review of Political Science* 2, June 1999: 369-404 [ELEC]
- Giovanni Capocchia and R. Daniel Kelemen, "The Study of Critical Junctures: Theory, Narrative, and Counterfactuals in Historical Institutionalism," *World Politics* 59(3), 2007: 341-369 [ELEC]
- Paul Pierson, "Increasing Returns, Path Dependence, and the Study of Politics," *American Political Science Review* 94(2), June 2000: 251-267 [ELEC]
- Andreas Schedler, "Mapping Contingency," in Ian Shapiro and Sonu Bedi, eds., *Political Contingency: Studying the Unexpected, the Accidental, and the Unforeseen* (New York University Press, 2007), pp. 54-78 [CP]

##### *additional*

- Andrew Bennett and Colin Elman, "Complex Causal Relations and Case Study Methods: The Example of Path Dependence," *Political Analysis* 14(3), 2006: 250-267
- JS Sekhon, "Quality Meets Quantity: Case Studies, Conditional Probability and Counterfactuals," *Perspectives on Politics* 2(2), 2004: 281-93
- Colin Crouch and Henry Farrell, "Breaking the Path of Institutional Development? Alternatives to the New Determinism," *Rationality and Society* 16(1), 2004: 5-43
- James Fearon, "Counterfactuals and Hypothesis Testing in Political Science," *World Politics* 43, January 1991: 169-195
- Gary King and Langche Zeng, "When Can History Be Our Guide? The Pitfalls of Counterfactual Inference," *International Studies Quarterly* 51(1), March 2007, 183-210

#### February 18: Reading Week

No required readings this week.

#### February 25: Archival Work and the Uses of Historiography

##### *Required*

- Ian Lustick, "History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias," *American Political Science Review* 90, 1996: 605-618 [ELEC]

- Theda Skocpol and Margaret Sommers, “The Uses of Comparative History in Macrosocial Inquiry,” in *Social Revolutions in the Modern World* (Cambridge, 1994), 72-98 [CP]
- Marc Bloch, *Historian’s Craft*, excerpt TBA [CP]

*additional*

- James G. Blight, Bruce J. Allyn, and David A. Welch, *Cuba on the Brink: Castro, the Missile Crisis, and the Soviet Collapse* (Rowman & Littlefield, 2002), chapters 1 and 2
- Cameron G. Thies, “A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations.” *International Studies Perspectives* 3, 2002: 351-72
- Jack Levy, “Too Important to Leave to the Other,” *International Security* 22(1), 1997: 22-33
- David Fischer, *Historian’s Fallacies* (Harper, 1970), especially 164-186
- Kate Brown, *A Biography of No Place: From Ethnic Borderland to Soviet Heartland* (Harvard, 2003), introduction and epilogue

### **March 4: Interviewing**

*required*

- Joe Soss, “Talking Our Way to Meaningful Explanations: A Practice-Centered Approach to In-Depth Interviews for Interpretive Research.” In D. Yanow and P. Schwartz-Shea, eds. *Interpretation and Method* (M.E. Sharpe, 2006) [CP]
- Frederic Charles Schaffer, “Ordinary Language Interviewing.” In D. Yanow and P. Schwartz-Shea, eds. *Interpretation and Method* (M.E. Sharpe, 2006) [CP]
- Lee Ann Fujii, “Shades of truth and lies: Interpreting testimonies of war and violence,” *Journal of Peace Research*, forthcoming 2009[available from instructor]
- Robert Dingwall, “Accounts, Interviews and Observation,” in Gale Miller and Robert Dingwall, eds., *Context and Method in Qualitative Research* (Sage, 1997), 51-64 [CP]

*additional*

- J. Vincent Buck and Bruce E. Cain. “British MPs in Their Constituencies,” *Legislative Studies Quarterly* 15(1), 1990: 127-143
- James P. Spradley, *The Ethnographic Interview* (Wadsworth, 1997)
- John G. Geer, “Do Open-Ended Questions Measure ‘Salient’ Issues?” *Public Opinion Quarterly* 55(3), Autumn 1991: 360-70 [ELEC]
- Herbert Rubin and Irene Rubin, *Qualitative Interviewing: The Art of Hearing Data* (Sage, 2005)

### **March 11: Fieldwork, General Perspectives**

*required*

- Wood, Elisabeth Jean. 2007. “Field Research.” In *Handbook of Comparative Politics*, edited by Carles Boix and Susan Stokes (Oxford University Press). [CP]
- Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power* (Chicago, 2009), chapters by Zirakzadeh, Wood
- Carol Cohn, “Motives and Methods: Using Multi-Sited Ethnography to Study US National Security Discourses,” in *Feminist Methodologies for International Relations*, eds, Brooke A. Ackerly, Maria Stern and Jacqui True (Cambridge University Press, 2006), 91–107

*additional*

- Michael N. Barnett. “The UN Security Council, Indifference, and Genocide in Rwanda.” *Cultural Anthropology*. 12(4), 1997: 551-78
- Sheila Carapico, Janine A. Clark, Amaney Jamal, David Romano, Jilian Schwedler, and Mark Tessler. “The Methodologies of Field Research in the Middle East.” *PS: Political Science and Politics* 36(3), July 2006
- Jessica Allina-Pisano, “Sub Rosa Resistance and the Politics of Economic Reform: Land Redistribution in Post-Soviet Ukraine,” *World Politics* 56(4), July 2004, 554-581

- Peter K. Manning, *Semiotics and Fieldwork* (Sage, 1987)
- Jennifer A. Reich, "Pregnant with Possibility: Reflections on Embodiment, Access, and Inclusion in Field Research," *Qualitative Sociology* 26(3), September 2003, 351-367

### March 18: Participant Observation and Ethnography

*required*

- Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power* (Chicago, 2009), chapters by Schatz, Kubik, Pachirat, Walsh, Yanow (skim chapters by Bayard de Volo, Jourde, Schatzberg, Arias)
- Karl G. Heider, "The Rashomon Effect: When Ethnographers Disagree," *American Anthropologist* 90(1), March, 1988: 73-81 [ELEC]

*additional*

- Wanda Vradi, "The Strange Case of Ethnography and International Relations," *Millennium - Journal of International Studies* 37, 2008
- Lorraine Bayard de Volo and Edward Schatz, "From the Inside Out: Ethnographic Methods in Political Research." *PS: Political Science and Politics*. 37(2), 2004: 267-271
- Michael Burawoy, "Teaching Participant Observation." In Michael Burawoy, editor, *Ethnography Unbound* (University of California Press, 1991), 291-300.
- Richard Fenno, *Watching Politicians: Essays on Participant Observation* (Berkeley: IGS Press, Institute of Governmental Studies, 1990)
- Renato, Rosaldo. 1986. "From the Door of His Tent: The Fieldworker and the Inquisitor." In James Clifford and George E. Marcus, eds. *Writing Culture: The Poetics and Politics of Ethnography* (California, 77-97)
- Robert Emerson, Rachel Fretz and Linda Shaw. "Processing Fieldnotes: Coding and Memoing," in their *Writing Ethnographic Fieldnotes* (Chicago, 1995), 142-168.

### March 25: Discourse Analysis I

*required*

- Arturo Escobar, *Encountering Development* (Princeton University Press, 1994), chs. 1 and 2 [CP]
- David Howarth, Aletta Norval, Yannis Stavrakakis, eds., *Discourse Theory and Political Analysis* (Manchester, 2000), introduction [CP]
- Rodney Bruce Hall. "The Discursive Demolition of the Asian Development Model," *International Studies Quarterly* 47, 2003: 71-99 [ELEC]
- Jennifer Milliken, "The Study of Discourse in International Relations: A Critique of Research and Methods," *European Journal of International Relations* 5(2), 1999: 225-54. [ELEC]

*additional*

- Thomas Ricento, "The discursive construction of Americanism," *Discourse & Society* 14(5): 2003
- Shaul R. Shenhav, "Thin and Thick Narrative Analysis: On the Question of Defining and Analyzing Political Narratives," *Narrative Inquiry* 15(1), 2005: 75-99
- Shaul R. Shenhav, "Political Narratives and Political Reality," *International Political Science Review* 27(3), 2006: 245-262
- Ted Hopf, *Social Construction of International Politics: Identities and Foreign Policies: Moscow, 1955 and 1999* (Cornell, 2002)
- David Campbell, *Writing Security: United States Foreign Policy and the Politics of Identity*. Revised Edition (Minnesota, 1998)
- Jens Steffek, "The Legitimation of International Governance: A Discourse Approach. *European Journal of International Relations* Vol. 9(2), 2003: 249-275
- Jutta Weldes, *Constructing National Interests: The United States and the Cuban Missile Crisis* (Minnesota, 1999)
- Frank Fischer and John Forester, eds., *The Argumentative Turn in Public Policy and Planning* (Duke, 1994)

## April 1: Discourse Analysis II

**\*\*HANDS-ON ASSIGNMENTS DUE TODAY\*\***

*required*

- Lisa Wedeen, "Acting 'As If': Symbolic Politics and Social Control in Syria," *Comparative Studies in Society and History*, 40(3), 1998: 503-523
- *Peripheral Visions: Publics, Power, and Performance in Yemen* (Chicago, 2008), excerpts TBA
- Lisa Weeden, "Conceptualizing Culture," *APSR* 96(4), 2002 [ELEC]
- Timothy W. Luke, "The Discipline as Disciplinary Normalization: Networks of Research," *New Political Science* 21(3), 1999: 345-363 [ELEC]

*additional*

- Neil Lunt, "A Note on Political Science and the Metaphorical Imagination," *Politics* 25(2), May 2005: 73-79
- Donald N. McCloskey, "Metaphors economists live by," *Social Research*, 1995
- Barry Schwartz, *George Washington: The Making of an American Symbol* (Cornell, 1987), 1-39
- Kathy Ferguson and Phyllis Turnbull, *Oh, Say, Can You See? The Semiotics of the Military in Hawai'i* (University of Minnesota Press, 1999)
- Michael Schatzberg, *Political Legitimacy in Middle Africa: Father, Family, Food* (Indiana, 2001).
- Peter K. Manning, *Semiotics and Fieldwork* (Sage, 1987)