The course is designed to familiarize graduate students with a range of qualitative research methods, and to prepare them to employ those methods in writing their dissertations, articles and funding applications.

**Required Readings**

The following books are available for purchase at the ASU bookstore:


Charles Ragin, *Fuzzy Set Social Science* (University of Chicago, 2000)


In addition, a series of reading packets containing articles and book chapters will be made available. As a courtesy to your classmates, please make sure that all the pages have been placed back in the proper order before returning the packet.

Required reading must be completed before the class for which the reading is scheduled to be discussed.

**Class Participation**

The format of the class will be group discussion and debate. The most important requirement for this course is for students to engage the readings, and to come prepared to discuss them in class. Everyone is expected to participate in class discussions.
**Written Assignments**

There are three take-home assignments: a methodological critique; a research design from your own work; and a funding application.

All papers must be use 1.5 line spacing, must be presented in Times New Roman 12 point font, and must have 1 inch margins at top and bottom, and 1.2 inch margins on left and right.

**Assignment One: Methodological Critique**
A 6 page methodological critique of any article or book having a clear argument that can be expressed as an "if, then" generalization. Your job is to restate the author’s main hypothesis, the definitions given for the independent and dependent variables, the procedure used in measuring variables in particular cases, the tests devised to show covariation between independent and dependent variables and to eliminate alternative explanations, and the relationship of the author’s hypothesis to more general theories. Where the author’s method has shortcomings, show how it might have been improved. **Due 2/8/05.**

**Assignment Two: Research Design**
A 7 page paper based on your own research, ideally on a major paper that you will be writing for another course this or next semester. This paper should lay out an interesting puzzle and sketch how rigorous methods can be used to try to solve it. **Due 3/1/05.**

**Assignment Three: Grant Proposal**
A 10 page grant proposal, including a statement of the research problem, a brief literature review, and a discussion of methods and sources. The grant proposal must be addressed to a specific and suitable funding source, and be written in a way that maximizes the likelihood that, if submitted, it would be successful. The grant proposal must be accompanied by a curriculum vitae. **Due 4/26/03.**

**Attendance**
Attendance will be monitored. Students are permitted to miss one class at their discretion. Absences in excess of the one class allowance must be for cause. Please provide a written explanation, together with supporting documentation. For example, if you miss a class due to medical reasons, please provide a letter from your doctor. Absences in excess of the one class limit that are not for cause may at the instructor’s discretion result in a lesser and possibly failing grade.

**Mutual Respect**
Members of the class will be expected to exhibit appropriate behavior to the instructor and each other. Most importantly, students are required to give to others the respect and consideration they would wish for themselves. At its best, a classroom operates as a marketplace of ideas, where open discussion permits students to digest and evaluate information. Students must realize that while it is permissible to question a competing
point of view, it is never appropriate to allow the conversation to degenerate into personal attacks. It is also expected that students will exhibit good manners, listen when others are talking, and generally behave in a professional manner. Students who behave inappropriately may be asked to leave the classroom and will have points deducted from their final grades.

**Cheating**
Cheating on an exam or paper assignment will result in an automatic loss of all points for that assignment and possibly an E for the entire course. Cheating includes looking at notes/readings during closed-book exams. Cheating also includes copying any part of a classmate’s work.

**Incompletes and Make-Up Exams**
An incomplete will only be given in exceptional cases (i.e., illness or other circumstances beyond the student’s control). Students will only be given an incomplete if they have been doing passing work during the course of the semester. Make-up exams will be given only in exceptional circumstances and only when the student can provide documentation of an illness or some other cause for failing to take the exam at the scheduled time.
COURSE READINGS

Week One  1/18 –Introduction and Course Outline. Some Philosophy of Science

No readings.

Week Two  1/25 Designing and Rethinking Social Inquiry: Two Views of Qualitative Research Methods

Gary King, Robert Keohane, Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton, 1994) (read pages 1-74; skim ahead through rest of book, we’ll come back to some of it later in the semester).

Henry Brady and David Collier, Editors, *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (Rowman and Littlefield, 2004) (read chapters 1, 2, 3, 5, 12 and the glossary; skim ahead through rest of book, we’ll come back to some of it later in the semester).

Week Three  2/1 — Causation


**Week Four  2/8 — Concept Formation, Misformation and Analysis**


**Assignment One due**

**Week Five  2/15 — Necessary and Sufficient Conditions and Counterfactual Analysis**


**Week Six 2/22 Case Study Methods – An Overview**


**Week Seven 3/1 (moved to 3/8 because of ISA): Case Selection**


Ian Lustick, "History, Historiography, and Political Science: Multiple Historical Records

**Assignment Two due**

**Week Eight: 3/8 (moved to FRIDAY 3/11 because of ISA): Process Tracing and Congruence Testing**


**3/15 – SPRING BREAK**

**Week Nine 3/22 Grant Proposal Writing**


Adam Przeworski and Frank Salomon, “On the art of writing proposals: some candid suggestions for applicants to Social Science Research Council competitions,” SSRC memo.

**Week Ten 3/29 Typological Theory**


George and Bennett, "Integrating Comparative and Within-Case Analysis: Typological Theory," chapter 11 of *Case Studies and Theory Development*.


**Week Eleven 4/5 – Ragin's Boolean Analysis**


**Week Twelve 4/12 – Ragin's Fuzzy Sets**

Charles Ragin, *Fuzzy Set Social Science* (University of Chicago, 2000)


**Week Thirteen 4/19 Multi Method Work – Combining Approaches or Separate Tables? Qualitative Methods and Rational Choice**

Andrew Bennett, "Where the Model Frequently Meets the Road: Combining Statistical, Formal, and Case Study Methods," manuscript.


Week Fourteen 4/26 Temporality, Critical Junctures and Path Dependence


Recommended:


Assignment Three due

Week Fifteen 5/3 Conclusion