

POS 606 Qualitative Analysis.

Spring 2005

Professor Colin Elman

Room: Coor 6601

Time: Tuesday 5:40-8:30

Office Hours: Tuesday, 3:00-5:00 (or by appointment)

Office: Coor 6736

Tel: 480-965-1313

Email: colin.elman@asu.edu

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:

Gary King, Robert Keohane, Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton, 1994)

Henry Brady and David Collier, Editors, *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (Rowman and Littlefield, 2004)

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

Stephen Van Evera, *Guide to Methodology for Students of Political Science* (Cornell, 1997)

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

Gary King, Robert Keohane, Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton, 1994), pages 75-114.

Henry Brady and David Collier, Editors, *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (Rowman and Littlefield, 2004), chapter 13 ("Sources of Leverage in Causal Inference").

Kenneth Waltz, *Theory of International Politics*, chapter 1.

Milton Friedman, "The Methodology of Positive Economics," in Friedman, *Essays in Positive Economics* (Chicago: University of Chicago Press, 1953), 3-43.

Robert Jervis, "Complexity and the Analysis of Political and Social Life," *Political Science Quarterly* (Winter 1997-98) 112(4): 569-594.

Henry E. Brady, "Models of Causal Inference: Going Beyond the Neymen-Rubin-Holland Theory," Paper presented at the Annual Meeting of the Political Methodology Group, July 16, 2002.

James Mahoney, "Strategies of causal inference in small-N analysis," *Sociological Methods and Research* (May 2000) 28(4): 387-424.

James Mahoney, "Nominal, Ordinal and Narrative Appraisal in Macro-Causal Analysis," *American Journal of Sociology* (January 1999) 104(4): 1154-96.

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

Gary Goertz, *Social Science Concepts: A User's Guide* (Princeton University Press, 2005), chapters 1, 2 and 3.

Giovanni Sartori, "Guidelines for Concept Analysis," in Giovanni Sartori, ed., *Social Science Concepts: A Systematic Analysis* (Beverly Hills: Sage, 1984), 15-85.

Giovanni Sartori, "Concept Misformation in Comparative Politics," *American Political Science Review* (December 1970) 6(4): 1033-1053.

David Collier and James Mahon, "Conceptual Stretching Revisited: Adapting Categories in Comparative Analysis," *American Political Science Review* (December 1993) 87: 845-55.

David Collier and Robert Adcock, "Democracy and Dichotomies: A Pragmatic Approach to Choices about Concepts," *Annual Review of Political Science* (1999) 2: 537-65.

David Collier and Steven Levitsky, "Democracy with Adjectives: Conceptual Innovation in Comparative Research," *World Politics* (April 1997) 49(3): 430-451.

Assignment One due

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

Gary Goertz and Jack Levy, "Causal explanation, necessary conditions, and case studies" in Gary Goertz and Jack Levy, *Causal explanations, necessary conditions, and case studies: World War I and the End of the Cold War*, manuscript, 2004.

Gary Goertz and Jack Levy, "Contingency, catalysts and non-linear change: the origins of World War I" in Gary Goertz and Jack Levy, *Causal explanations, necessary conditions, and case studies: World War I and the End of the Cold War*, manuscript, 2004.

Gary Goertz and Harvey Starr, "Introduction: Necessary Condition Logics, Research Design, and Theory," chapter 1 of *Gary Goertz and Harvey Starr, eds., Necessary Conditions: Theory, Methodology, and Applications* (New York: Rowman & Littlefield, 2002), 1-23.

Gary Goertz, "Cause, Correlation, and Necessary Conditions" chapter 3 of *Gary Goertz and Harvey Starr, eds., Necessary Conditions: Theory, Methodology, and Applications* (New York: Rowman & Littlefield, 2002), 47-64.

Gary Goertz, "The Substantive Importance of Necessary Condition Hypotheses," chapter 4 of *Gary Goertz and Harvey Starr, eds., Necessary Conditions: Theory, Methodology, and Applications* (New York: Rowman & Littlefield, 2002), 65-94.

Jack Levy, "Necessary Conditions in Case Studies: Preferences, Constraints, and Choices in July 1914, chapter 6 of *Gary Goertz and Harvey Starr, eds., Necessary Conditions: Theory, Methodology, and Applications* (New York: Rowman & Littlefield, 2002), 113-145.

Week Six 2/22 Case Study Methods – An Overview

Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences*, forthcoming, MIT Press, 2005, chapters 1, 2, 3, 4, 5 and 6.

Stephen Van Evera, *Guide to Methods for Students of Political Science*, 89-121.

John Gerring, *Case Study Research: Principles and Practice*, forthcoming, Cambridge University Press.

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

Gary King, Robert Keohane, Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton, 1994), 124-149.

David Collier and James Mahoney, "Insights and Pitfalls: Selection Bias in Qualitative Research," *World Politics* (October 1996) 49(1): 56-91.

Barbara Geddes, "How the Cases You Choose Affect the Answers You Get: Selection Bias and Related Issues," chapter 3 of *Paradigms and Sandcastles: Theory Building and Research Design in Comparative Politics* (The University of Michigan Press), pages 89-129.

Gary Goertz (with J. Joseph Hewlitt), "Concepts and selecting (on) the dependent variable," chapter 6 of *Social Science Concepts: A User's Guide* (Princeton University Press, 2005).

Gary Goertz (with James Mahoney), "Negative case selection: the Possibility Principle," chapter 7 of *Social Science Concepts: A User's Guide* (Princeton University Press, 2005).

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

and the Problem of Selection Bias," *American Political Science Review* (September 1996) 90(3): 605-618.

Assignment Two due

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

Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences*, forthcoming, MIT Press, 2005, chapters 9 and 10.

Van Evera, *Guide to Methodology*, 77-88.

Reread Andrew Bennett and Alexander George, "Case Study Methods in History and Political Science: Similar Strokes for Different Foci," in Colin Elman and Miriam Fendius Elman, ed., *Bridges and Boundaries: Historians, Political Scientists, and the Study of International Relations* (Cambridge, MA.: MIT Press, 2001).

3/15 – SPRING BREAK

Week Nine 3/22 Grant Proposal Writing

A. Teresa Johnson, "A Guide for Contributors: Writing for International Security: A Contributors' Guide," *International Security* (Fall 1991) 16(2): 171-180.

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

Colin Elman, "Theoretical Typologies and Property Space in the Qualitative Study of International Politics," *International Organization*, forthcoming.

Colin Elman, "Extending Offensive Realism: The Louisiana Purchase and America's Rise to Regional Hegemony" *American Political Science Review* (November 2004).

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

David Edelstein, "Occupational Hazards: Why Military Occupations Succeed or Fail," *International Security* Vol. 29 No. 1 (Summer 2004) pp. 49-56, 80-91.

Barton, A. H.. 1955. "The concept of property-space in social research." In P. F. Lazarsfeld and M. Rosenberg eds., *Language of Social Research*. (Glencoe, IL: Free Press): 40-53.

Week Eleven 4/5 – Ragin's Boolean Analysis

Charles Ragin, *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies* (Berkeley: University of California Press, 1987)

Week Twelve 4/12 – Ragin's Fuzzy Sets

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

Gary Goertz and James Mahoney, "Concepts in Theories: Two Level Theories," chapter 9 of Gary Goertz, *Social Science Concepts: A User's Guide* (Princeton University Press, 2005).

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.

Robert Powell, *In the Shadow of Power: States and Strategies in International Politics* (Princeton University Press, 1999), 23-39.

Bruce Bueno de Mesquita and David Lalman, *War and Reason* (Yale, 1992), 19-24.

Robert Bates, Avner Greif, Margaret Levi, Jean-Laurent Rosenthal, and Barry Weingast (1998) *Analytic Narratives* (Princeton, N.J.: Princeton University Press).

Jon Elster, "Rational Choice History: A Case of Excessive Ambition," and Robert H. Bates, Avner Greif, Margaret Levi, Jean-Laurent Rosenthal, and Barry R. Weingast, "The Analytic Narrative Project," *American Political Science Review* (September 2000) 94(3).

Stephen M. Walt, "Rigor or Rigor Mortis? Rational Choice and Security Studies," *International Security* (Spring 1999) 23(4): 5-48; and Bruce Bueno de Mesquita and James D. Morrow, "Sorting Through the Wealth of Notions;" Lisa L. Martin, "The Contributions of Rational Choice: A Defense of Pluralism;" Emerson M. S. Niu and Peter C. Ordeshook, "Return of the Luddites;" Robert Powell, "The Modeling Enterprise and Security Studies;" Frank C. Zagare, "All Mortis and No Rigor;" and Stephen M. Walt, "A Model Disagreement," all in *International Security* (Fall 1999) 24(2): 56-130.

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

Paul Pierson, "Temporal Context in Social Science Inquiry," in *Politics in Time: History, Institutions, and Social Analysis* (Princeton University Press, 2004).

Paul Pierson, "Big, Slow-Moving, and... Invisible: Macro-Social Processes in the Study of Comparative Politics." In *Comparative-Historical Analysis in the Social Sciences* (Cambridge: Cambridge University Press, 2003).

James Mahoney, "Path Dependence in Historical Sociology." *Theory and Society* 29 (2000): 507- 548.

Kathleen Thelen, "How Institutions Evolve: Insights from Comparative-Historical Analysis." In *Comparative-Historical Analysis in the Social Sciences*, edited by James Mahoney and Dietrich Rueschemeyer (Cambridge: Cambridge University Press, 2003).

Recommended:

Ronald Aminzade, "Historical Sociology and Time." *Sociological Methods and Research* 20 (1992):456-480.

Paul Pierson, "Increasing Returns, Path Dependence, and the Study of Politics." *American Political Science Review* 94 (2000): 251-67.

Andrew Abbott, chapters 5 ("Conceptions of Time and Events in Social Science Methods") and 7 ("On the Concept of a Turning Point") of *Time Matters: On Theory and Method* (University of Chicago Press, 2001).

John Goldthorpe, "Current Issues in Comparative Macrosociology;" Dietrich Rueschemeyer and John Stephens, "Comparing Historical Sequences: A Powerful Tool for Causal Analysis;" Jack Goldstone, "Methodological Issues in Comparative Macrosociology;" and John Goldthorpe, "A Response to the Commentaries," all in *Comparative Social Research* Vol 16 (1997) pp. 1-26, 55-72, 107-120, and 121-132, respectively.

Assignment Three due

Week Fifteen 5/3 Conclusion