

# Qualitative Research Design and (Field) Methods

PIA3505, Spring 2013

Monday 12-3pm

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Qualitative Research Design and Methods provides an overview of contemporary methods used to design and execute qualitative research in the social sciences. The course is required for Ph.D students in the Graduate School of Public and International Affairs. Ph.D. students should not enroll in the course prior to their second year of coursework. In this course students will think about research design and the logic of inference as it applies to qualitative research, but also explore the diverse applications of research methods and then apply those methods to research questions of individual interest.

The first portion of the course is devoted to understanding to formulate research questions that rely upon qualitative methods. To this end, we will explore debates about the appropriate use of qualitative methods, as well as analyze and design research questions. The second portion of the course explores the most common designs used by those applying qualitative research methods in the social science. Before exploring specific designs, we will assess the nature of causality in qualitative research. Are approaches that rely upon qualitative methods distinct from those that rely upon quantitative methods? We will then look at some of the most common approaches to qualitative research. In the final portion of the course, we will learn techniques used to collect, analyze, and present qualitative data. The emphasis in this last section of the course will be on qualitative data collected in field settings.

Although motivated Master's-level students are welcome in the course, it should be noted that the ultimate objective of the course is to aid students in the design and execution of academic research.

## Evaluation

There are three opportunities for evaluation in this course: four written assignments, a final project, and class participation.

Written Assignments: You will have four written assignments due during the course of the semester that account for 45% of your grade. These assignments are discussed in the syllabus below (January 14, February 4, April 1, and April 15). These assignments are due by 8pm the Sunday before the class meeting. You must submit two copies of the written assignment: one in the digital dropbox in Courseweb by the appointed time and a hard copy must be submitted to the instructor in class.

Final Assignment: The final assignment in the course constitutes 40 percent of your grade in the course.

- Final Assignment for Ph.D. Students: Research Proposal  
You are to use the course materials to design and craft a research proposal that applies the logic of the research design (case studies, process tracing, analytical narratives, comparative historical analysis, or path dependence as well as the research methods you will use to answer the research question you have developed (historical and archival methods, participant observation, interviews, focus group discussions).

We will discuss this assignment in greater detail throughout the semester.

A soft copy is due in the digital dropbox in Courseweb and a hard copy must be placed in my mailbox by 2pm on April 22.

- Final Assignment for M.A. Students (optional):  
Instead of submitted a research proposal, Master's-level students have the option of designing and carrying out a practical research exercise. This would involve application of a research design and research methods to help explore an important policy question in your area of interest. If you wish to take advantage of this option, you must speak with me about the contours of this assignment no later than the third week of class.

Class Participation: In order for all of us to get the most out of this seminar, you should come to class prepared to discuss and debate the required readings in a thoughtful and respectful manner. Each week, you are also expected to contribute to a discussion board on the Courseweb site. These activities will constitute fifteen percent of your course grade.

## Expectations in the Classroom

Students are expected to come to class prepared. Proper preparation requires that you not only read the materials, but that you also spend significant time reflecting and dissecting the materials for that week.

The course is designed to be a seminar. For this approach to be effective, it requires truly careful and thoughtful preparation before each class meeting. This means that you must critically engage the materials before coming to class. In general, we will begin each class with discussion. At the end of the class meeting I may formally present some materials to ensure we have covered the objectives for the course.

Texting is distracting to drivers and it is equally distracting in the classroom. As a result, during this course you must turn off your cell phone. Furthermore, laptop computers are also not allowed during the class unless you have a special need.

## Books

The following books are required books for the course. They are available at the University Bookstore as well as at any number of online retailers.

- Becker, Howard S. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article: Second Edition*. 2nd ed. University Of Chicago Press, 2007.
- Brady, Henry, and David Collier. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Second Edition. Rowman & Littlefield Publishers, 2010.
- DeWalt, Kathleen M., and Billie R. DeWalt. *Participant Observation: A Guide for Fieldworkers*. Second Edition. AltaMira Press, 2010.
- Gerring, John. *Case Study Research: Principles and Practices*. 1st ed. Cambridge University Press, 2006.
- Gaddis, John Lewis. 2004. *The Landscape of History: How Historians Map the Past*. New York: Oxford University Press.
- King, Gary, Robert Owen Keohane, and Sidney Verba. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton N.J.: Princeton University Press, 1994.
- Mahoney, James, and Dietrich Rueschemeyer, eds. *Comparative Historical Analysis in the Social Sciences*. Cambridge University Press, 2003.
- Rubin, Herbert J., and Irene S. Rubin. 2011. *Qualitative Interviewing: The Art of Hearing Data*. Third Edition. New York: SAGE Publications, Inc.

### Recommended

- Box-Steffensmeier, Janet M., Henry Brady, and David Collier, eds. *The Oxford Handbook of Political Methodology*. Oxford University Press, USA, 2010.

## Grading Policy

GSPIA's grading policy is based on the premise that work at the graduate level is fundamentally different from that at undergraduate institutions. In general, expectations regarding student performance will be higher. Grades in the "A" range will be reserved for students who perform exceptionally well in all components of the course. Grades in the "B" range will be considered satisfactory graduate-level performance. Grades in the "C" range are an indication of below satisfactory performance at the graduate level, with marks of "C-" and below not counted toward a student's degree requirements. Students receiving grades of "C+" or lower on early assignments are urged to meet with the instructor at the earliest opportunity to identify potential problems and develop strategies for improvement.

Students occasionally request an extension at the end of the semester if they cannot complete their assignments due to unforeseen work commitments, family problems, illness and so on. A "G" grade will be given only under exceptional circumstances, at the discretion of the instructor, and should be discussed with the instructor before the end of the term. Poor time management is not considered an "exceptional circumstance." According to GSPIA policy, a student must remove the G grade by completing the assigned work for the course as soon as possible in the semester following the course.

Finally, you should note that the assigned readings for the course provide only the skeletal framework for the topics we will discuss. Therefore, in your assignments, you are encouraged to use other research materials, resources, data, readings, etc.

## Special Needs

If you have a disability for which you may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, (412) 648-7890/ (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

## Cheating and Plagiarism

Plagiarism is use of written material from any source without proper citation. It is a serious violation of academic ethics. Note that I adhere strictly to the school policy on plagiarism. Any paper found to have plagiarized material will automatically receive a failing grade, and serious cases of plagiarism can result in a failing grade for the class, so take the time to familiarize yourself with the rules of citation and with GSPIA's policy (found in the GSPIA handbook of academic policies and procedures). If you have any questions on how to cite sources correctly, please ask me directly. Unless clearly specified, you are expected to complete all assignments individually.

- Provides assistance during an academic evaluation to another person in a manner not authorized by the instructor.
- Receives assistance during an academic evaluation from another person in a manner not authorized by the instructor.
- Practices any form of deceit in an academic evaluation proceeding.
- Submits the work of another person in a manner that represents the work to be one's own.

## Statement on Classroom Recording

To address the issue of students recording a lecture or class session, the University's Senate Educational Policy Committee issued the recommended statement on May 4, 2010. While it is optional, the Committee recommends that faculty consider adding the statement to all course syllabi.

*"To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use."*

The instructor gratefully acknowledges the ideas and work of several mentors whose influence has greatly shaped this syllabus including Melanie Manion, Bert Kritzer, Joe Soss, and Charles Franklin.

## Introduction and Overview

### January 7 – Week 1 - Introduction and Overview

- Ahmed, Amel, and Rudra Sil. 2012. "When Multi-Method Research Subverts Methodological Pluralism—or, Why We Still Need Single-Method Research." *Perspectives on Politics* 10(04): 935–53.
- Mahoney, James, and Gary Goertz. 2006. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research." *Political Analysis* 14(3): 227–49.
- McCloskey, Donald N. 1983. "The Rhetoric of Economics." *Journal of Economic Literature* 21(2): 481–517.
- National Science Foundation. 2004. Workshop on Scientific Foundations of Qualitative Research. Washington, D.C.

#### Recommended

- Lieberman, Evan S. 2005. "Nested Analysis as a Mixed-Method Strategy for Comparative Research." *American Political Science Review* 99(03).
- Tarrow, Sidney. 2010. "Bridging the Quantitative-Qualitative Divide." In *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, eds. David Collier and Henry Brady. Rowman & Littlefield Publishers, 101–10.

### January 14 – Week 2 – Research Questions

#### Assignment #1

What is your research question? You should also be ready to discuss your research question in class. (Five percent of course grade)

- King, Gary, Robert Keohane, and Sidney Verba. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton N.J.: Princeton University Press, 1994. Chapter 1
- Rubin, Herbert J., and Irene S. Rubin. 2012. *Qualitative Interviewing: The Art of Hearing Data*. Third Edition. New York: SAGE Publications, Inc. Chapter 4
- Becker, Howard S. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article: Second Edition*. 2nd ed. University Of Chicago Press, 2007. Chapter 8
- Geddes, Barbara. 2003. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. University of Michigan Press. Chapter 2: "Big Questions, Little Answers."
- Weingast, Barry R. "Structuring Your Papers (Caltech Rules)." Stanford University, April 2010.
- Pzeworski, Adam and Salomon, Frank, *The Art of Writing Proposals*. (Social Science Research Council, 1995 rev., 1988).

#### Examples (Read Skocpol and one other)

- Skocpol, Theda. *States and Social Revolutions: A Comparative Analysis of France, Russia and China*. New York: Cambridge University Press, 1979. Chapter 1
- Posner, Daniel N. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi." *The American Political Science Review* 98(4): 529–45.
- Tsai, Lily. 2007. *Accountability Without Democracy: Solidary Groups and Public Goods Provision in Rural China*. New York: Cambridge University Press. Chapter 1

- Wood, Elisabeth Jean. 2001. "An Insurgent Path to Democracy Popular Mobilization, Economic Interests, and Regime Transition in South Africa and El Salvador." *Comparative Political Studies* 34(8): 862–88.

## January 21 – Week 3 – MLK Day

## Designing Qualitative Research

### January 28 – Week 4 – Assessing Causality in Qualitative Research

- Hall, Peter A., and Rosemary C. R. Taylor. 1996. "Political Science and the Three New Institutionalisms." *Political Studies* 44(5): 936–57.

#### Positivist Approaches

- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, N.J.: Princeton University Press. Chapters 2 and 3
- Rogowski, Ronald. "How Inference in the Social (but Not the Physical) Sciences Neglects Theoretical Anomaly." In *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, edited by David Collier and Henry Brady, 89–98. Second Edition. Rowman & Littlefield Publishers, 2010.
- Schelling, Thomas C. 2006. *Micromotives and Macrobehavior*. Revised. W. W. Norton & Company. Chapter 1

#### Interpretivist Approaches

- Geertz, Clifford. 1973. *The Interpretation of Cultures: Selected Essays*. Basic Books.
  - Chapter 1: "Thick Description"
  - Chapter 15: "Deep Play: Notes on the Balinese Cockfight"
- Lin, Ann Chih. 1998. "Bridging Positivist and Interpretivist Approaches to Qualitative Methods." *Policy Studies Journal* 26(1): 162–80.
- Hall, Peter A. 2003. "Aligning Ontology and Methodology in Comparative Politics." In *Comparative Historical Analysis in the Social Sciences*, eds. James Mahoney and Dietrich Rueschemeyer. New York: Cambridge University Press, 337–72.

#### Recommended

- Mill, John Stuart. 2006. *A System of Logic, Ratiocinative and Inductive: Being a Connected View of the Principles of Evidence and the Methods of Scientific Investigation*. Chapter 8.

## February 4 – Week 5 - Research Design and Concept Measurement

### Assignment #2

Describe how you would measure a concept of importance to your own substantive area of inquiry in less than 1500 words. (Ten percent of course grade)

#### Research Design

- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton N.J.: Princeton University Press. Chapter 4
- Collier, David, Gerardo L. Munck, and Jason Seawright. "The Quest for Standards: King, Keohane, and Verba's Designing Social Inquiry." In *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, edited by David Collier and Henry Brady, 15–32. Second Edition. Rowman & Littlefield Publishers, 2010.
- King, Gary, Robert Keohane, and Sidney Verba. "The Importance of Research Design." In *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, edited by David Collier and Henry Brady, 111–122. Second Edition. Rowman & Littlefield Publishers, 2010.

#### Concepts and Measures

- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton N.J.: Princeton University Press. Chapter 5

- Adcock, Robert, and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *The American Political Science Review* 95(3): 529–546.

## Approaches to Qualitative Research

### February 11 – Week 6 Case Studies

- Gerring, John. 2006. *Case Study Research: Principles and Practices*. 1st ed. New York: Cambridge University Press. Chapters 1-6
- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, N.J.: Princeton University Press. Chapter 6
- Rueschemeyer, Dietrich. 2003. "Can One or a Few Cases Yield Theoretical Gains?" In *Comparative Historical Analysis in the Social Sciences*, eds. James Mahoney and Dietrich Rueschemeyer. New York: Cambridge University Press, 305–36.
- Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2(1): 131–50.

#### Examples

- Kaufman, Herbert. 1960. *The Forest Ranger: A Study in Administrative Behavior*. New York: Taylor & Francis.
- Firmin-Sellers, Kathryn. 2001. "The Reconstruction of Society: Understanding the Indigenous Response to French and British Rule in Cameroun." *Comparative Politics* 34(1): 43–62.
- Harding, D. J., C. Fox, and J. D. Mehta. 2002. "Studying Rare Events through Qualitative Case Studies: Lessons from a Study of Rampage School Shootings." *Sociological Methods & Research* 31(2): 174–217.

### February 18 – Week 7 – Process Tracing and Analytic Narratives

#### Process Tracing

- Gerring, John. 2006. *Case Study Research: Principles and Practices*. 1st ed. New York: Cambridge University Press. Chapter 7
- Collier, David. 2011. "Understanding Process Tracing." *PS: Political Science & Politics* 44(04): 823–30.
- George, Alexander L., and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: The MIT Press. Chapter 7

#### Analytic Narratives

- Bates, Robert, Avner Grief, Margaret Levi, Jean-Laurent Rosenthal, and Barry Weingast. 2000. "The Analytic Narrative Project." *American Political Science Review* 94: 696.
- Carpenter, Daniel P. 2000. "Commentary: What Is the Marginal Value of Analytic Narratives?" *Social Science History* 24(4): 653–67.
- Levi, Margaret, Jean-Laurent Rosenthal, Robert H. Bates, Avner Greif, and Barry R. Weingast. 2000. "Analytic Narratives Revisited." *Social Science History* 24(4): 685–96.

#### Analytic Narrative Example (Pick one)

- Nalepa, Monika. "Captured Commitments: An Analytic Narrative of Transitions with Transitional Justice." *World Politics* 62(2): 341–80.
- Zagare, F. C. 2009. "Explaining the 1914 War in Europe: An Analytic Narrative." *Journal of Theoretical Politics* 21(1): 63–95.
- Debate on Maghribi Traders: <http://www.stanford.edu/~avner/greif-debate.html>

#### Process Tracing Example (Pick one)

- Sagan, Scott Douglas. 1995. *The Limits of Safety*. Princeton, N.J.: Princeton University Press. Chapter 1.
- Bakke, Kristin M., Copying and Learning from Outsiders? Assessing Diffusion from Transnational Insurgents in the Chechen Wars (2010). APSA 2010 Annual Meeting Paper.

## February 25 – Week 8

### Comparative Historical Analysis and Path Dependence

- Katznelson, Ira, and Barry R. Weingast. 2005. "Intersections between Historical and Rational Choice Institutionalism." In *Preferences and Situations: Points of Intersection between Historical and Rational Choice Institutionalism*, New York: Russell Sage Foundation, 1–24.

#### Comparative Historical Analysis

- Skocpol, Theda, and Margaret Somers. 1980. "The Uses of Comparative History in Macrosocial Inquiry." *Comparative Studies in Society and History* 22(2): 174–97.
- Mahoney, James. 2003. "Strategies of Causal Assessment in Comparative Historical Analysis." In *Comparative Historical Analysis in the Social Sciences*, eds. James Mahoney and Dietrich Rueschemeyer. New York: Cambridge University Press, 337–72.

#### Path Dependence

- David, Paul A. 1985. "Clio and the Economics of QWERTY." *The American Economic Review* 75(2): 332–37.
- Pierson, Paul. 2000. "Increasing Returns, Path Dependence, and the Study of Politics." *The American Political Science Review* 94(2): 251–67.

#### Examples (Pick two)

- Fredrickson, George M. 1997. *The Comparative Imagination: On the History of Racism*. Berkeley, C.A.: University of California Press. Chapter 3 ("From Exceptionalism to Variability")
- Somers, M. R., and F. Block. 2005. "From Poverty to Perversity: Ideas, Markets, and Institutions over 200 Years of Welfare Debate." *American Sociological Review* 70(2): 260–87.
- Tam, Stephanie. 2012. *Corporology and Caste: The Status of Sewerage in Ahmadabad, India*. Working paper. Northwestern University: Program in Comparative-Historical Social Science.
- Hacker, Jacob S. 2002. *The Divided Welfare State: The Battle over Public and Private Social Benefits in the United States*. New York: Cambridge University Press. Chapter 2
- Robinson, James A., and Q. Neil Parsons. 2006. "State Formation and Governance in Botswana." *Journal of African Economies* 15(S1): 100–140.

#### Recommended

- Mahoney, James. 2000. "Path Dependence in Historical Sociology." *Theory and Society* 29(4): 507–48.
- North, Douglass C. 1990. *Institutions, Institutional Change, and Economic Performance*. New York: Cambridge University Press.
- Thies, Cameron G. 2002. "A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations." *International Studies Perspectives* 3(4): 351–72.
- Tilly, Charles. 1984. *Big Structures, Large Processes, Huge Comparisons*. New York: Russell Sage Foundation.
- Rodrik, Dani. 2012. *In Search of Prosperity: Analytic Narratives on Economic Growth*. Princeton University Press.

## Tools of the Trade

### March 4 – Week 9

#### Historical and Archival Methods

- Gaddis, John Lewis. 2004. *The Landscape of History: How Historians Map the Past*. New York: Oxford University Press.
- Bloch, Marc. 1964. *The Historian's Craft*. New York: Vintage. Chapters 1 and 2
- Gaddis, John Lewis. 1987. "Expanding the Data Base: Historians, Political Scientists, and the Enrichment of Security Studies." *International Security* 12(1): 3–21.

## March 11 – Week 10

### Entering the Field and Research Ethics

- DeWalt, Kathleen M., and Billie R. DeWalt. 2010. *Participant Observation: A Guide for Fieldworkers*. Second Edition. AltaMira Press. Chapters 1 -3
- Cassell, Joan. 1980. "Ethical Principles for Conducting Fieldwork." *American Anthropologist* 82(1): 28–41.
- Elisabeth Wood, "Field Methods." In Charles Boix and Susan Stokes (eds.), *The Oxford Handbook of Comparative Politics*. Oxford, 2007.
- University of Pittsburgh IRB training.

#### Examples

- Edwards, David B. 1996. *Heroes of the Age: Moral Fault Lines on the Afghan Frontier*. Berkeley, C.A.: University of California Press. Introduction
- Liebow, Elliott. 2003. *Tally's Corner: A Study of Negro Streetcorner Men*. 2nd ed. New York: Rowman & Littlefield Publishers. Excerpts
- Turam, Berna. 2006. *Between Islam and the State: The Politics of Engagement*. Palo Alto, CA: Stanford University Press. Excerpts
- Laitin, David D. 1986. *Hegemony and Culture: Politics and Change Among the Yoruba*. Chicago: University Of Chicago Press. Methodology Appendix

#### Recommended

- Symposium: Protecting Human Research Participants, IRBs, and Political Science Redux. 2008. *PS: Political Science and Politics* 41 (July)

## March 18 – Week 11

### Spring Break

## March 25 – Week 12

### Participant Observation and Non-participant Observation

- DeWalt, Kathleen M., and Billie R. DeWalt. 2010. *Participant Observation: A Guide for Fieldworkers*. Second Edition. AltaMira Press. Chapters 4-7
- Wedeen, Lisa. 2010. "Reflections on Ethnographic Work in Political Science." In *Annual Review of Political Science, Vol 13*, eds. M. Levi, S. Jackman, and N. Rosenblum. Palo Alto: Annual Reviews, 255–72.
- Fenno, Richard F. 2009. *Home Style: House Members in Their Districts* (Longman Classics Series). New York: Pearson.
- Soss, Joe. 1999. "Lessons of Welfare: Policy Design, Political Learning, and Political Action." *The American Political Science Review* 93(2): 363–80.
- Gilboy, Janet A. 1992. "Penetrability of Administrative Systems: Political 'Casework' and Immigration Inspections." *Law & Society Review* 26(2): 273.

#### Examples (Pick 2)

- Walsh, Katherine Cramer. 2003. *Talking About Politics: Informal Groups and Social Identity in American Life*. 1st ed. Chicago: University Of Chicago Press. Chapter 1
- Huitt, Ralph K. 1961. "The Outsider in the Senate: An Alternative Role." *The American Political Science Review* 55(3): 566–75.
- Lipsky, Michael. 2010. *Street-Level Bureaucracy: Dilemmas of the Individual in Public Service, 30th Anniversary Expanded Edition*. New York: Russell Sage Foundation.
- Wood, Elisabeth Jean. 2003. *Insurgent Collective Action and Civil War in El Salvador*. New York: Cambridge University Press. Excerpts

#### Recommended

- Fenno, Richard F. 1990. *Watching Politicians: Essays on Participant Observation*. Berkeley, C.A.: University of California Press.
- Fenno, Richard F. 1995. *Congressmen in Committees*. 1st ed. Berkeley, C.A.: University of California Press.



- Whyte, William Foote. 1993. *Street Corner Society: The Social Structure of an Italian Slum*. Chicago: University Of Chicago Press. Methods Appendix
- Kubik, Jan. 2009. "Ethnography of Politics: Foundations, Applications, Prospects. In Schatz, ed., *Political Ethnography*. Chicago: University of Chicago Press.

## April 1 – Week 13

### Interviews and Focus Group Discussions

#### Assignment #3

Design an interview guide to investigate a research question. You should conduct at least three semi-structured interviews using this protocol. The write-up this assignment should not exceed 3,000 words and should include your research question, interview guide, and findings. (Twenty percent of course grade)

- Rubin, Herbert J., and Irene S. Rubin. 2012. *Qualitative Interviewing: The Art of Hearing Data*. Third Edition. New York: SAGE Publications, Inc. Chapters 1-3, 5-7
- Morgan, David L. 1996. "Focus Groups." *Annual Review of Sociology* 22: 129–52.
- Fujii, Lee Ann. 2010. "Shades of Truth and Lies: Interpreting Testimonies of War and Violence." *Journal of Peace Research* 47(2): 231–41.

#### Examples

- Allina-Pisano, Jessica. 2007. *The Post-Soviet Potemkin Village: Politics and Property Rights in the Black Earth*. New York: Cambridge University Press. Introduction, Notes on Sources and Methodology
- Murtazashvili, Jennifer. 2012. *The Political Economy of Customary Governance*. *Manuscript*. Chapter 7.

#### Recommended

- Weiss, Robert S. 1995. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. Original. New York: Free Press.
- Krueger, Richard A., and Mary Anne Casey. 2008. *Focus Groups: A Practical Guide for Applied Research*. 4th ed. SAGE Publications, Inc.
- Symposium: Interview Methods in Political Science. *PS: Political Science and Politics* 35(4) 2002: 663-672.

## April 8 – Week 14

### Analyzing and Presenting Qualitative Data

- DeWalt, Kathleen M., and Billie R. DeWalt. 2010. *Participant Observation: A Guide for Fieldworkers*. Second Edition. AltaMira Press. Chapters 8 and 9
- Robert Emerson, Rachel Fretz and Linda Shaw. "Processing Fieldnotes: Coding and Memoing." Chapter 6 in *Writing Ethnographic Fieldnotes*. University of Chicago Press, 1995. 12.3.5.
- Rose McDermott et al., Symposium, Data Collection and Collaboration. *PS: Political Science and Politics* 43(1): 15-58, 2010.

## April 15 – Week 15

### Research Presentations

#### Assignment #4

In class, you must present your research question concisely and clearly to the class. (Ten percent of course grade)

- Becker, Howard S. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*: Second Edition. 2nd ed. University Of Chicago Press, 2007.