

**IR 519: FIELD RESEARCH METHODS IN  
COMPARATIVE POLITICS AND INTERNATIONAL STUDIES**

**Spring 2008 (M 2:00-4:50)**

Professor Apichai W. Shipper  
VKC 318, ext. 03567  
[shipper@usc.edu](mailto:shipper@usc.edu)

Office Hours: Mon 9:30 – 11:00  
Wed 11:30 – 1:00  
and by appointment

Purpose: This course is intended for graduate students planning social science research projects in the advanced industrial countries of Europe and East Asia or in the developing countries of Latin America, Africa, the Middle East, and Asia. The primary goal is to assist students to prepare the design for their dissertation research.

The course aims to prepare students for research in the following ways: (1) make students aware of the ways in which choices of methodology are closely linked to broader theoretical and conceptual issues; (2) enable students to consider the appropriateness of different methodologies and types of evidence to test alternative hypotheses and to construct various arguments; (3) acquaint students with a variety of research methods, including survey research, techniques of political interviewing, participant observation, techniques for electoral analysis, case studies, and the uses of primary sources; (4) enable students to evaluate examples of published studies in comparative politics and international relations, focusing on their methodologies; (5) familiarize students with the types of materials, especially documents and surveys available in the Los Angeles area; (6) sensitize students to the ethical issues in social science research; and (7) provide assistance in the design of a research project by students.

Requirements and due dates:

1. Students are required to complete the following written assignments (25%):

January 28	Explanation in the social sciences
February 11	Statistical and linear algebra exercises
April 7	Concepts
April 14	Stem-and-leaf plot exercises
April 21	Definitions of research methods terminology (You are urged to begin preparing the list of research methods terminology as you do the weekly readings.)

2. Students are also required to do the written assignments for any *three* sessions on research methods: case studies, comparative studies, survey research, political interviewing, documentary research, or participation observation. These assignments are due at the beginning of the appropriate seminar session. They will not be accepted after the due date. Essays are to be brief – three pages. I am looking for analytically sharp, well-reasoned essays, where concepts are defined precisely, where hypotheses are testable, and which demonstrate a grasp of the relationship between methodology and theory (15%).

3. Students will present 15-20 minute oral presentations of their research proposals on April 21<sup>st</sup> and 28<sup>th</sup> as assigned. By noon on the Wednesday prior to their oral presentations, a two-page summary of their research proposal is to be circulated to all students and faculty (20%). For an example of the proposal, see one attached to the end of this syllabus.

4. A 10-12 page research proposal is required from all students by noon on Wednesday, May 7<sup>th</sup> (40%). An outline of the proposal is given during the first class.

Required Books:

Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw, Eds., *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press, 1995.

Robert M. Emerson, Ed., *Contemporary Field Research*. Long Grove, IL: Waveland Press, 2001.

W. Phillips Shively, *The Craft of Political Research*. Upper Saddle River, NJ: Prentice Hall, 2002 [1974].

Dvora Yanow and Peregrine Schwartz-Shea, Eds., *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Armonk: M.E. Sharpe, 2006.

Required books are available for purchase at the campus bookstore.

\* in the syllabus denotes above texts.

Recommended Books:

Nigel Barley, *Innocent Anthropologist: Notes from a Mud Hut*. New York: Holt, 1992.

Official Note:

Any Student requesting academic accommodations based on disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Class schedule and weekly discussion topics:

January 14	Introduction: how to write a research proposal
January 21	No class (Martin Luther King's Day)
January 28	Explanation in the social sciences
February 4	Case studies
February 11	Case/Site selection
February 18	No class (President's Day)
February 25	Comparative studies
March 3	Survey research
March 10	Political interviewing
March 17	No class (Spring Break)
March 24	Participant observation
March 31	Documentary/Archival research
April 7	Concepts
April 14	Fieldnotes
April 21	Ethical issues in field research and research proposal presentations
April 28	Research proposal presentations

## Week 1: January 14

**Course Introduction:**           **Thinking about a dissertation topic.**  
  **Planning to conduct field research.**  
  **Putting your ideas into a research proposal.**

### Required Readings:

Adam Przeworski and Frank Saloman, "On the Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions."

<<**Internet Access:** [http://fellowships.ssrc.org/art\\_of\\_writing\\_proposals/](http://fellowships.ssrc.org/art_of_writing_proposals/)>>

\*W. Phillips Shively, *The Craft of Political Research*. Upper Saddle River, NJ: Prentice Hall, 2002 [1974], pp. 1-29 ("Doing Research", "Political Theories and Research Topics").

\*Robert M. Emerson, Ed., *Contemporary Field Research*. Long Grove, IL: Waveland Press, 2001, pp. 1-53.

Robert Bates, "Area Studies and the Discipline: A Useful Controversy," *PS: Political Science and Politics*. (June 1997), pp. 166-169. <<**Internet Access:**

<http://www.jstor.org/view/10490965/ap020039/02a00030/0>>>

Chalmers Johnson, "Preconception vs. Observation, or the Contributions of Rational Choice Theory and Area Studies to Contemporary Political Science," *PS: Political Science and Politics*. (June 1997), pp. 170-174. <<**Internet Access:**

<http://www.jstor.org/view/10490965/ap020039/02a00040/0>>>

\*Mary Hawkesworth, "Contending Conceptions of Science and Politics: Methodology and the Constitution of the Political," in Dvora Yanow and Peregrine Schwartz-Shea, Eds., *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Armonk: M.E. Sharpe, 2006, pp. 27-49.

### Recommended:

John A. Goldsmith, John Komlos, and Penny Schine Gold, *The Chicago Guide to Your Academic Career*. Chicago: University of Chicago Press, 2001, ch. 4 ("Writing a Dissertation").

Stephen Van Evera, *Guide to Methods for Students of Political Science*. Ithaca: Cornell University Press, 1997, pp. 89-116 ("What is a Political Science Dissertation", "Helpful Hints on Writing a Political Science Dissertation", "The Dissertation Proposal")

## Week 2: January 28

### Explanation in the Social Sciences

#### Required Reading:

- \*W. Phillips Shively, *The Craft of Political Research*. Upper Saddle River, NJ: Prentice Hall, 2002 [1974], pp. 72-94.
  - \*Clifford Geertz, "Thick Description: Toward an Interpretive Theory of Culture," in Robert M. Emerson, ed., *Contemporary Field Research*. Long Grove, IL: Waveland Press, 2001, pp. 55-75.
  - \*Kathy Charmaz, "Grounded Theory," in Robert M. Emerson, ed., *Contemporary Field Research*. Long Grove, IL: Waveland Press, 2001, pp. 335-352.
  - \*Dvora Yanow, "Thinking Interpretively: Philosophical Presuppositions and the Human Sciences," in Dvora Yanow and Peregrine Schwartz-Shea, Eds., *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Armonk: M.E. Sharpe, 2006, pp. 5-26.
- Stephen Van Evera, *Guide to Methods for Students of Political Science*. Ithaca: Cornell University Press, 1997, pp. 7-48 ("Hypotheses, Laws, and Theories: A User's Guide"). **[On Reserve at Leavy Library]**

#### Recommended:

- Donald Moon, "The Logic of Political Inquiry: A Synthesis of Opposed Perspectives," in Fred I. Greenstein and Nelson W. Polsby, *Handbook of Political Science*, Vol. 1, Reading: Addison-Wesley, 1975, pp. 131-209.
- Thomas Kuhn, *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press, 1970.
- Gary King, Robert Keohane, Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press, 1994, pp. 12-114.

#### **Assignment for ALL students:**

Take one example of published research used in this or other course that interests you (for suggestions, see "suggestions" and "examples" at the bottom of the syllabus for Week 3 and 5), write a 3-page paper identifying what question the author was interested in, the explanation offered, how that explanation was arrive at, what the alternative explanation is.

Each student will make a 5-minute presentation in class on the book that s/he has chosen to write.

### Week 3: February 4

#### Case Studies

##### Required Reading:

Harry Eckstein, "Case Study and Theory in Political Science," in Fred Greenstein and Nelson Polsby, *Handbook of Political Science*. Vol. 7, Reading: Addison-Wesley, 1975. **[On Reserve at Leavy Library]**

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, pp. 43-68. **[On Reserve at Leavy Library]**

Stephen Van Evera, *Guide to Methods for Students of Political Science*. Ithaca: Cornell University Press, 1997, pp. 49-88. **[On Reserve at Leavy Library]**

John Gerring, *Case Study Research: Principles and Practices*. New York: Cambridge University Press, 2007, pp. 17-36 ("What is a Case Study? The Problem of Definition"), pp. 37-63 ("What is a Case Study Good For? Case Study versus Large-N Cross-Case Analysis"). **[On Reserve at Leavy Library]**

##### Recommended:

David Collier, "The Comparative Method," in Ada W. Finifter, ed., *Political Science: The State of the Discipline*. Washington, D.C.: APSA, 1993.

##### Assignment:

Choose a book or major article that employs a case study for testing a theory. (Do not choose the same book or article as in the first assignment). How did the author decide what village, town, factory, or institution should be selected for the study? Do you think the criteria were appropriate? Is it a "crucial" case for the theory? Can any generalizations be drawn from the case? How does the author define and limit the *unit* for study? Might the choice of other units lead to different results? Answer these questions in the form of a brief 3-page paper.

##### Suggestions:

Clifford Geertz, *Negara: The Theatre State in Nineteenth-Century Bali*. Princeton: Princeton University Press, 1980.

Atul Kohli, *The State and Poverty in India*. New York: Cambridge University Press, 1987.

David Laitin, *Hegemony and Culture: Politics and Religious Change among Yoruba*. Chicago: University of Chicago Press, 1986.

Arend Lijphart, *The Politics of Accommodation: Pluralism and Democracy in the Netherlands*. Berkeley: University of California Press, 1968.

Margaret E. Keck and Kathryn Sikkink, *Activists Beyond Borders*. Ithaca: Cornell University Press, 1998.

Ashutosh Varshney, Ethnic Conflict and Civic Life: Hindus and Muslims in India (New Haven: Yale University Press, 2002).

## Week 4: February 11

### Case/Site Selection

#### Required Reading:

Gary King, Robert Keohane, Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press, 1994, pp. 115-149 (“Determining What to Observe”). **[On Reserve at Leavy Library]**

John Gerring, *Case Study Research: Principles and Practices*. New York: Cambridge University Press, 2007, pp. 86-150 (“Techniques for Choosing Cases”). **[On Reserve at Leavy Library]**

David Collier, “Translating Quantitative Methods for Qualitative Researches: The Case of Selection Bias,” *American Political Science Review*. June 1995, pp. 461-466.

<<**Internet Access:**

<http://www.jstor.org/view/00030554/di975222/97p0376c/0>>>

#### Assignment for ALL students:

#### Linear Algebra and Statistical Exercises:

1. Given:

$$A = \begin{pmatrix} 3 & 4 \\ 5 & 6 \\ 8 & 2 \end{pmatrix}$$

$$B = \begin{pmatrix} 1 & 4 \\ 7 & 8 \\ 3 & 9 \end{pmatrix}$$

Find  $B'$ ,  $A + B$ ,  $AB'$

2. When 1,510 randomly-chosen Americans killed in the Iraq War were partitioned based on which decile of the national income distribution their families were from, the results were as follows:

<u>Decile of Family Income</u>	<u>Percentage of Fatalities</u>
Lowest (tenth)	9.6 (%)
2 <sup>nd</sup> Lowest	13.1
3 <sup>rd</sup> Lowest	11.2
4 <sup>th</sup> Lowest	11.4
5 <sup>th</sup> Lowest	9.4
5 <sup>th</sup> Highest	10.1
4 <sup>th</sup> Highest	10.2
3 <sup>rd</sup> Highest	9.2
2 <sup>nd</sup> Highest	8.0
Highest	7.8

Using these data and an appropriate  $\chi^2$ -test, investigate the hypothesis that, over the entire U.S. population, the per capita death rate in Iraq was the same for all ten deciles of the distribution of family income. (Assume that all deciles had equal numbers of military-age men.)

## Week 5: February 25

### Comparative Studies

#### Required Reading:

Arend Lijphart, "Comparative Politics and the Comparative Method," *American Political Science Review*, 65 (Sept. 1971), pp. 682-693. <<**Internet Access:** [<<http://www.jstor.org/view/00030554/di960962/96p0040g/0>>](http://www.jstor.org/view/00030554/di960962/96p0040g/0)>>

Adam Przeworski and Henry Teune, *The Logic of Comparative Social Inquiry*. New York: Wiley, 1970, p. 3-87. **[On Reserve at Leavy Library]**

Richard Locke and Kathleen Thelen, "Apples and Oranges Revisited: Contextualized Comparisons and the Study of Comparative Labor Politics," *Politics and Society*, 23:3 (September 1995), pp. 337-367. <<**Internet Access:** [<<http://pas.sagepub.com/cgi/reprint/23/3/337>>](http://pas.sagepub.com/cgi/reprint/23/3/337)>>

Assignment: If you have done the written assignment for Week 3 (Case Studies), then you cannot choose to do this assignment.

Analyze the comparative methodology of one of the examples below. What is the nature of the comparison: historically based comparative institutional analysis? Historically based comparative analysis of policies? Cross-country comparisons? Intra-country regional comparisons? Intra-country diachronic comparisons? What is the unit of comparison? Is there selection bias? What theoretical problem is the comparison meant to illuminate? What variables have been held constant? What comparative research design has been chosen (most similar, most different, paired comparisons, etc.)? How effective is the design? What are its flaws? Are the results convincing?

#### Examples:

Robert Bates, *Essays on the Political Economy of Rural Africa*. Cambridge: Cambridge University Press, 1983.

Ruth B. Collier and David Collier, *Shaping the Political Arena*. Princeton: Princeton University Press, 1991.

Ronald Dore, *British Factory, Japanese Factory: The Origins of National Diversity in Industrial Relations*. Berkeley: University of California Press, 1973.

Gosta Esping-Andersen, *The Three Worlds of Welfare Capitalism*. Princeton: Princeton University Press, 1990.

Peter Hall, *Governing the Economy: The Politics of State Intervention in Britain and France*. Cambridge: Polity Press, 1986.

Peter Katzenstein, *Small States in World Markets*. Ithaca: Cornell University Press, 1985.

Barrington Moore, *Social Origins of Dictatorship and Democracy*. Boston: Beacon, 1967.

Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press, 1993.

Amartya Sen, *Poverty and Famines*. New York: Oxford University Press, 1981.

James C. Scott, *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press, 1980.

John Zysman, *Governments, Markets, and Growth: Financial Systems and the Politics of Industrial Change*. Ithaca: Cornell University Press, 1983.

## Week 6: March 3

### Survey Research

#### Required Reading:

Richard W. Boyd and Herbert H. Hyman, "Survey Research," in Fred I. Greenstein and Nelson W. Polsby, *Handbook of Political Science*, Vol. 7, Reading: Addison-Wesley, 1975, pp. 265-350. **[On Reserve at Leavy Library]**

#### Recommended:

Frederick W. Frey, "Cross-Cultural Survey Research in Political Science," in Robert T. Holt and John E. Turner, *The Methodology of Comparative Research*. Pp. 173-294.

Herbert F. Weisberg and Bruce D. Bowen, *An Introduction to Survey Research and Data Analysis*. Pp. 1-109.

Sidney Verba, Norman Nie, and Jae-On Kim, *Participation and Political Equality: A Seven Nation Comparison*. Cambridge: Harvard University Press, 1978.

Brian Smith and Fredeick Turner, "The Quality of Survey Research in Authoritarian Regimes: Brazil and the Southern Cone of Latin America in the 1970s," in James Wilkie, ed., *Statistical Abstract of Latin America*. Los Angeles: UCLA, 1984.

I.A. Lewis and William Schneider, "Is the Public Lying to the Pollsters?" *Public Opinion*. (April/May 1982), pp. 42-47.

Sidney Verba, "The Uses of Survey Research in the Study of Comparative Politics: Issues and Strategies," in Stein Rokkan et al., *Comparative Survey Analysis* (1969), pp. 57-118.

Erwin K. Scheuch, "The Cross-Cultural Use of Sample Surveys: Problems of Comparability," in Stein Rokkan et al., *ibid*, pp. 176-209.

Sidney Verba, "Cross National Survey Research: The Problem of Credibility," in Ivan Vallier, ed., *Comparative Methods in Sociology*. Berkeley: University of California Press, 1971, pp. 309-356.

#### Assignment:

Write a research proposal that could draw from existing survey data. You may want to compare attitudes in two or more countries, propose a study of changing attitudes within a single country, examine the relationship between social class, ethnicity, gender, or age to a particular set of attitudes, or you may want to examine the relationship between elite and mass attitudes. In your memo be precise as to the questions you propose to answer, hypotheses you wish to test, and the suitability of the data for your proposed study. The memo should be concise: three pages should do.

Several surveys are available in the appendices of recommended books listed above, but others can be located through the listing of the Inter-University Consortium of Political and Social Research Holdings. Also examine the polling material available at USC libraries, in particular *The International Gallup Polls*, (Wilmington Del: Scholarly Resources, Inc) and Hastings and Hastings, eds, *Index to International Public Opinion*,

(Westport, Conn.: Greenwood Press). You can also access some international polls on the internet at: <[www.ropercenter.uconn.edu](http://www.ropercenter.uconn.edu)> and <[www.icpsr.org](http://www.icpsr.org)>.

You may want to look at a number of examples of studies that utilized survey research, such as large-scale studies by Verba, Nie, and Kim.

## Week 7: March 10

### Political Interviewing

#### Required Reading:

Stanley Payne, *The Art of Asking Questions*. Princeton: Princeton University Press, 1980 [1951]. **[On Reserve at Leavy Library]**

Myron Weiner, "Political Interviewing," in Robert Ward, *Studying Politics Abroad*. Boston: Little, Brown, 1964, pp. 103-133. **[On Reserve at Leavy Library]**

\*Frederic Charles Schaffer, "Ordinary Language Interviewing," in Dvora Yanow and Peregrine Schwartz-Shea, Eds., *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Armonk: M.E. Sharpe, 2006, pp. 150-160.

#### Recommended:

Herbert H. Hyman, *Interviewing in Social Research*. Chicago: University of Chicago Press, 1975 [1954].

#### Assignment:

Choose a decision or set of decisions made by the national government of your country. Decide which politicians and higher civil servants were likely, by virtue of their position, to have participated in the decision and therefore should be interviewed. Write an outline of the interview you will conduct with this official. Indicate how you propose to initiate the interview and be reasonably detailed about the kinds of questions you plan to ask in the interview. Be explicit about the decision-making theory that underlies your interview design.

If you intend to conduct political interviews as part of your dissertation research and that these interviews will be with non-elites, you may substitute an outline of an interview with the leader of a protest movement, members of an organization, or whoever is most appropriate for your research. Explain what you are seeking from the interview and, as above, how you plan to conduct the interview.

## Spring Break

Read a novel!!

### Recommended:

Mario Vargas Llosa, *The Storyteller*. New York: Picador, 1989.

Ernest Hemingway, *For Whom the Bell Tolls*. New York: Scribner, 2003 [1940].

Michio Takeyama, *The Harp of Burma*. Tokyo: Tuttle, 2001 [1966].

## Week 8: March 24

### Participant Observation

#### Required Reading:

Clifford Geertz, *The Interpretation of Cultures*. New York: Basic Books, 1973, pp. 412-454 (“Deep Play: Notes on the Balinese Cockfight”). **[On Reserve at Leavy Library]**

\*Robert M. Emerson, Ed., *Contemporary Field Research*. Long Grove, IL: Waveland Press, 2001, pp. 113-131.

\*Michell Duneier, “On the Evolution of *Sidewalk*,” in Robert M. Emerson, Ed., *Contemporary Field Research*. Long Grove, IL: Waveland Press, 2001, pp. 167-187.

\*Robert Emerson and Melvin Pollner, “Constructing Participant/Observation Relations,” in Robert M. Emerson, Ed., *Contemporary Field Research*. Long Grove, IL: Waveland Press, 2001, pp. 239-259.

\*Ellen Pader, “Seeing with an Ethnographic Sensibility,” in Dvora Yanow and Peregrine Schwartz-Shea, Eds., *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Armonk: M.E. Sharpe, 2006, pp. 161-175.

#### Recommended:

James Scott, *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press, 1985, chapters 1 and 2.

Rosalie H. Wax, *Doing Fieldwork: Warnings and Advice*. Chicago: University of Chicago Press, 1975, especially “A Historical Sketch of Fieldwork,” pp. 3-55.

Stephen Devereaux and John Hoddinott, eds., *Fieldwork in Developing Countries*. Boulder: Lynne Rienner, 1992.

Nigel Barley, *Innocent Anthropologist: Notes from a Mud Hut*. New York: Holt, 1992.

#### Assignment:

Attend a public meeting and write a brief report on what you observe. Your task is to come up with some observations, some insights not ordinarily noted by journalists. You might, for example, devise a method for ascertaining the social composition of the audience; a measure of audience response to the speakers; tell us why people came to the meeting; give us a content analysis of themes or metaphors presented by the speakers; tell us something about the symbols employed in the event; provide a kind of ethnographic description of the event itself (ref. Geertz and the Balinese cockfight); analyze the event as a “play,” a “fight,” a “religious” revival, or whatever else appears to be an appropriate metaphor. Use your imagination and ingenuity!

## Week 9: March 31

### Documentary/Archival Research

#### Required Reading:

W. Alonso and P. Starr, "The Political Economy of National Statistics," in Social Science Research Council, *Items*. 36:3 (September 1982), pp. 29-35. **[Handout]**

Benedict Anderson, "Census, Map, Museum," in his *Imagined Communities*. London: Verso, 1998, pp. 163-185. **[On Reserve at Leavy Library]**

#### Recommended:

Lynn Hunt, *Politics, Culture, and Class in the French Revolution*. Berkeley: University of California Press, 2004.

Melissa Nobles, *Shades of Citizenship: Race and the Census in Modern Politics*. Stanford: Stanford University Press, 2000, pp. 1-128; 163-184.

Barry Ames, *Political Survival: Politicians and Public Policy in Latin America*. (Berkeley: University of California Press, 1987).

Richard I. Hofferbert and Hans-Dieter Klingemann, "The policy impact of party programmes and government declarations in the Federal Republic of Germany," *European Journal of Political Research*. 18:3 (May 1990), pp. 277-304.

Chalmers Johnson, *MITI and the Japanese Miracle*. Stanford: Stanford University Press, 1982.

Alexander Portes, "Latin America's Class Structures: Their Composition and Change during the Last Decades," *Latin American Research Review*. 20:3 (1985), pp. 7-39.

#### Assignment:

Making use of sets of documents available in Los Angeles libraries, write a memo explaining how you would use the data to illuminate a particular research question. Examples might be use of census materials to ascertain the class or ethnic composition of a particular village, town, city or region of a country. In your memo, indicate what specific data source you would use (census, national sample surveys, budgets, etc.) and how class, ethnicity, race, or language is conceptualized and operationalized. Alternatively, you might indicate how the analysis of a government budget sheds light on the processes of policy-making and policy implementation.

## Week 10: April 7

### Concepts

#### Required Reading:

David Collier and Steven Levitsky, "Democracy with Adjectives: Conceptual Innovation in Comparative Research," *World Politics* 49:3 (1997), pp. 430-451. <<**Internet Access:** [http://muse.jhu.edu/journals/world\\_politics/v049/49.3collier.html](http://muse.jhu.edu/journals/world_politics/v049/49.3collier.html)>>

Edward W. Said, *Orientalism*. New York: Vintage, 1979, pp. 1-28. [**On Reserve at Leavy Library**]

\*Clare Ginger, "Interpretive Content Analysis," in Dvora Yanow and Peregrine Schwartz-Shea, Eds., *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Armonk: M.E. Sharpe, 2006, pp. 331-348.

#### Recommended:

Frederic Schaffer, *Democracy in Translation: Understanding Politics in an Unfamiliar Culture*. Ithaca: Cornell University Press, 1998.

#### Assignment for ALL students:

Write a definition of *one* of the following concepts or *any other concept* central to your own research proposal. You may take a pair of concepts (e.g. equalitarian and hierarchical, class and ethnicity, consensus and conflict).

deliberative democracy	political participation
political culture	legitimacy
charisma	hegemony
institutionalization	institutional transfer
exploitation	political authority
interests	decentralization
class	class consciousness
corporatism	pluralism
ethnicity	racism
ethnic conflict	terrorism
egalitarianism	dependency
hierarchical	consensus
social justice	civil society
welfare state	

How bounded is your definition? Is it clear as to what is included and what is excluded? How operational is the definition? Does it lend itself to empirical use? To data collection? To measurement? Does the concept have an antithesis (e.g. equalitarian-hierarchical)? How would you characterize the definition in terms of your intent, as a dependent or independent variable? Is it intended to be normative?

## Week 11: April 14

### Fieldnotes

#### Required Reading:

\*Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw, Eds., *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press, 1995, pp. 1-107.

#### Recommended:

David Fetterman, *Ethnography*. Thousand Oaks: Sage, 1998, pp. 111-128 (“Recording the Miracle: Writing”).

#### **Assignment for ALL students:**

#### Stem-and-leaf plot Exercise:

Go to the White Pages of the phone book and turn to a page at random. Go to the last column of that page.

- a) Use a stem-and-leaf plot to record the last two digits of each of the phone numbers in that column.
- b) Calculate the five quartile statistics for the numbers you have listed (i.e. S, LQ, M, UQ, L).
- c) Compute the mean of the numbers, and compare it to the median. (HINT: If you have four numbers in the 50's for example, 54, 57, 50, and 56, their sum is  $4 \times 50 + (4+7+6) = 217$ .)
- d) Comment on the apparent degree of consistency between the numbers in your sample and the hypothesis that the last two digits of phone numbers are uniformly distributed between 0 and 99. (No formal testing is necessary.)

## Week 12: April 21

### Ethical Issues in Field Research

#### Required Reading:

- \*Dvora Yanow and Peregrine Schwartz-Shea, "Doing Social Science in a Humanistic Manner," in Dvora Yanow and Peregrine Schwartz-Shea, Eds., *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Armonk: M.E. Sharpe, 2006, pp. 380-393.
- \*Robert M. Emerson, Ed., *Contemporary Field Research*. Long Grove, IL: Waveland Press, 2001, pp. 131-149.
- \*Barrie Thorne, "Learning from Kids," in Robert M. Emerson, Ed., *Contemporary Field Research*. Long Grove, IL: Waveland Press, 2001, pp. 224-238.

#### Recommended:

- APSA Committee on Professional Standards and Responsibilities, "Ethical Problems of Academic Political Scientists," *Political Science*. 1:3 (Summer 1968), pp. 7-28.
- Irving Horowitz, "Project Camelot," *The Rise and Fall of Project Camelot: Studies in the Relationship Between Social Science and Practical Politics*. Cambridge: MIT Press, 1967, pp. 1-47.
- Gideon Sjorberg, *Ethics, Politics and Social Research*. Schenkman Pub., 1971.
- J.A. Barnes, "Some Ethical Problems in Modern Fieldwork," *British Journal of Sociology*. 9:2 (June 1963), pp. 188-234.
- David Fetterman, *Ethnography*. Thousand Oaks: Sage, 1998, pp.129-146 ("Walking Softly Through the Wilderness: Ethics").

**April 21 Assignment for ALL students:** Define, explain, or contrast as appropriate:

Independent and dependent variables  
Hypothesis  
Participant observation  
Endogeneity  
Null hypothesis  
Standard deviation  
Control group  
Falsifiability  
“Crucial case”  
Formal models  
Random sample  
Selection bias  
Nonspurious relationship  
Necessary versus sufficient condition  
Contextualized comparisons  
Double blind  
Ecological fallacy  
Population (or universe)  
Etic and emic  
Validity  
Reliability  
Primary and secondary data  
“Least likely” and “most likely” cases  
Inverse relationship  
Informed consent  
Process tracing  
Nonreactive measures  
Open-ended versus closed ended questions  
Skewed item  
Heuristic case studies  
Nomothetic and idiographic  
Structured and unstructured questions  
Interpolation and extrapolation  
Longitudinal study  
Reactional effects  
In-Depth interview  
Ordinary language interviewing  
Frequency distribution  
Mean, median, mode  
Multiple causation  
Multivariate analysis  
Operational definition  
“Thick” description  
*Werstehen*  
Function and cause

## **Week 12 & 13: April 21 & 28**

### Research Proposals: Oral Presentations

Prepare a 2-page typed single-spaced summary of your research proposal similar to the attached example. In your summary, discuss your conceptualization and research questions, methods to be employed, and what the expected contribution of this research would be to the body of literature related to your topic.

A total of 35-40 minutes of class time will be devoted to each proposal. You must limit your presentation to 15-20 minutes, at which time you will be stopped by the instructor. Twenty additional minutes will be reserved for class discussion. It is therefore important that all students have read the proposed summaries and come to class prepared to offer constructive comments to their classmates. It is hoped that students will incorporate comments offered in class into the final versions of their research proposals.

Copies of your proposal should be placed in the mailboxes of all students in the class and handed to the instructor no later than noon on the Wednesday preceding the Monday class at which you are scheduled to make your presentation.

Final papers are due by noon on Wednesday, May 7<sup>th</sup>.