SYLLABUS
POLITICAL SCIENCE 501:
Introduction to
Qualitative and Interpretive Methods
Spring 2013
Tuesdays, 3:00-5:30 p.m.
Faner 3173

Instructor: Roudy Hildreth
Office Hours: Mon. & Tues. 10:00AM-1:00PM
and by appointment
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Course Website: https://online.siu.edu/

COURSE OVERVIEW

In this seminar we will explore research strategies that focus on empirical evidence but do not require quantification of data. The purpose of this course is to give you a broad overview of qualitative and interpretive methods and practical experience actually doing these methods. For those of you who decide on strategies involving these methods for your own research agendas, you will want to go into more depth then what we’ll be able to do here. When you work on your prospectus or thesis, you’ll have to work through those literatures in more detail. I will provide you with a classics list in qualitative methods this semester to help you find a starting place for that work. In the meantime, our goals this semester include:

1. Gaining an overview of what “qualitative and interpretive methods” are, and learn some of debates about strengths and weaknesses of these approaches to the study of politics.

2. Becoming aware of the ethical issues of doing social science research, as well as gain a basic understanding of human subjects review and compliance.

3. Beginning to work with some of these methods, learning their strengths and weakness, as a practical matter. Our primary interest is in gaining some basic skills in reflecting upon and working through methods. That is, we focus on how to think about methods by doing them, rather than simply learning in detail the literatures on methods.

4. Developing some sense that “not knowing” and the anxieties concerning “how to” are part of scholarly development, and shouldn’t cause any new researcher to stop their work.

I assume that you have already had a basic research design course and are currently enrolled or have completed our other required “tools” seminars (500a, b and c). If you have not yet taken 500a or an equivalent, I strongly suggest you wait to take this class after you’ve had 500a. This seminar will be work intensive. You will be expected to do the readings, hand in assignments on time, and operate in class as a participant in a professional level seminar.
GENERAL CLASSROOM EXPECTATIONS AND POLICIES

1. As a graduate seminar, everyone assumes responsibility for the quality of the class. While lectures will be used to clarify important points from class materials, we will spend considerable time engaged in discussion.

2. We will work together as a *cooperative learning community*. The general rules that govern such a community are as follows: (a) class activities are a cooperative effort; (b) everyone can contribute, this is not a competitive environment, the goal is to collectively build knowledge, not make better points than your peers; (d) members practice active listening (paraphrase, encourage, allow everyone to speak, interrupt with care); (e) do not withdraw from or ignore conflict, this is a learning opportunity, at the same time disagreement does not mean competence is in question—be respectful; and (f) keep your sense of humor.

3. Diversity and Collegiality: Every class is influenced by the fact that students come from widely diverse ethnic and cultural backgrounds and hold different views. Because a key to optimally learning and successful teaching is to hear, analyze and draw from a diversity of views, I expect collegial and respectful dialogue across disciplinary, cultural, and personal boundaries.

4. Accommodations for Students with Disabilities: Participants with special needs are strongly encouraged to talk to me as soon as possible to gain maximum access to course information. All discussions will remain confidential.

5. Academic Dishonesty: Academic dishonesty is completely unacceptable. Academic dishonesty is defined as “any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student’s own work. It includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one’s own work anything done by another), submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another’s work.” Individuals suspected of academic misconduct will be handled according to established Southern Illinois University rules (see attached handout). Because of past problems with plagiarism, all students will turn in major assignments to turnitin.com.

COURSE REQUIREMENTS AND GRADING

My goal is to have you thoughtfully engage the different research studies and essays we will read, to understand both ‘what’ qualitative research is, and ‘how’ to design and implement a qualitative study. You will be graded on a variety of structured research assignments designed to introduce you to some of the core concepts of skills of qualitative research. Your final grade will be based upon class participation, field work, research assignments, and a final exam. Each of these parts of the course is described below.

A. **Class Participation (10%)**: As a doctoral level seminar, students are expected to attend *every* class and be on time. More than just attendance, participation includes careful *preparation for* and thoughtful *participation in* class. For each session, you are expected to post 2 questions from the reading on D2L by 10:00 AM. This grade also includes your participation in a variety of in-class activities and peer review assignments.

B. **Field Assignments / Field Notebook (15%)**: You will be asked to practice various methods this semester—observations, interviews, and archival research. For all of these, you should have a
"field notebook." You should bring the notebook to every class session. We will often use it for in-class activities such as coding and analysis. I will also ask you to turn in your notebooks periodically for me to grade. While you have some flexibility in how you take notes, one of the things we want to learn this semester is how to organize our research materials so that we can work with them during data analysis.

C. Research Assignments (50%) Course requirements include six structured research assignments. Each assignment is designed to introduce you to different concepts in qualitative research and basic methodological approaches. The assignments include:

- **Analytic Memo on Methods and Research interests (5%)**: This memo asks you to consider what qualitative methods are most likely to be useful, given your research interests in political science. Due January 15.

- **Researcher Identity Memo (5%)**: A researcher identity memo asks you to connect your experiences, interests and assumptions to your area of research interest. You should describe how your experiences, professional training, assumptions and background have shaped your interest in—and understanding of—your developing research areas. Your memo should be 3-4 pages, double-spaced, and also incorporate the challenges posed by reading Peshkin, Pillow, and Shehata. Ask yourself, for instance, why you care about this issue? What beliefs (and biases) do you have about the topic, and how might these help and hinder your research? While this memo should be personal (and written in first-person!), it is not designed to be solely a personal reflection. Rather, push yourself to connect who you are—your experiences, assumptions and interests—to your area of research. More details forthcoming via D2L and in class. Due February 12th.

- **Observation Analytic Memo (10%)** This observation assignment will include two observations of the SIU Student Center. This project should include: two sets of typed field notes from your observations, your coding of these notes, and an analytic memo where you both describe your observations (drawing on your field notes) and offer themes, analysis, and emerging questions for further research. This assignment should be 4-6 pages, double-spaced, not including your sets of field notes. More complete details will be available in class and on Blackboard. DUE: March 5th.

- **Interview Analytic Memo (10%)** We will be completing an in-depth interview with a person related to your research interests around Spring Break. This project will include a transcription, your coding of the transcription and a 4-6 page analytic memo that details your questions, summarizes some of the major findings or themes from your interview, and suggests future directions for research. For this assignment, you will need to record and transcribe your interview, and include the transcribed interview (with a column for your notes and observations) with the memo. This assignment should be 4-6 pages, double-spaced (not including your transcript). More complete details will be available in class and on Blackboard. DUE: March 26th.

- **Historical Archive Analysis Memo (10%)** This assignment asks you to critically analyze material from an archive. This memo will include a brief description of your archival sources and a more in-depth analysis of the major findings or themes. For this assignment, you will need to include your notes and coding on the archival records. This assignment should be 4-6 pages, double-spaced (not including notes and coding). More complete details will be available in class and on Blackboard. DUE: April 16th.
• **Review of Exemplary Literature Related to Your Research (10%)**: For this assignment, you will need to find examples of excellent qualitative research study in your field. This can either be a book or a series of articles (at least 4). After reading this book / articles, you will need to identify the theoretical paradigm of the research article, the conceptual framework that guides the study, the research question and the methodological approach. You should summarize the major findings and themes, and conclude by raising questions about the study and suggesting future directions for research in this area. More details forthcoming via D2L and in class. **DUE: May 3rd.**

D. **Final Exam (25%)** The final is cumulative focusing on key conceptual and methodological issues in research. It is a four-hour written exam (mirroring prelims). Time Date TBA (depending on computer lab).

**Letter gradations**

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<th>Grade</th>
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<tr>
<td>A</td>
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**Required Texts – Available at the University Bookstore:**


*You should own this book! Only purchase the 3rd edition of this text! There are significant changes between this and the first two editions*


*You should own this book if you will be doing interviews.*


*This is a great background. It is acceptable to purchase the 3rd edition of this text!*


*A classic—Comparative students should own this book.*


*You should own this book. I will also make photocopies of all required readings from this book.*

We will also rely heavily on photocopied articles and chapters from books (D2L)
COURSE OUTLINE

Key:
D2L = Reading on Desire 2 Learn
C&S = Corbin, Juliet and Anselm Strauss, Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory
Y&S-S = Yanow, Dvora and Peregrine Schwartz-Shea (ed.), Interpretation and Method: Empirical Research Methods and the Interpretive Turn

Week 1: January 15th
Introducing ourselves and the course: What are qualitative and interpretive methods?

Readings:
Review, King, Keohane and Verba, Designing Social Inquiry, esp. Ch. 1, 2, and 3: 3-114.

Assignments:
Assignment #1 (Research): Analytical Memo on Methods and Research Interests: Due on Tuesday, January 15th at 10:00AM (via email).

Week 2: January 22th
Let's Talk Knowledge, Disciplines and Epistemology

Required Readings:
Corbin, Juliet and Anselm Strauss, “Introduction,” C&S, 1-17 (also on D2L)
Yanow, Dvora, "Thinking Interpretively," in Y&S-S, 3-26. (also on D2L)
Shapiro, Ian, "Problems, Methods, and Theories in the Study of Politics, or What's Wrong with Political Science and What to Do about It," Political Theory 30, No. 4 (Aug., 2002), 596-619. (D2L)
Week 3, January 29th
Positivist and Interpretive Methods

Readings:
Review, King, Keohane and Verba, *Designing Social Inquiry*, esp. Ch. 1, 2, and 3, 3-114. (D2L)


Readings for Assignment #2 (Field):
LSAL, Chapter 5.IV, Data Logging in Observation, 108-117. (D2L)

C&S, Chapter 6, Memos and Diagrams, 117-141 (D2L)

Wolfinger, Nicholas H. "On Writing Fieldnotes: Collection Strategies and Background Expectancies," *Qualitative Research* 2 (April 2002), 85-93. (D2L).

Assignments:
Assignment #2 (Field): Participant Observation at the Student Center

Week 4, February 5th
Ethics of Research

Readings

Ellis, Carolyn, "Emotional and Ethical Quagmires in Returning to the Field," *Journal of Contemporary Ethnography* 24, no. 1 (April 1995), 68-98. (D2L)

Charlotte Allen, "Spies Like Us," *Lingua Franca* 10, no. 6 (Nov. 1997), 31-39. (D2L)
Milgram, Stanley, "Some Conditions of Obedience and Disobedience to Authority," *Human Relations* 18, (1965), 57-76. (D2L)

Herrara, C. D., " Ethics, Deception, and 'Those Milgram Experiments,'" *Journal of Applied Philosophy* 18, No. 3 (2001), 245-256. (D2L)

**Assignments:**
2. Three questions for Steve Banker about Human Subjects Review

**Week 5, February 12th**

*Entering the Field: Identities, Goals and Experiences*

**Readings:**
LSAL, skim Chapter 1, 1-8; read carefully Chapter 1, 9-14; skim Chapter 2 (sections I-III.B.2) 15-25; read carefully Chapter 2 (sections III.B.3-IV) 25-32; skim Chapter 3, 33-50; read carefully Chapter 3.V, 51-53; skim Chapter 4, 54-80.

C&S, Chapters 3, 4, & 6: “Prelude to Analysis,” “Strategies for Qualitative Data Analysis,” and “Memos and Diagrams,” 45-63, 117-141


Rabinow, Paul, “Entering” and “Respectable Information” in *Reflections on Fieldwork in Morocco* (UC Press, 1977), 70-124. (D2L)

Peshkin, Alan, "In Search of Subjectivity. One's Own," *Educational Researcher* 17, No. 7 (Oct., 1988), 17-21. (D2L)

Pillow, Wanda. "Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research." *International Journal of Qualitative Studies in Education* 16, No. 2 (2003), 175-196. (D2L)

Shehata, Samer, “Ethnography, Identity, and the Production of Knowledge,” in Y&S-S, 244-263. (D2L)

(188 total pages, 135 read carefully)

**Assignments:**
Assignment #3 (Research): Researcher Identity Memo
Assignment #4a (Field): Select question or focus for second field observation
Week 6, February 19th
Participant Observation and Ethnography

Readings:
Y&S-S, 115-126 (D2L).


Pader, Ellen, “Seeing with an Ethnographic Sensibility: Explorations Beneath the Surface of Public Policies,” in Y&S-S, 161-175. (D2L)


Readings for Assignment #4:
LSAL, Chapter 5 (Sections I-II, IV-V), 81-98; 108-117. (also on D2L)

C&S, Chapter 7, 143-157

Assignments:
Assignment #4b (Field): Second Observation at Student Center (conduct after doing readings)

Week 7, February 26th
Observations / Data Analysis

Readings:
Emerson, Robert, Rachel Fretz and Linda Shaw, “Processing Fieldnotes: Coding and Memoing,” in Writing Ethnographic Fieldnotes. (University of Chicago Press, 1995), 142-168. (D2L)

LSAL, Chapters 6-9: 121-219. (D2L)

C&S, Chapter 8, 159-194

Assignments:
After doing readings, type up, code and thematize field notes. Bring in two clean copies of notes for others to code during this class session.
**Week 8, March 5th**

**Interviewing**

**Readings:**


Kvale, Steiner and S. Brinkmann. *InterViews: Learning the Craft of Qualitative Research Interviewing* (Sage, 2009), Chapters 6-8, 97-160. (D2L)

Soss, Joe, “Talking Our Way to Meaningful Explanations: A Practice-Centered View of Interviewing for Interpretive Research,” in Y&S-S, 127-149. (D2L)


**Assignments:**

Assignment #5 (Research): Observation Analytic Memo
Assignment #6 (Field): Interview a Classmate (conduct before doing reading)

**Spring Break, March 12th**

Assignment #7 (Field): I believe that everyone deserves a break or vacation—especially scholars! However, the unfortunate reality is that we always have something more to do and therefore rarely take "real" breaks. So I highly encourage you to take some vacation this Spring Break. However, between weeks 8 and 9 you will be asked to do an interview with a person related to your research interests. You will want to make contact and schedule the interview well in advance of this time. We will discuss your protocols during the week before the break. This interview should be taped. You will be expected to transcribe, code and analyze the transcripts for the class on March 19.

**Week 9, March 19th**

**Interviews / Data Analysis**

**Readings:**

Kvale, Steiner and S. Brinkmann, *InterViews: Learning the Craft of Qualitative Research Interviewing* (Sage, 2009), Chapters 9-13, 17, 161-232, 293-316. (D2L)

Bevir, Mark, "How Narratives Explain," in Y&S-S, 281-290. (D2L) (103 pages)

C&S, Chapter 8, 159-194 (review); Chapters 9-10, 195-245,

**Assignments:**

You should bring in your transcripts of your interview. You should also have conducted an initial round of coding and thematizing (after you have done the readings). Bring in 2 clean copies so that others can help you code.
Week 10, March 26th
To the Archives! Historical Analysis

Readings:

Osborne, Thomas, "The Ordinariness of the Archive," History of the Human Sciences 12 (May, 1999), skim 51-64. (D2L)

Frisch, Scott and Sean Q Kelly, “Political Science and Archival Research” in Doing Archival Research in Political Science, Scott A. Frisch, Douglas B. Harris, Sean Q. Kelly, and David C.W. Parker (eds.) (Cambria Press, 2012). (D2L)

Parker, David, "Why Archives?" in Doing Archival Research in Political Science, Scott A. Frisch, Douglas B. Harris, Sean Q. Kelly, and David C.W. Parker (eds.) (Cambria Press, 2012). (D2L)


Cameron Thies, “A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations,” International Studies Perspectives 3, no. 4 (Nov., 2002), 351-372. (D2L)

Assignments

Assignment #8 (Research): Interview Analytic Memo
Assignment #9a (Field): Identify possible archive to research and come up with tentative research questions.

Week 11, April 2nd
Analyzing Archival Data

Jackson, Patrick T., "Making Sense of Making Sense: Configurational Analysis and the Double Hermeneutic" in Y&S-S, 264-280 (D2L)

Ginger, Clare, "Interpretive Content Analysis: Stories and Arguments in Analytic Documents," in Y&S-S, 331-348 (D2L).


Assignments:

Assignment #9b (field): Conduct Archival Research. Bring in field notes.

Week 12, April 9th

Special guest lecture: Prof. Laura Hatcher: "Walking Data" readings TBA
Week 13, April 16th
Historical Institutionalism

Readings:


(review from 500a) Ian Lustick, ”History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias,” American Political Science Review (September 1996): 605-618. (D2L)


Mahoney, James, "Path Dependence in Historical Sociology." Theory and Society 29 (2000): 507-548. (D2L)


Assignments:
Assignment #10 (Research): Archival Research Analysis Memo

Week 14, April 23rd
Exemplary Interpretive Research

Reading:


Week 15, April 30th

Assignment #11: Review of Exemplary Literature Related to Your Research. Students will make 15 minute presentations on their book / articles.

Finals: May 7th

Final exam: time/date TBA (depends on availability of computer lab).

Celebration: time/date TBA, after finals but before people leave for the summer.