

## **FIELD RESEARCH AND QUALITATIVE DATA ANALYSIS [ONLINE]**

MA Programme in Political Science (1 year and 2 years)

MA Mandatory Elective Course

2 CEU credits, 4 ECTS

Winter semester 2020-2021, 1<sup>st</sup> half

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### **Class meetings:**

In Zoom on Tuesday, 11.00-11.50 and on Thursday 13:30-14:20

### **Office hours:**

By appointment via email to: [melnykovskai@ceu.edu](mailto:melnykovskai@ceu.edu)

### **Teaching assistant:**

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### **Course Description**

This is the course about how to systematically collect/generate data in the field, manage and analyze them. Students get familiar with principles and practices of doing fieldwork in general and are introduced to particularities of doing fieldwork in the difficult contexts of illiberal regimes, conflicts and global pandemics. The course covers most frequently used methods and sites of data collection in qualitative research (participant observation, interviews, focus groups, archival work, surveys, etc.). It provides the knowledge about methodological foundations and practical application of these methods in the field. Students review best practices and elaborate don'ts in using one or another method of data collection. Finally, students learn how to manage collected data and about specifics of data collection and analysis in qualitative research in contrast to quantitative research as well as how different methods of data collection could be combined in one research design.

Students collect the knowledge not only from the readings and professor's inputs but also from the practical experiences of fieldwork which the fieldwork-experienced guest speakers share with them.

Furthermore, throughout the course students collect their own practical experiences. They do the ethical issues training (recommended by the CEU Ethical Research Board), draft a consent form, have a chance to discuss and get feedback on their own field research strategies and data management plans for their own research designs. Also, they participate in the interview lab – a practical team project that involves all components and stages of qualitative interviewing, management and analysis of the collected interview data as well as visual presentation of the project results.

The course concentrates on positivist – and NOT interpretivist, constructivist, or post-structuralist – qualitative research. Hence, this course will primarily benefit students who intend to pursue causality-centered research and especially those who are going to do fieldwork or collect the qualitative data in on-site and/or online environment. The course is relevant for those students who use qualitative and/or mixed-methods strategies.

### **Course organization:**

This is an online course that runs in the 1<sup>st</sup> half of the winter term in weeks 1-6 and consists of four modules:

1. Module “Introduction to Fieldwork: Strategies and Tools” [one week]
2. Module “Methods of Data Collection/Generation” [two weeks]
3. Module “Interview Lab: Practicing Data Collection” [one week]
4. Module “Interview Lab: Managing, Analysing and Visualizing Data” [two weeks]

The course follows a flipped classroom approach of teaching and learning and involves asynchronous elements and synchronous sessions (in Zoom).

Asynchronous elements include pre-recorded video-lectures, podcast-conversations with fieldwork-experienced researchers and collaborative readings on Perusall. Asynchronous elements are pre-class activities and need to be completed before the synchronous online sessions.

Synchronous class-sessions are in Zoom on Tuesday, 11.00-11.50 and on Thursday 13:30-14:20. During live sessions we will discuss open questions and clarify the points of confusion from the asynchronous activities and do some practical exercises in group work. During 3. and 4 modules “Interview Lab” students will be assigned to the project groups (of 4-5 students) to jointly design strategy of data collection, collect, analyse and present the interview data. The broad

topic for the project groups in the 2020-2021 winter term is “Effective learning in times of pandemic”.

In follow-up, students will be offered the online workshop to present and discuss their own data collection strategies and data management plans at the end of the winter semester. The participation in the workshop is optional and non-graded. The exact date of the workshop will be announced.

### **Office hours:**

Students are encouraged to use Zoom-sessions to clarify your questions. Otherwise write an email to arrange an individual consultation to: [melnykovskai@ceu.edu](mailto:melnykovskai@ceu.edu)

Online drop-in consultation in Teams will be offered on Thursdays, 17:00-18:00.

### **Learning outcomes**

At the end of the course the student should:

- Become knowledgeable of different strategies of data collection in the field (onsite and online);
- Be familiar with the techniques and best practices of the most frequently used methods of primary and secondary data collection in Political Science;
- Be skilled in designing, conducting and analyzing interviews,
- Get first experiences with the software that are applied in qualitative data analysis and the best practices in visualization of (qualitative) data.

### **Assessment**

- Pre-class collaborative reading & video-lecture assignments: 20%
- Active participation in synchronous online classes: 10%
- Participant observation assignment: 10%
- Interview lab: 30%
- Review of the applied method(s): 30%

The grading follows the standard scale adopted by the Department of Political Science:

A: 100-94; A-: 93-87; B+: 86-80; B: 79-73; B-: 72-66; C+: 65-59; F: 58-0

Late submission will lead to the deduction of the points: 3 points/12 hours. Violations of the upper and the lower word limits will result in the deduction of one grade point from the final grade of the assignment for every 5% of word limit violation.

*Pre-class collaborative reading & video-lecture& podcast conversation assignments:* students are expected to complete the pre-class assignment(s) on Perusall prior to Zoom sessions. To successfully complete the pre-class assignments, students should deeply engage with the recordings and the readings through posting informative questions or comments, and helping others by addressing their questions or confusions. You can reach the course page on Perusall via the course page in Moodle.

Each assignment will be evaluated taking into account all your contributions and scored as follows

A = demonstrates exceptionally thoughtful and thorough comments and questions on the entire assignment that meaningfully relate to some additional readings and previous knowledge;

A- = demonstrates thoughtful and thorough comments and questions on the entire assignment;

B+ = demonstrates thoughtful reading of only part of the assignment;

B = demonstrates superficial reading of the entire assignment;

B- = demonstrates superficial reading of only part of the assignment;

C+ = demonstrates no substance; does not demonstrate any thoughtful engagement and interpretation of the assignment.

*Active participation in synchronous online classes* is expected and graded. Students are expected to be join online sessions prepared. If you are unable to attend online class, you should notify me, the instructor, via e-mail prior to the session. To do well on this part of the grade I recommend you the following strategy: participate regularly in the group work, make informed (by the mandatory readings at least!) contributions, focus on the main points and argumentation lines of the readings, formulate your statements clearly and support them with explanatory argumentation, respond to others in discussions, pose own new questions and demonstrate critical engagement. Taking over the roles of a presenter or a note taker in the group work exercises will add to the score.

*Participant observation assignment:* each student will collect and interpret information about the situation(s) from the suggested movie episodes through participant-observation. The instructions on how to do participant observation and questions guide will be provided. Length: max 500 words (+/-10%). Due: 24.01.2020.

*Interview lab* involves a practical group project on interviewing techniques and analysis of the qualitative data collected through interviews (more details will be announced during the 1<sup>st</sup>

Zoom session). Students will be asked to develop the design and conduct several interviews, transcribe them and analyze the data (with the suggested software for which practical tutorials will be offered). Finally, they are expected to visualize the findings and present the results of the project in the last Zoom session. This is a team assignment and the collective performance will be graded.

*Assignment “Review of the applied method(s) of data collection”*: each student prepares the review of the methods of data collection. The review should critically evaluate whether the methods of data collection provide reliable data as well as strengths and weaknesses of the method. The questions that students could discuss in the review will be suggested. Students will be offered several articles to choose from and review. Length: 1000 words (+/-10%). Due: 10.04.2020

### **Optional activities**

*Training in the ethical issues*: Students are recommended to take an online program offered by the Canadian Government's Panel on Ethical Research and recommended by the CEU Ethical Research Committee: <https://tcps2core.ca/welcome>  
The program takes app. 3hours. Upon the completion, students receive a certificate.

*Workshop/Webinar “Strategy and risk assessment of fieldwork and data management plan”*: Each student will get a chance to present his/her strategy and risk assessment of a planned or imagined fieldwork research at the workshop that will be organized at the end of the winter term.

### **Prerequisites**

The course has no formal prerequisites. Some background knowledge in research methodology can be an advantage. It will also be beneficial if students have a topic/idea for field research (usually MA thesis topic or part of it) that could be developed throughout the course.

### **Technical requirements**

For this course, the participants should install a transcription assistance software on their computer such as Express Scribe, F4/F5 or similar (the free or test version will be sufficient) as well as the software for qualitative analysis, such as QDAMiner Lite, Free QDA, NVIVO, MAXQDA, ATLAS.ti. If interested, students will be offered the tutorials on the use of the software.

## Reading material and useful links to software, tutorials, etc.

The reading material includes readings of three types:

- *mandatory readings*, which students should read collaboratively on Perusall prior to Zoom sessions. While the selected pages from the readings are assigned on Perusall, the full articles/chapters are available for download in electronic form through <https://ceulearning.ceu.edu/>. Students can also download the readings (selected pages) with all the comments and notes from Perusall.
- *applied readings* are recommended to students in the 2<sup>nd</sup> module. These are the articles that use one or another method of data collection. The methodological application will be discussed during Zoom sessions. Students are recommended to do speed reading of at least one article (its methodological section) prior to a Zoom session.
- *further recommended readings* are included in the syllabus to deepen student knowledge and are optional for individual learning.

Part II includes readings that demonstrate how one or another method is applied in practice. Students are asked to read at least one paper out of the suggested readings as a preparation for the discussion in the Zoom-sessions.

## Pre-course preparations

Activity #1: Each student is asked to record “3 Things about Me” video and upload it on the course page on Moodle. In addition to three – serious or fun – facts, the video should include a short information about his/her motivation to enroll in the course. Due: 11.01.2020.

Activity #2: Students are invited to join the closed course group on Facebook. We will use this forum for general questions, announcements of events, publications, etc. related to the course. Follow the link: <https://www.facebook.com/groups/999803367214097>

## COURSE SCHEDULE

### 1. MODULE: "INTRODUCTION TO FIELDWORK: STRATEGIES AND TOOLS"

In this module we will review the general principles of fieldwork and get familiar with the types of research designs and the popular strategies of doing fieldwork. We will trace the stages in the fieldwork process and learn how to draft a data-collection plan and how to settle the problems which may pop-up in the field. Also, we will consider and discuss how qualitative research approaches can use online communications for data collection.

#### **Session 1 [12.01] – Introduction to the course: Topics, Learning Methods and Organizational Issues**

Our first meeting will be both organizational and substantive. I will introduce you to the topics of the course, elaborate on the asynchronous and synchronous elements and assignments.

#### **Session 2 [14.01] – Fieldwork: Principles, Strategies, Challenges and Solutions**

##### ***Mandatory readings (on Perusal):***

Kapiszewski, D., MacLean, L. M., & Read, B. L. (2015). *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 1 and Chapter 3 (pp. 89-99).

##### ***Further readings:***

Ahram, A. I., & Goode, J. P. (2016). Researching authoritarianism in the discipline of democracy. *Social Science Quarterly*, 97(4), 834-849. DOI: 10.1111/ssqu.12340

Barrett, C. B., & Cason, J. (2010). *Predeparture Preparations. Overseas research II: A practical guide*. Routledge.

Barrett, Christopher and Jeffrey W. Cason. "Knowing When to Go Home," in *Overseas Research: A Practical Guide* (Baltimore: Johns Hopkins University Press, 1997).

Becker, Howard *Tricks of the Trade: How to Think about Research While You're Doing It* (Chicago: University of Chicago Press, 1998).

Borneman, John and Abdellah Hammoudi, eds., *Being There: The Fieldwork Encounter and the Making of Truth* (Berkeley: University of California Press, 2009).

Chambers-Ju, C. (2014). "Data Collection, Opportunity Costs, and Problem Solving: Lessons from Field Research on Teachers' Unions in Latin America." *PS: Political Science & Politics* 47(2): 405-409.

Collier, D. (1999) *Data, Field Work and Extracting New Ideas at Close Range*. *APSA-CP Newsletter*, 10(1), 1-2, 4-6.

- Emerson, Robert Rachel Fretz and Linda Shaw. "Processing Fieldnotes: Coding and Memoing." In *Writing Ethnographic Fieldnotes* (Chicago: University of Chicago Press, 1995), 142-168.
- Gerring, J. (2011). "How Good Is Good Enough? A Multidimensional, Best-Possible Standard for Research Design." *Political Research Quarterly* 64(3): 625-636.
- Hauck, R. J. et al. (2008). Symposium on Protecting Human Research Participants, IRBs, and Political Science Redux. *PS: Political Science & Politics*, 41(3), 475-511. See in particular contributions by Mitchell Seligson, Dvora Yanow, and Peri Schwartz-Shea.
- Hertel, S., Singer, M.M., Van Cott, D.L. (2009). "Field Research in Developing Countries: Hitting the Road Running." *PS: Political Science & Politics*, 42(2): 305-309.
- Hsueh, R., Jensenius, F., & Newsome, A. (2014). Fieldwork in Political Science: Encountering Challenges and Crafting Solutions: Introduction. *PS: Political Science & Politics*, 47(2), 391-393. doi:10.1017/S1049096514000262
- Kapiszewski, D., MacLean, L. M., & Read, B. L. (2015). Managing in the Field: Logistical, Social, Operational, and Ethical Challenges. *Field research in political science: practices and principles*. Cambridge University Press. Chapter 4.
- Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). A Historical and Empirical Overview of Field Research in the Discipline. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 2.
- Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Preparing for Fieldwork. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 3. (book to purchase)
- Karlan, D., & Appel, J. (2016). *Failing in the field: what we can learn when field research goes wrong*. Princeton University Press. 17-70.
- LaPorte, J. (2014). "Confronting a Crisis of Research Design." *PS: Political Science & Politics* 47(2): 414-417.
- Lieberman, Evan Marc Howard and Julia Lynch, in "Symposium: Field Research," *Qualitative Methods* (Spring 2004): 9-18.
- Loaeza, S., Stevenson, R., & Moehler, D. C. (2005). Symposium: should everyone do fieldwork? *APSA-CP*, 16(2), 8-18.
- Newsome, A. (2014). "Knowing When to Scale Back: Addressing Questions of Research Scope in the Field." *PS: Political Science & Politics* 47(2): 410-413.
- Pacheco-Vega, R. and K. Parizeau (2018). Doubly Engaged Ethnography: Opportunities and Challenges When Working with Vulnerable Communities. *International Journal of Qualitative Methods* 17(1): 1609406918790653.
- Przeworski, A., & Salomon, F. (1995). The art of writing proposals: Some candid suggestions for applicants to Social Science Research Council competitions. Social Science Research Foundation.
- Read, Benjamin MacLean, Lauren M. and Melani Cammett, "Symposium: Field Research – How Rich? How Thick? How Participatory?" *Qualitative Methods* 4, 2 (Fall 2006): 9-18.



- Scoggins, S. E. (2014). "Navigating Fieldwork as an Outsider: Observations from Interviewing Police Officers in China." *PS: Political Science & Politics* 47(2): 394-397.
- Sirnate, V. (2014). "Positionality, Personal Insecurity, and Female Empathy in Security Studies Research." *PS: Political Science & Politics* 47(2): 398-401.
- Wood, E. J. (2006). The ethical challenges of field research in conflict zones. *Qualitative Sociology*, 29(3), 373-386. DOI: 10.1007/s11133-006-9027-8
- Wood, Elisabeth "Field Methods," in Charles Boix and Susan Stokes, eds., *The Oxford Handbook of Comparative Politics* (Oxford: Oxford University Press, 2007), Ch. 5.

## **2. MODULE "METHODS OF DATA COLLECTION/GENERATION"**

In this module, we will deal with the unique features, benefits, and challenges inherent in employing several forms of data collection including participant observation, surveys, archival research, and focus groups in the field.

### **Session 3 [19.01] – Surveys in the Field**

#### ***Mandatory readings (on Perusal):***

- Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Surveys in the Context of Field Research. *Field Research in Political Science: Practices and Principles*. Cambridge University Press. Chapter 8.
- Ogan, C., R. I. Giglou and L. d'Haenens (2017). "Challenges of conducting survey research related to a social protest movement: Lessons learned from a study of Gezi protests involving the Turkish diaspora in three European countries." *The Information Society* 33(1): 1-12.

#### ***Method applied in practice (read at least one to be prepared to the discussions during a Zoom session):***

- Brady, H. E. (2000). Contributions of survey research to political science. *PS: Political Science & Politics*, 33(01), 47-58. DOI: 10.2307/420775
- Junisbai, B. and Junisbai, A. (2019) Regime type versus patronal politics: a comparison of "ardent democrats" in Kazakhstan and Kyrgyzstan, *Post-Soviet Affairs*, 35:3, 240-257, DOI: 10.1080/1060586X.2019.1568144
- Jarvis, L., Stuart Macdonald, S. & Nouri, L. (2014) The Cyberterrorism Threat: Findings from a Survey of Researchers, *Studies in Conflict & Terrorism*, 37:1, 68-90, DOI: 10.1080/1057610X.2014.853603
- Scully, R., Hix, S. and Farrel, D. (2012) National or European Parliamentarians? Evidence from a New Survey of the Members of the European Parliament, *JCMS* 2012 Volume 50. Number 4. pp. 670–683. DOI: 10.1111/j.1468-5965.2012.02250.x

Mikael Persson, M. (2012) Does Type of Education Affect Political Participation? Results from a Panel Survey of Swedish Adolescents, *Scandinavian Political Studies*, Vol. 35 – No. 3, 198-221, <https://doi.org/10.1111/j.1467-9477.2012.00286.x>

***Further readings:***

- Berinsky, Adam, Kai Quek, and Michael Sances. 2012. Conducting Online Experiments on Mechanical Turk." *Newsletter of the APSA Experimental Section 3* (1): 2-6.
- Keeter, Scott. 2005. "Survey Research." In Daniel Druckman (ed.) *Doing Research: Methods of Inquiry for Conflict Analysis*. Thousand Oaks, CA: Sage Publications, Inc. pp. 123-162.
- Krosnick, Jon A. and Stanley Presser. 2010. Question and Questionnaire Design" in Peter V. Marsden and James D. Wright (eds.), *Handbook of Survey Research*. Bingley, UK: Emerald. pp. 263-314.
- Lupu, N. and Michelitch, K. (2018) Advances in Survey Methods for the Developing World, *Annual Review of Political Science*, 21:195–214, <https://doi.org/10.1146/annurev-polisci-052115-021432>
- Schaeffer, N. C., & Presser, S. (2003). The science of asking questions. *Annual review of sociology*, 29(1), 65-88. DOI: 10.1146/annurev.soc.29.110702.110112
- Shewhart, W. (2009). *Questionnaire Design*. In *Wiley Series in Survey Methodology* (pp. 43-64). Hoboken, NJ, USA: John Wiley & Sons.
- Sudman, S., & Bradburn, N. M. (1982). *Asking questions: a practical guide to questionnaire design*.

**Session 4 [21.01] – Archival Research**

***Mandatory readings (on Perusal):***

- Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Thinking outside the (archive) box: discovering data in the field. In *Political Science: Practices and Principles* (Cambridge University Press, 2015), Ch.5.
- Lee, Alexander (2017) *The Library of Babel Problem: Hypothesis Testing With Archival Sources*, Working Paper.

***Method applied in practice (read at least one):***

- Piotrowska, B.M. (2020) The Price of Collaboration: How Authoritarian States Retain Control, *Comparative Political Studies*, 1–27, DOI: 10.1177/0010414020912277
- Fine, J, and Tichenor, D. (2009) A Movement Wrestling: American Labor's Enduring Struggle with Immigration, 1866–2007, *Studies in American Political Development* 23(1): 84–113.
- Tichenor, D. and Harris, R. (2002) Organized Interests and American Political Development, *Political Science Quarterly* 117(4): 587–612.

***Further readings:***

- Cameron G. Thies, "A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations," *International Studies Perspectives* 3(4), November 2002, 351–372.
- Lieberman, Evan. "Bridging the Qualitative-Quantitative Divide: Best Practices in the Development of Historically Oriented Replication Databases." *Annual Review of Political Science* 13 (2010): 37-59.
- Lustick, Ian. 1996. "History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias," *APSR* 90: 605-18.
- Wohlforth, "A Certain Idea of Science: How International Relations Theory Avoids the New Cold War History," *Journal of Cold War Studies* Vol. 1, No. 2 (Spring 1999), pp. 39-60.

**Session 5 [26.01] – Ethnography and Participant Observation**

***Mandatory readings (on Perusal):***

- Schubert, J. N. (1988) 'Politics under the Microscope: Observational Methods in Political Research', *International Political Science Review*, 9(4), pp. 305–325. doi: 10.1177/019251218800900403.
- Kapizewski, D., MacLean, L.M., Read, B.L. (2015). *Site-Intensive Methods: Ethnography and Participant Observation. Field Research in Political Science: Practices and Principles.* Cambridge University Press. Chapter 7.

***Method applied in practice (read at least one to be prepared to the discussions during a Zoom session):***

- Burlyuk, O. (2019). Fending off a triple inferiority complex in academia: an autoethnography. *Journal of Narrative Politics*, 6(1), 28–50.
- de Volo, L., B. (2006) *The Dynamics of Emotion and Activism: Grief, Gender, And Collective Identity in Revolutionary Nicaragua, Mobilization: An International Journal* 11(4): 461-474.
- Cury, E. (2019) *Contesting Islamophobia and Securing Collective Rights: Muslim American Advocacy in the 2016 Elections, Politics and Religion*, 710–735, doi:10.1017/S17550483180004691755-0483/19

***Further readings:***

- Brodkin, E. Z. (2017). "The Ethnographic Turn in Political Science: Reflections on the State of the Art." 50(1): 131-134.

- Emerson, R., Fretz, R. and Shaw, L. (1995). "Processing Fieldnotes: Coding and Memoing." (in Writing Ethnographic Fieldnotes, Chicago: University of Chicago Press, pp. 142-168.)
- Fenno, Richard Jr., "Observation, Context, and Sequence in the Study of Politics," American Political Science Review 80, 1 (March 1986): 3-15.
- Hammersley, Martyn and Atkinson, Paul Ethnography: Principles in Practice (London: Routledge, 1995, 2nd ed.), 54-123.
- Jorgensen, D. (ed.) (1989) The Methodology of Participant Observation, SAGE Research Methods, SAGE Publications. <https://dx.doi.org/10.4135/9781412985376.n1>
- Kawulich, Barbara B. (2005). Participant Observation as a Data Collection Method [81 paragraphs]. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 6(2), Art. 43, <http://nbn-resolving.de/urn:nbn:de:0114-fqs0502430>.
- Kubik, J. (2009). Ethnography of politics: foundations, applications, prospects. Political ethnography: What immersion contributes to the study of power, 25-52.
- Lofland, J. and L. H. Lofland (1995). Analyzing Social Settings: A Guide to Qualitative Observation and Analysis, Wadsworth.
- Pader, Ellen E. (2006) Seeing with an Ethnographic Sensibility: Explorations Beneath the Surface of Public Policies. Interpretation and Method: Empirical Research Methods and the Interpretive Turn. Routledge.
- Schatz, Edward "What Kind(s) of Ethnography Does Political Science Need?" in Schatz, ed., Political Ethnography: What Immersion Contributes to the Study of Power (Chicago: University of Chicago Press, 2009), 303-318.
- Wedeen, L. (2010). Reflections on ethnographic work in political science. Annual Review of Political Science, 13, 255-272. DOI: 10.1146/annurev.polisci.11.052706.123951

## **Session 6 [28.01] – Focus Groups**

### ***Mandatory readings (on Perusal!):***

- Stewart, D., Shamdasani, P. & Rook, D. (2013) Group Depth Interviews: Focus Group Research, in The SAGE Handbook of Applied Social Research Methods edited by Bickman, L. & Rog, D., SAGE Publications, Inc., Thousand Oaks, 589-616, DOI: <https://dx.doi.org/10.4135/9781483348858>
- Stanley, L. (2016) Using focus groups in political science and international relations, Politics, Vol. 36(3) 236–249, DOI: 10.1177/0263395715624120

### ***Method applied in practice (read at least one):***

- Miller, M., Koshechkina, T. & Grodeland, A. (1997) How Citizens Cope with Postcommunist Officials: Evidence from Focus Group Discussions in Ukraine and the Czech Republic, Political Studies, XLV, 597-625

- Wutich, A., Lant, T., White, D., Larson, K., and Gartin, M. (2010) Comparing Focus Group and Individual Responses on Sensitive Topics: A Study of Water Decision Makers in a Desert City, *Field Methods*, 22(1) 88–110, DOI: 10.1177/1525822X09349918
- Bartle, J. (2003) Measuring party identification: An exploratory study with focus groups, *Electoral Studies* 22 (2003) 217–237

***Further readings:***

- Delli Carpini, M. X. (1994). The Method is the Message: Focus Groups as a method of Social, Psychological, and Political Inquiry. In M. X. Delli Carpini, L. Huddy, & R. Shapiro (Eds.), *Research in Micropolitics: New Directions in Political Psychology*, Vol. 4 (pp. 57-85). Greenwich, CT: JAI Press.
- Morgan, D. (2011) Focus Group Interviewing, in: *Handbook of Interview Research*, edited by: Gubrium, J. & Holstein, J., SAGE Publications, Inc., DOI: <https://dx.doi.org/10.4135/9781412973588>
- Onwuegbuzie, A., Dickinson, W., Leech, N. and Zoran, A. (2009) A Qualitative Framework for Collecting and Analyzing Data in Focus Group Research, *International Journal of Qualitative Methods* 2009, 8(3)
- Wilkinson, S. (1998) Focus group methodology: a review, *International Journal of Social Research Methodology*, 1:3, 181-203, DOI: 10.1080/13645579.1998.10846874

**3. MODULE “INTERVIEW LAB: PRACTICING DATA COLLECTION”**

In this module, we will deal with and exercise techniques of interviewing. You will learn about different types of questions, interview structure, main principles and possible challenges in the interviewing process.

**Sessions 7 [02.02] and 8 [04.02] – Interview Lab**

***Mandatory readings (on Perusal):***

- Jacob, S. A., & Furgerson, S. P. (2012). Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research. *The Qualitative Report*, 17(42), 1-10. Retrieved from <https://nsuworks.nova.edu/tqr/vol17/iss42/3>
- Turner, D. W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators. *The Qualitative Report*, 15(3), 754-760
- Dawson, C. (2009) Introduction to research methods. A practical guide for everyone undertaking a research project. Fourth Edition, Chapter 7, How to conduct interviews, pp. 66-78

Harvey, S. W. (2011) Strategies for conducting elite interviews, *Qualitative Research*, 11(4) 431–441, DOI: 10.1177/1468794111404329

### ***Recommended readings:***

#### ***On Creating Questions***

Leech, Beth L. 2002. Asking Questions: Techniques for Semistructured Interviews. *PS: Political Science & Politics* 35:4, 665-668.

Rubin, J., H. & Rubin, S., I. (2012) Designing Main Questions and Probes, In: *Qualitative Interviewing (2nd ed.): The Art of Hearing Data*, SAGE Publications, Inc. DOI: <https://dx.doi.org/10.4135/9781452226651>

Rubin, J., H. & Rubin, S., I. (2012) Preparing Follow-Up Questions, In: *Qualitative Interviewing (2nd ed.): The Art of Hearing Data*, SAGE Publications, Inc. DOI: <https://dx.doi.org/10.4135/9781452226651>

Elliott, V. (2018). Thinking about the Coding Process in Qualitative Data Analysis. *The Qualitative Report*, 23(11), 2850-2861. Retrieved from <https://nsuworks.nova.edu/tqr/vol23/iss11/14>

Kvale, Steinar. 1996 “The 1,000 Page Question.”. *Interviews: an introduction to qualitative research interviewing*. Sage Publications.

Rubin, Herbert J., and Irene Rubin. 1995. “Assembling the Parts: Structuring a Qualitative Interview.” *Qualitative interviewing: The Art of Hearing Data*. Beverly Hills, CA: SAGE.

#### ***On Conducting Interviews***

Rubin, Herbert J., and Irene Rubin. 1995. “Chapter 6.” *Qualitative interviewing: The Art of Hearing Data*. Beverly Hills, CA: SAGE.

Goldstein, Kenneth. 2002. “Getting in the Door: Sampling and Completing Elite Interviews.” *PS: Political Science & Politics* 35:4, 669-672.

Woliver, Laura R. 2002. “Ethical Dilemmas in Personal Interviewing.” *PS: Political Science & Politics* 35:4, 677-678.

#### ***On Analyzing and Interpreting Interview/Survey Responses***

Rubin, Herbert J., and Irene Rubin. 1995. “Chapter 10: What did you hear?” *Qualitative interviewing: The Art of Hearing Data*. Beverly Hills, CA: SAGE.

Kvale, Steinar. 1996. *Interviews: an introduction to qualitative research interviewing*. Sage Publications.

Berry, Jeffrey M. 2002. “Validity and Reliability Issues In Elite Interviewing.” *PS: Political Science & Politics* 35:4, 679 – 682.

**Further readings:**

- "Symposium: Interview Methods in Political Science." 2002. *PS: Political Science and Politics* 35: 663-688.
- Arthur, Sue and Nazroo, James (2003). "Designing Fieldwork Strategies and Materials", in Ritchie, Jane et Lewis, Jane (éds), *Qualitative Research Practice*. London: Sage, ch. 5, pp. 109-137).
- Cammett, M. (2013) *Positionality and Sensitive Topics: Matched Proxy Interviewing as a Research Strategy*. Interview Research in Political Science. Cornell University Press.
- Herod, Andrew. 1999. "Reflections on Interviewing Foreign Elites: Praxis, Positionality, Validity, and the Cult of the Insider." *Geoforum* 30: 313–27.
- Hochschild JL. *Conducting Intensive Interviews and Elite Interviews*. Workshop on Interdisciplinary Standards for Systematic Qualitative Research [Internet]. 2009.
- Kvale, Steinar. 1996. *Interviews: an introduction to qualitative research interviewing*. Sage Publications.
- Leech, B. & Goldstein, K. (2002) *Symposium: Interview Methods in Political Science*. *PS: Political Science and Politics* 35(4), 663-672.
- Leech, Beth L, et al. 2002. "Symposium: Interview Methods in Political Science." *PS: Political Science and Politics* 35(4): 663-688.
- Morgan, D. L. (1996). "Focus Groups." *Annual Review of Sociology* 22: 129-152.
- Mosley, L. (2013). *Interview Research in Political Science*, Cornell University Press.
- Patton, Michael Quinn. 1990. *Qualitative research and evaluation methods*. Beverly Hills, CA: SAGE.
- Peabody, Robert. et. al. "Interviewing Political Elites." *PS: Political Science and Politics* 23:3 (September 1990), 451-55.
- Pinderhughes, Howard. 1993. "The Anatomy of Racially Motivated Violence in New York City: A Case Study of Youth in Southern Brooklyn". *Social Problems* 40(4): 478-492.
- Rivera et al. 2002. "Interviewing Political Elites: Lessons from Russia." *PS: Political Science & Politics* 35, 683-688.
- Rubin, H. & Rubin, I. (2005). *Qualitative Interviewing. The Art of Hearing Data*, 2nd ed. Sage. Chapters 6-9.
- Rubin, H. and Rubin, I. (1995). *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks: Sage. chapters 4-5.
- Rubin, H. J. and I. S. Rubin (2005). *Qualitative Interviewing (2nd ed.): The Art of Hearing Data*. Thousand Oaks, California.
- Rubin, Herbert J., and Irene Rubin. 1995. *Qualitative interviewing: The Art of Hearing Data*. Beverly Hills, CA: SAGE.
- Short, S.E., Perelman, E., & Curran S.R. (2006) *Focus Groups. A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods*. Sage.
- Tansey, O. (2007). *Process tracing and elite interviewing: a case for nonprobability sampling*. *PS: Political Science & Politics*, 40(04), 765-772. DOI: 10.1017/S1049096507071211
- Teresa Odendahl and Aileen M. Shaw, "Interviewing Elites," in Jaber Gubrium and James Holstein (eds.), *Handbook of Interview Research: Context and Method* (Thousand Oaks, CA: Sage Publications, 2002), 299–316.

- Weisberg, Herbert F., Jon A. Krosnick, and Bruce D. Bowen. 1996. An introduction to survey research, polling, and data analysis. SAGE.
- Whyte, William Foot. 1982. "Interviewing in Field Research," in Robert G. Burgess (ed.), *Field Research: A Sourcebook and Field Manual*. London: George Allen and Unwin. pp. 111-122.

#### **4. MODULE "INTERVIEW LAB: MANAGING, ANALYSING AND VISUALIZING DATA"**

In this module, we will deal with data management and analysis and will learn how to name, anonymize, store, clean, transcript data. We will also pay the attention to data contextualization (how to explain the context of field research in briefings and memos, post-interview notes, graphs and first-draft analyzes). We will exercise in coding, visualization of qualitative data and discuss open access options as well. In addition, the mix-method strategies will be reviewed.

#### **Session 9 [09.02] – Managing Data: Transcribing and Coding**

##### ***Mandatory readings (on Perusal):***

- Thornberg, R. and K. Charmaz (2014). Grounded theory and theoretical coding. The SAGE handbook of qualitative data analysis. F. Uwe, Sage Publications: 153-169.
- Poland, D. B. (2011) Transcription Quality, In: Handbook of Interview Research, eds: Gubrium, F. J. & Holstein, A. J., SAGE Publications, pp. 628-649, DOI: <https://dx.doi.org/10.4135/9781412973588>

##### ***Software for voice recording***

<https://online-voice-recorder.com>

##### ***Software for transcribing***

Express Scribe: Video Tutorial: <https://www.nch.com.au/scribe/support.html>

Text tutorial: <https://www.nch.com.au/scribe/tutorial/index.html>

The FTW Transcriber tutorial: <https://www.theftwtranscriber.com/help/>

Automated speech to text transcription:

IBM Watson - Brief overview and demo testing of the program: [https://speech-to-text-demo.ng.bluemix.net/?cm mc uid=75111223252815185332999&cm mc sid\\_50200000=1932](https://speech-to-text-demo.ng.bluemix.net/?cm_mc_uid=75111223252815185332999&cm_mc_sid_50200000=1932)



[9401519920708726&cm\\_mc\\_sid\\_52640000=72742151519920708731&\\_ga=2.58519914.1932507814.1590010566-1452519092.1590010566](https://www.nvivo.com/en/price/) (11 languages are supported, including German and French. For Lite version, 500 minutes transcription per month is free and standard pricing is 0.02 USD per minute)

***Manuals of the selected computer-assisted coding software:***

Coding with NVIVO: NVivo 12 for Windows, La Trobe University, available at:

<https://latrobe.libguides.com/NVivo12/demographics>

Coding with MAXQDA: Lewins, A. and Silver, C. (2020) Using Software in Qualitative Research, A Step-by-Step Guide, Sage Publications, Second Edition, available at:

<https://study.sagepub.com/using-software-in-qualitative-research/student-resources/step-by-step-software-guides/maxqda-11-6>

Coding with ATLAS.ti: ATLAS.ti for Qualitative Research, Research Guides, University of Utah, available at: <https://campusguides.lib.utah.edu/c.php?g=532147&p=3640666>

***Further readings:***

Aberbach, J., and Rockman, A. B. (2002) Conducting and Coding Elite Interviews, PS: Political Science and Politics, Vol. 35, No. 4, pp. 673-676

Basit, T. (2003) Manual or electronic? The role of coding in qualitative data analysis, Educational Research, 45:2, 143-154, DOI: 10.1080/0013188032000133548

Bringer, D. J., Johnston, H. L. and Brackenridge H. C. (2006) Using Computer-Assisted Qualitative Data Analysis Software to Develop a Grounded Theory Project, Field Methods, Vol. 18, No. 3, 245–266, DOI: 10.1177/1525822X06287602

Cliggett, Lisa 2013. Qualitative Data Archiving in the Digital Age. The Qualitative Report. 18(24): how-to-article-1:1-11. (June 17, 2013) (<http://www.nova.edu/ssss/QR/QR18/cliggett1.pdf>)

Emerson, R. M., et al. (2011). Writing Ethnographic Fieldnotes, Chapter 6: Processing Fieldnotes: Coding and Memoing (pp. 171-200), Second Edition, University of Chicago Press.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). Fieldnotes in Ethnographic Research (Fragments de texte). University of Chicago Press.

Gläser, J. & Laudel, G. (2013) Life with and Without Coding: Two Methods for Early-Stage Data Analysis in Qualitative Research Aiming at Causal Explanations, Forum: Qualitative Social Research, Volume 14, No. 2

Holliday, Adrian. 2007. Doing and Writing Qualitative Research. 2nd Ed. Thousand Oaks: Sage Publications.

Kapiszewski, D., MacLean, L.M., Read, B.L. (2015). Analyzing, Writing, and Retooling in the Field. Field Research in Political Science: Practices and Principles (Cambridge University Press, 2015). Chapter 10.

- McDermott, R. et al. (2010). Symposium: Data Collection and Collaboration. *PS: Political Science and Politics*, 43(1), 15-58.
- McClellan, E., MacQueen, M. K. and Neidig L. J. (2003) Beyond the Qualitative Interview: Data Preparation and Transcription, *Field Methods*, Vol. 15, No. 1, 63–84, DOI: 10.1177/1525822X02239573
- Saldana, J. (2013) *The Coding Manual for Qualitative Researcher*, Sage Publications
- Shapiro, G. & Markoff, J. (1997). A Matter of Definition. *Text Analysis for the Social Sciences: Methods for Drawing Statistical Inferences from Texts and Transcripts*. Lawrence Erlbaum.
- Silverman, S., & Parezo, N. J. (1995). *Preserving the anthropological record*. 2nd ed. New York (N.Y.): Wenner-Gren foundation for anthropological research.
- Zeitlyn, David. *Archiving Anthropology*. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, [S.l.], v. 1, n. 3, dec. 2000.

## **Session 10 [11.02] – Analyzing Data: Building Concepts, Categories and Variables**

### ***Mandatory readings (on Perusal):***

- Roulston, K. (2014). Analysing interviews. In U. Flick *The SAGE handbook of qualitative data analysis* (pp. 297-312). SAGE Publications, Inc., <https://www.doi.org/10.4135/9781446282243.n20>
- Shoemaker, J., P, Tankard W., J. & Lasorsa, L., D. (2011) Theoretical Concepts: The Building Blocks of Theory, in *How to Build Social Science Theories*, pp.15-36, SAGE Publications, Inc., DOI: <https://dx.doi.org/10.4135/9781412990110>

### ***Further readings:***

- Collier, D., LaPorte, D. & Seawright, J.(2011) Putting Typologies to Work: Concept Formation, Measurement, and Analytic Rigor, *Political Research Quarterly*, 65(1) 217–232, DOI: 10.1177/1065912912437162
- Collier, D. and Mahon, E. (1993) Conceptual "Stretching" Revisited: Adapting Categories in Comparative Analysis, *The American Political Science Review*, Vol. 87, No. 4, pp. 845-855
- Collier, D., LaPorte, D. & Seawright, J. (2008) *Typologies: Forming Concepts and Creating Categorical*
- David Singer, J., D. (1982) Variables, Indicators, and Data: The Measurement Problem in Macropolitical Research, *Social Science History*, Vol. 6, No. 2, pp. 181-217
- Gerring, J. (1999) What Makes a Concept Good? A Criterial Framework for Understanding Concept Formation in the Social Sciences, *Polity* Volume XXXI, Number 3, pp. 357-393
- Goertz, G. (2006) *Social Science Concepts*, Princeton University Press
- Johnson, B., J., Reynolds, H., T., and Mycoff, J., D. (2016) The Building Blocks of Social Scientific Research: Hypotheses, Concepts, and Variables, in: *Political Science Research Methods* (8th Edition), pp. 104-127, SAGE Publications, Inc.

- Miller B. (2007) Making Measures Capture Concepts: Tools for Securing Correspondence between Theoretical Ideas and Observations. In: Gschwend T., Schimmelfennig F. (eds) Research Design in Political Science. Palgrave Macmillan, London.
- Sartori, Giovanni. 1970. "Concept Misformation in Comparative Politics." American Political Science Review 64:1033-53.
- Variables, in Box-Steffensmeier, M., J., Brady, H. & Collier, D. (eds) The Oxford Handbook of Political Methodology, DOI: 10.1093/oxfordhb/9780199286546.003.0007

## **Session 11 [16.02] – Visualization of Data**

### ***Mandatory readings (on Perusal!):***

- Ilgen, L. W. (2018) Visual brokerage: Communicating data and research through visualisation, Public Understanding of Science, Vol. 27(8) 906–922, DOI: 10.1177/0963662518756853

### ***Useful tutorials:***

- An introductory guide to the most-used data visualization software, The University of North Carolina at Chapel Hill, available at: <https://guides.lib.unc.edu/DataViz/home> (accessed: 04 May 2020)
- <https://www.darkhorseanalytics.com/blog/data-looks-better-naked>
- <https://www.darkhorseanalytics.com/blog/clear-off-the-table/>
- <http://www.storytellingwithdata.com/blog>

[Avoiding Data Pitfalls](#), [Let's Practice!](#), [The Big Book of Dashboards](#), and [#MakeoverMonday](#)

### ***Further readings:***

- Banks, M. (2007) Using Visual Data in Qualitative Research, Sage Publications
- Chandler, R., Anstey, E. and Ross, H. (2015) Listening to Voices and Visualizing Data in Qualitative Research: Hypermodal Dissemination Possibilities, SAGE Open April-June 2015: 1–8, DOI: 10.1177/2158244015592166
- Henshaw, L., A. & Scott R. Meinke, R., S. (2018) Data Analysis and Data Visualization as Active Learning in Political Science, Journal of Political Science Education, 14:4, 423-439, DOI: 10.1080/15512169.2017.1419875
- Knigge, L. and Cope, M. (2006) Grounded visualization: integrating the analysis of qualitative and quantitative data through grounded theory and visualization Environment and Planning, volume 38, pages 2021-2037, DOI:10.1068/a37327
- Verdinelli, S. and Scagnoli, I., N. (2013) Data Display in Qualitative Research, International Journal of Qualitative Methods, 12, 359-381
- Zelazny, G. (2005) Say It With Charts Workbook, McGraw-Hill, DOI: 10.1036/0071454934

## **Session 12 [18.02] – Mixing Data and Methods of Analysis. Presentation of the Interview Lab Projects**

### ***Mandatory readings (on Perusal):***

Brannen, J. (2005). "Mixing Methods: The Entry of Qualitative and Quantitative Approaches into the Research Process." *International Journal of Social Research Methodology* 8(3): 173-184.

### ***Further readings:***

"Symposium: Multi-Methods Work, Dispatches from the Front Lines," *Qualitative Methods*, Spring 2007, Vol. 5, No. 1, pp. 9-27.

Ahmed, Amel, and Rudra Sil. "When Multi-Method Research Subverts Methodological Pluralism—or, Why We Still Need Single-Method Research." *Perspectives on Politics* 10, no. 04 (2012): 935–953. doi:10.1017/S1537592712002836.

Brady, H.E., D. Collier and J. Seawright (2006). *Toward a Pluralistic Vision of Methodology*. *Political Analysis* 14(3): 353–68.

Brady, H.E., D. Collier and J. Seawright (2006). *Toward a Pluralistic Vision of Methodology*. *Political Analysis* 14(3): 353–68.

Creswell, J.W. and V.L. Plano Clark (2011). *Designing and Conducting Mixed Methods Research*. Los Angeles: Sage.

Derek Beach. 2017. "Achieving Methodological Alignment when Combining QCA and Process tracing in Practice," *Sociological Methods & Research* 47(1): 64-99.

Dimitar Toshkov. *Research Design in Political Science*. Palgrave Macmillan, 2016, Ch. 11.

Flyvbjerg, Bent. "A Perestroikan Straw Man Answers Back: David Laitin and Phronetic Political Science." *Politics & Society* 32, no. 3 (September 1, 2004): 389–416. doi:10.1177/0032329204267290.

Howard, Marc Morjé. 2009. *The Politics of Citizenship in Europe* (Cambridge University Press, excerpts). [Historical Comparative Analysis]

Junk, J. (2011) *Method Parallelization and Method Triangulation: Method Combinations in the Analysis of Humanitarian Interventions*, *German Policy Studies*, Vol. 7, No. 3, pp. 83-116

Laitin, David D. "The Perestroikan Challenge to Social Science." *Politics & Society* 31, no. 1 (March 1, 2003): 163–184. doi:10.1177/0032329202250167.

Lieberman, Evan S. "Nested Analysis as a Mixed-Method Strategy for Comparative Research." *American Political Science Review* 99, no. 03 (2005): 435–452. doi:10.1017/S0003055405051762.

Michael Ross, "The Political Economy of the Resource Curse," *World Politics*, Vol. 51, pp. 297-322. [Nested Analysis]

- Rohlfing, Ingo. "What You See and What You Get Pitfalls and Principles of Nested Analysis in Comparative Research." *Comparative Political Studies* 41, no. 11 (November 1, 2008): 1492–1514. doi:10.1177/0010414007308019.
- Ruzzene, Attilia. 2012. "Drawing Lessons from Case Studies by Enhancing Comparability," *Philosophy of the Social Sciences* 42(1): 99-120.
- Schoonenboom, J. and R. B. Johnson (2017). "How to Construct a Mixed Methods Research Design." *KZfSS Kölner Zeitschrift für Soziologie und Sozialpsychologie* 69(2): 107-131.
- Seawright, J. (2016). *Multi-method social science: Combining qualitative and quantitative tools*. Cambridge University Press. Chapters 1 and 8.
- Seawright, J. (2016). *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*, Cambridge University Press.
- Sekhon, Jasjeet S. 2004. "Quality Meets Quantity: Case Studies, Conditional Probability, and Counterfactuals." *Perspectives on Politics* 2(02): 281–293.
- Wheeldon, J. (2010). "Mapping Mixed Methods Research: Methods, Measures, and Meaning." *Journal of Mixed Methods Research* 4(2): 87-102.