

## Applied Qualitative Research Methods

Spring 2011: PSC 201.01, Applied Qualitative Research Methods

Tuesdays and Thursdays, 2-3:15 pm, Webb 213

Instructor: Dr. Helma de Vries

Department: Eastern Connecticut State University, Department of Political Science

Office Location: Webb Hall 350

Office Hours: Tuesdays and Thursdays, 1 pm – 1:30 pm

Wednesdays, 10 am – 1 pm, 2 pm – 3 pm

### *Contact E-mail:*

- Please use the Mail function on WebCT Vista to read and send messages.
- The course website is available via: <http://its.easternct.edu/webct/>
- In case of emergency: [devriesh@easternct.edu](mailto:devriesh@easternct.edu)
- Please use a professional writing style and include a salutation and a closing.

### *Course Content:*

Welcome to Applied Qualitative Methods! The purpose of this course is to provide students with a working knowledge of the theory and practice underlying qualitative political science research. Specifically, the course will provide practical experience utilizing a variety of methodologies commonly employed in qualitative political science research. Special attention will be paid to the scientific method, ethics in social science research, choosing the appropriate research design for a particular research question, the use of simple qualitative techniques for data analysis and the presentation of research findings.

While the theories and methodological tools discussed in this course can be applied more generally (the text is actually written by a sociologist), we will concentrate on questions, methods and applications of particular interest to political scientists. This course will ask students to consider appropriate research designs for answering specific research questions in political science. Since we will be investigating qualitative research students will be asked at the end of the course to evaluate the most appropriate methodology for answering their questions. Rather than simply study the work of political scientists, students will complete original research projects of their own.

Class discussion will focus on the strengths and weaknesses of research methods that have been used to investigate research questions or “puzzles.” Students will often be asked to analyze the body of research that they are exploring in their semester-long literature review and research design project in relation to the constructs being taught in class. Please review the course schedule at the end of the syllabus.

Intensive reading, consistent attendance, and active participation in discussions are required for the course. The assigned materials should be read before class on the date they are listed. Students will engage in a semester-long research project, involving two assignments focused on analyzing research articles, a literature review of recent research on the topic, a narrative analysis of a document, an interview analysis, a reflection on the earlier research assignments and an inter-related research design proposal, a final paper integrating revised sections of the papers submitted earlier, and a final presentation of the student’s research design, all of which will be discussed further below. The course will also involve student presentations

of chapters in the textbook “Surviving Field Research” as well as intensive discussion in class, in which the students are expected to actively analyze research examples assigned as readings as well as research examples from the semester-long research project. Writing for the course is expected to be of a high caliber, involving critical analysis and concrete evidence, which should stimulate an engaging class discussion.

In addition to the course textbooks, research articles will be posted for students to read. It is expected that students follow news coverage of political events and of scientific research on a regular basis and come to class ready to discuss these events and the research being cited in the news. Come prepared to discuss the issues raised in the readings and in world politics! There are many political vantage points represented amongst your peers. I expect you to consider both sides, to be respectful of others’ opinions, trying to step into their shoes and understand their perspective, and to take turns as devil’s advocate, arguing an unpopular position.

The course website is located at <http://its.easternct.edu/webct/>. It is your responsibility to access the website on an ongoing basis, several times a week. You can always find the most up-to-date syllabus on the website. The Mail function is used for reading and sending messages. Assignments will be submitted on the website using the Assignment function, and they will be reviewed for plagiarism via a tool called SafeAssign. **Please note: you must also turn in paper copies of the assignments for this course on the dates that they are due.** The Discussion Board is where you can post pertinent comments, questions, or links. In case of inclement weather or flu problems, the instructor may send a message to the class on Vista instructing you to meet online in the Chat Room instead of on location.

*Objectives:*

1. Students will become familiarized with the broad palette of qualitative research methods used by political scientists and immerse themselves in state-of-the-art research.
2. Students will gain expertise in a particular sub-field of research in Political Science.
3. Students will gain comfort using a variety of methodological techniques, working with different types of data, and understanding the strengths and weaknesses of different methods of obtaining evidence concerning the political realm.
4. Students will learn about the theories and underlying assumptions driving scientific research in political science, as well as the methods used to test the observable implications of those rival arguments qualitatively. Students will read, synthesize, and analyze research examples through in-class presentations and writing. Iteration will help improve these skills.
5. Students will gain experience presenting their ideas and analysis verbally and in writing. The course will culminate in a research paper that showcases students’ ability to synthesize the academic literature, critically analyze the arguments and evidence that are presented, and consider alternative methods for conducting further research.

*Required Textbooks:*

- Bryman, Alan. 2008. *Social Research Methods*, third edition. Oxford: Oxford University Press. ISBN: 9780199202959 (Referred to as SRM)
- Srira, Chandra Lekha, John C. King, Julie A. Mertus, Olga Martin-Ortega, and Johanna Herman. 2009. *Surviving Field Research: Working in violent and difficult situations*. London: Routledge. ISBN: 9780415489355 (Referred to as SFR)

*Grading Distribution:*

- Participation and Engagement in Class Discussions (10 points)
- Article Analysis Assignments 1 and 2 (5 points each, on 2/10 and 2/17)
- List of Prospective References for Literature Review and Topical Outline with Citations (2 points, on 2/15)
- Literature Review Draft (20 points, on 3/1)
- Narrative Analysis Assignment (10 points, on 3/8)
- Student Presentation on Surviving Field Research (5 points, from 3/10 to 4/12)
- Interview Assignment (10 points, on 4/28)
- Reflection on Narrative and Interview Analyses and Research Design (10 points, on 5/5)
- Research Design Presentation (3 points, during final exam session on 5/19)
- Final Paper (20 points, during final exam session on 5/19)

*Grading Policy:*

When students receive grades on any individual assignment, your raw score is listed (the points received for that assignment). At the end of the semester, all these scores are added up. The maximum number of points a student can receive is 100 points. Listed below is the system by which the total sum of grades (also a percentage) will be converted to a final letter grade.\*

Under 62.99% = F;	63.0-66.99 % = D;	67.0-69.99 % = D+;
70.0-72.99 % = C-;	73.0-76.99 % = C;	77.0-79.99 % = C+;
80.0-82.99 % = B-;	83.0-86.99 % = B;	87.0-89.99 % = B+;
90.0-92.99 % = A-;	93.0 or higher = A	

**\* Please note that if a student engages in academic misconduct such as plagiarism or if the student misses three or more class sessions as unexcused absences, the instructor may revert the student's final grade to the grade of F, regardless of the sum of grades.**

*Late Assignment Policy:*

Our reading and homework schedule must be adhered to in a timely matter. Assignments must be submitted online using the Assignment function on WebCT Vista **before 2 pm on the DUE date of the assignment.** Additionally, a paper copy (stapled or clipped) is due punctually at the start of class.

After this deadline, the following deductions for lateness may take place:

- Assignment received within the first 24 hours: **-10% value of assignment.**
- Assignment received within the first 48 hours: **-20% value of assignment.**
- Unless there are mitigating circumstances and the student has previous written approval from the instructor for an extension, assignments received over 48 hours past the deadline will NOT be accepted any longer and will be assigned 0 points.

*Participation and Engagement in Class Discussions (10 points)*

You are expected to attend the course punctually, participating actively during class as well as on the course website. You are expected to participate in all the class sessions, including the presentations scheduled during the class as well as those scheduled during the final exam session. Intensive reading is required for the course, and students are expected to come to class

having completed the day's scheduled reading assignment, having reviewed relevant news coverage, and prepared to discuss the content of the readings.

If you are exceptionally late and disrupt the class with your late arrival, the instructor may ask you to leave the classroom. Students who miss three or more class sessions without documentation that the instructor has approved may receive a failing grade in the course. Regarding the course website (<http://its.easternct.edu/webct/>), students should be aware that the instructor is able to review all activity. Please use the discussion board as a forum to help discuss the readings, news, and links posted by your peers and to further in-class discussion.

Students are expected to actively engage in the course discussions, applying their own ideas, examples, and critical thinking in response to the readings. Many political vantage points are represented amongst your peers. I expect you to consider both sides, to be respectful of others' opinions, trying to step into their shoes and understand their perspective, and to take turns as devil's advocate, arguing an unpopular position.

In case of inclement weather or other circumstances such as the flu, the instructor may send students a message instructing the class to meet online in the Chat Room at the time of the scheduled class session. In such a situation, students are expected to come prepared to discuss the readings and assignments and to engage in an active discussion, responding to general discussion questions as well as to each other.

*Article Analysis Assignments 1 and 2 (5 points each, on 2/10 and 2/17)*

Work on this first part of the semester-long research project will take place largely during the beginning of February, as you begin to explore various readings for the semester-long research project. Each student will be assigned two such articles, to discuss in the article assignments as well as in each of the class discussions on Thursdays, February 10 and February 17. When you read the articles, you should be able to explain what key arguments about the topic are presented, as well as what the most important findings in the past research are. Additionally, you should address which type of evidence is collected and presented in the article, analyzing why this data was chosen and how it was collected. You should discuss how the methodology is (or is not) described and whether it suits the research question in the paper. Please highlight the key findings in the research, how the results compare with the previous research, and assess the contributions as well as the limitations of the research. Your written summary of the articles should address these questions, and you should be prepared to address them during in-class discussions of all the articles. The article summaries are due in class (and using the Assignment function on Vista) on Thursdays, February 10 and February 17.

*List of Prospective References for Literature Review and Topical Outline with Citations (2 points, on 2/15)*

Students are to select amongst the recommended articles and also to search for additional literature that they plan on analyzing in the literature review. These sources should be listed in a properly cited references list (with bold font for additional sources the student has found). Moreover, students are to put together a one-page bullet-pointed topical outline for the literature review, with parenthetical citations for each topic indicating which references most pertain to each section of the literature review. This assignment is due in class (and using the Assignment function on Vista) on Tuesday, February 15.

*Literature Review Draft (20 points, on 3/1)*

The literature review draft is due Tuesday, March 1, 2011. You are expected to keep working on this draft, modifying it in March and April based on feedback and as you learn more about the different types of qualitative research and are able to add more analysis of methodology. In the Literature Review Draft of about 12-15 pages, students will summarize and critique previous research on their selected research topic, reviewing between 20-25 journal articles. Although students will certainly focus more on certain examples of this research than on others, at least 12 articles provided by the instructor should be analyzed and students should find at least 5 additional research articles to discuss.

In the literature review, students are expected to discuss the key findings and trends in the research. Students should also evaluate the types of research methods used and types of data collected, in the literature, and a critique of the methodological strengths and weaknesses of this research should also be included. This analysis and critique of the previous research will impact the subsequent sections of the Final Paper.

Students are expected to search for different types of methodological problems in this research, tying the concepts discussed in class together with examples from the research that they are evaluating. Methodological problems that may be discussed include (but are by no means limited to) the availability of data, selection bias in sampling, threats to the validity or reliability of measurements used, or the omission of key causal factors that should have been controlled for.

Students may find that they can make a theoretical contribution by drawing together several different strands of literature which have not previously been connected (and are as yet understudied). Students are encouraged to explore pertinent literature in fields such as Political Science, Public Policy, History, Psychology, Sociology, Anthropology, and Economics.

You are expected to edit earlier drafts of this paper, and you must properly cite your work using parenthetical citations and references. Students will receive feedback concerning this work from their peers and from the instructor. A paper copy of the assignment is due in person at the start of class, and an electronic copy is due on Vista, on the due date.

*Narrative Analysis Assignment (10 points, on 3/8)*

The Narrative Analysis Assignment is due Tuesday, March 8. In this assignment, each student will be conducting a document analysis of a document tied to use of coercive methods like water boarding and extraordinary rendition in the War on Terror. Applicable documents include Executive Orders by Presidents Bush or Obama, Supreme Court decisions, legislation like the Patriot Act, and Justice Department memos. In the Narrative Analysis Assignment of 5-7 pages, you will describe why you selected a particular document, describe your findings, and analyze how these findings relate to the literature on this topic. You should be sure to assess the strengths and weaknesses of document analysis, in the context of this research topic.

*Student Presentation on Surviving Field Research (5 points, from 3/10 to 4/12)*

Each student will be assigned one chapter in the SFR textbook. Students are scheduled to present the chapters and help lead discussion on the chapters on several dates between Thursday, March 10 and Tuesday, April 12. Presenting the chapter involves verbally highlighting the key points from the chapter, discussing interesting examples from the chapter, and thinking critically about qualitative field research. SFR involves a lot of “war stories” from researchers fresh from the “field,” and there are many types of concerns that they raise, including pragmatic concerns about security, logistical difficulties stemming from political instability, ethical questions that

arise, and procedural questions about gaining access to key individuals and fact-checking. Students are expected to come with a list of examples and questions to use in stimulating conversation amongst your peers.

*Interview Assignment* (10 points, on 4/28)

The Interview Assignment is due Thursday, April 28. In this assignment, you will be interviewing someone else about their attitudes regarding the War on Terror, the policies applied toward unlawful combatants in this conflict, the usage of torture and extraordinary rendition, etc. Some of the questions that will be asked will be devised by the entire class, and will be the same in each interview. However, based upon what your respondents say, you will also ask personalized follow-up questions. In the Interview Assignment of 5-7 pages, you will describe how you conducted the interview, how you selected the respondent, the information shared by your respondent, and how these findings relate to the literature on this topic. You should assess the strengths and weaknesses of the interview methodology, in the context of this research topic.

*Reflection on Narrative and Interview Analyses and Research Design* (10 points, on 5/5)

During the end of the semester, you will enter the last phase of the semester-long research project, as you reflect about what you learned reading the literature and conducting the narrative and interview analyses. Based on your assessment of what improvements need to occur in the research on this topic, the learning experiences you had while conducting the narrative and interview analyses, and the new trends and data that is available on the topic, you will develop an argument to support your own research design proposal. In this research design proposal, you will explain and justify what type of research you would propose to conduct to make a further contribution to the field, if you had the opportunity.

This paper, which is due Thursday, May 5, should be about 5-7 pages long. You will briefly review the relevant findings in the previous research about the dependent variable and key causal factors, discuss which methods were used to obtain evidence, and discuss the pros and cons of the previous research. Additionally, you will discuss what you learned about the topic through the narrative analysis and interview analysis assignments, as well as what the limitations were of those methodologies.

Next, in the research design section, you will propose a new study that tries to improve on some of the gaps that you have found in previous research. You need to clearly state which methodologies you are going to use and justify why you are choosing them. It is expected you will address questions of how you will choose cases to focus on, people to interview or include in a focus group, etc. You should discuss what types of observations/information you will be collecting. Please assess the pros and cons of the study you are proposing. Students will receive feedback concerning this work from their peers and from the instructor. A paper copy of the assignment is due in person at the start of class, and an electronic copy is due on Vista, on the due date.

*Research Design Presentation* (3 points, during final exam session on 5/19 at 3 pm)

We will meet during the final exam session on Thursday, May 19, at 3 pm, for students to turn in their final papers and to make 5 minute presentations of their final research design proposal. Students will be expected to ask each other questions and give feedback. Attendance and active audience participation is required at the presentations.

*Final Paper* (20 points, during final exam session on 5/19 at 3 pm)

As aforementioned, the final paper is due at the start of the final exam session. Please remember that two paper copies of the assignment are due, as well as an electronic copy. Students are expected to continue modifying the Literature Review, Narrative Analysis, Interview Analysis, Reflection on the Narrative and Interview Analysis and Research Design papers, based upon feedback received from the instructor as well as their peers. These papers will be used to develop the sections of the Final Paper. As students look at more research articles, new sections of these papers are likely to be developed, and new ideas are likely to enter the research design. Once the drafts of earlier assignments have been submitted, students should begin working to revise these sections and help them connect together in the Final Paper.

Even while waiting for feedback on drafts, students are expected to take initiative and keep working on their final papers on an ongoing basis. If you encounter difficulties, it is your responsibility to be proactive in coming to the instructor to seek out additional feedback. There will be several opportunities for written and verbal feedback from the instructor and from peers in the class, and feedback should be addressed by changes in the Final Paper. Considerable improvements, elaboration, and revisions are expected as students make progress in their work. Furthermore, students are expected to add additional analysis.

Students are expected to have edited the entire paper multiple times for argumentative clarity, organization, grammar, punctuation, and spelling. Students will be required to submit copies of earlier versions of the paper showing the editorial comments and process.

A complete, correctly formatted list of references in the Chicago Style is expected at the end of the paper. All these sources should be cited parenthetically in the text of the paper. Papers which have not been edited considerably or include incorrect citations will receive poor grades.

The Final Paper is expected to be 27-30 pages long, once completed. A paper copy of the assignment is due in person at the start of the Final Exam session, and an electronic copy is due on Vista, on the due date.

*Quizzes:*

If students are not participating in class or keeping up with the readings, the instructor may announce a quiz for the next class, which will count as part of the participation score or as part of an exam score.

*Tips Regarding Your Papers:*

Tips Concerning Submitting Assignments to the Instructor and to the Class:

- You are expected to submit both paper and electronic copies of any paper assignments. Paper copies are due in person at the start of the class session, and electronic copies are due using the Assignment function on WebCT Vista before class starts.
- Please submit your papers as Microsoft Word attachments, but also copy and paste the text of the paper into the message, in case there are any problems with your attachment.
- It is your responsibility to be sure that you check any assignment you submit to be certain that you have submitted the correct, full version of the assignment. In case of an error, you can always resubmit the assignment immediately.
- Your assignments may be posted publicly for other students to read. However, if there are special considerations you have when you submit any assignment, you can make a comment in your assignment, indicating your preference to keep some or all of the contents private.

Tips Concerning the Formatting of Your Papers:

- Microsoft Word document
- Stapled or clipped
- Times New Roman, size 12 point font
- Double-Spaced
- 1 inch margins
- No Title Page
- A title of the paper in quotes at the top of the first page
- Header on each page with your name and the page number
- Indent new paragraphs
- Italicized headings to clarify sections
- Inclusion of parenthetical citations (T) and a list of references (R) (The references should be on a separate page titled References.) Use the following link to format cites and references:

[http://web.archive.org/web/20080624033642/http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://web.archive.org/web/20080624033642/http://www.chicagomanualofstyle.org/tools_citationguide.html)

Tips Concerning Writing Your Papers:

- Please include a clear introduction paragraph and a clear conclusion paragraph.
  - Each paragraph should have an introductory and concluding sentence that explains what idea you are developing in the paragraph, and how it relates to what precedes and what follows in the paper. These sentences are important in conveying the meaning and the organization/structure of the arguments presented in your paper.
  - Use varied transitions to subtly indicate how your argument is developing:
    - Similarly, Likewise, In contrast, In comparison, However, In spite of, On the other hand, Nevertheless, For example, For instance, Namely, Specifically, To illustrate, Accordingly, Consequently, Hence, Therefore, Thus, Indeed, In fact, Additionally, In addition, Further, Furthermore, Moreover, Finally, In conclusion, To conclude, In sum, On the whole, First, Second, Third ..., Next, Then, Before/After, Previously, Currently, Subsequently
  - Paragraphs should be at least 4-5 sentences long, on average. Topically, they should be clearly focused, and if you have a 2 sentence paragraph that should be an indicator to you that there are ideas which need development or reorganization.
  - On the other hand, paragraphs should not be so extensive that they run longer than half a page to two-thirds of a page in length. If you notice that you have a paragraph that is too long, find a way to break it down into two paragraphs, based on the content.
  - Be careful to edit your writing extensively for grammar, clarity, and parsimony. Often when a sentence is excessively long, you need to break it down into two sentences. Check that each sentence clearly conveys what you mean, and make sure it has a subject, verb, et cetera. When you read aloud each sentence, consider whether, if you had no previous information, the statement would be comprehensible.
  - Make use of peer review at ECSU's Writing Center.
  - A separate page, titled References, that lists references in the Chicago Style format should be included. These sources should be sorted alphabetically and not be numbered.
- [http://web.archive.org/web/20080624033642/http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://web.archive.org/web/20080624033642/http://www.chicagomanualofstyle.org/tools_citationguide.html)



*Academic Integrity:*

All your assignments will be checked to ensure that your writing is original and you are properly citing ideas that are not yours originally. Your writing will be checked using the SafeAssign tool in WebCT Vista. Your paper will be submitted and checked against the institutional and global references databases of papers, journal articles, as well as material available on the Internet. It is the understanding and expectation of the instructor that the student submits assignments in accordance with the Student Code of Conduct and in particular, with the Policy on Academic Misconduct. This policy is available at:

<http://www.easternct.edu/ecs/academicmisconduct/definitions.htm>

<http://www.easternct.edu/smithlibrary/library1/plagiarism/AcademicMisconduct.htm>

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. Cheating is not tolerated in my classroom, and I actively pursue punishment for dishonorable academic behavior.

**Punishment for academic dishonesty can include receiving a grade of "F" for the course as well as possible subsequent disciplinary action.**

*Academic Honesty Provisions:*

You must properly cite your work using the Chicago Manual of Style. Any quotations should be accompanied by both quotation marks and a parenthetical citation, and any ideas not originally your own but which are paraphrased should be accompanied by a parenthetical citation. Information which is not general knowledge should be substantiated using parenthetical citations. Each parenthetical citation should be accompanied by a reference list entry at the end of the paper.

**PLEASE NOTE: You should be paraphrasing ideas in your own words and barely use quotations. I expect to see many citations and references which are correctly formatted.**

- Please refer to this link for help on citation:  
[http://web.archive.org/web/20080624033642/http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://web.archive.org/web/20080624033642/http://www.chicagomanualofstyle.org/tools_citationguide.html)
- Please pair an in-text parenthetical citation (T) with a reference list entry (R) at the end of a paper.
- Note: **Wikipedia** is **NOT** an acceptable source because it is an open source website subject to considerable bias, but you may use it to access hyperlinks to primary source material.

Please be sure to use this citation style consistently, and to cite appropriately:

- First of all, the papers you are writing for this course should require you to use few quotations.
- All information that is paraphrased in your own words should have a parenthetical citation to the original source.
- All quotes should have "... " around them, as well as a parenthetical citation.
- It is not appropriate to merely "plunk down" quotes into a paper. They should be used selectively (no more than one short quote per paragraph), they should be introduced, and they should include at least one sentence explaining their relevance.

- No more than one direct quotation should be included per paragraph, on average!!!! (A paper should not be composed largely of quotes, and you should be very careful in your notes to distinguish quotes, so that you do not plagiarize from someone else's material.)
- If you include "...” in your notes and track your sources in your notes, you will be less at risk of plagiarism.
- Make sure that you properly paraphrase your sources, truly putting ideas into your own words. Just changing a word or two, moving around words in a quote, is not paraphrasing. In fact, if you retain parts of a quote, you should leave quotation marks around those groupings of words.

*Tips for Finding Useful Research Articles:*

Research articles typically are 15-25 pages long, and they present competing theoretical arguments which are tested empirically with evidence.

To access any of the databases listed below where you can search for articles:

<http://www.easternct.edu/smithlibrary/library1/atoz.htm>

To access any of the journals listed below and search for articles:

<http://rk5xp5zc5h.search.serialssolutions.com/>

In case you are in need of help, there are a variety of ways to get assistance at the library:

<http://www.easternct.edu/smithlibrary/library1/askus.htm>

**Databases I recommend include:**

**Project Muse**

**Academic Search Premier (Ebscohost)**

**JSTOR**

**Blackwell Publishing**

**Sage Journals Online**

**Ingenta**

**Worldwide Political Science Abstracts**

**PAIS International**

**Columbia International Affairs Online**

**Key journals in International Relations, Comparative Politics, and Political Science**

*American Journal of International Law*

*Comparative Politics*

*Comparative Political Studies*

*Democratization*

*European Journal of International Law*

*Global Governance*

*International Affairs*

*International Studies Quarterly*

*International Organization*

*Journal of Democracy*

*Journal of International Affairs*

*Journal of International Law and International Relations*

*The Journal of Politics*

*Political Science Quarterly*  
*Political Studies*  
*Politics and Society*  
*Political Research Quarterly*  
*PS, Political Science & Politics*  
*Review of International Studies*

Journals dealing with different regions of the world

*African & Asian Studies*  
*African Studies Review*  
*American Journal of Political Science*  
*American Political Science Review*  
*Asian Affairs*  
*Asian Journal of Political Science*  
*Asian Studies Review*  
*British Journal of Political Science*  
*British Journal of Politics and International Relations*  
*Canadian Journal of Political Science*  
*Comparative Studies of South Asia, Africa and the Middle East*  
*European Journal of International Relations*  
*European Journal of Political Research*  
*European Review of Latin American & Caribbean Studies*  
*European Union Politics*  
*International Journal of Asian Studies*  
*International Journal of Middle East Studies*  
*Journal of Asian and African Studies*  
*The Journal of Asian Studies*  
*Journal of Contemporary African Studies*  
*Journal of Contemporary Asia*  
*Journal of Latin American Studies*  
*Journal of Southern African Studies*  
*Latin American Politics and Society*  
*The Middle East Journal*  
*Third World Quarterly*  
*Middle East Policy*  
*Middle East Quarterly* (useful but often not empirical)  
*Middle Eastern Studies*  
*West European Politics*

Journals focused on Development and Developing Countries

*European Journal of Development Research*  
*Gender and Development*  
*Gender, Technology and Development*  
*Journal of Development Studies*  
*Journal of International Development*  
*Journal of International Relations and Development*

*Journal of Third World Studies*  
*Progress in Development Studies*  
*Third World Quarterly*

Journals focused on Gender

*Asian Journal of Women's Studies*  
*European Journal of Women's Studies*  
*Gender and Society*  
*Journal of International Women's Studies*  
*Journal of Middle East Women's Studies*  
*Middle East Women's Studies Review*  
*Politics & Gender*

Journals focused on Human Rights

*Human Rights Quarterly*  
*International Journal of Human Rights*  
*Law and Practice of International Courts and Tribunals*

Journals focused on Civil Society

*Mobilization*  
*Nonprofit and Voluntary Sector Quarterly*  
*Nonprofit Management & Leadership*  
*Voluntas*

Journals focused on the Media

*European Journal of Communication*  
*Global Media and Communication*  
*International Journal of Communication*  
*International Journal of Press/Politics*  
*International Journal of Media & Cultural Politics*  
*New Media & Society*  
*Media, Culture & Society*  
*Political Communication*

Journals focused on the Environment

*African Journal of Ecology*  
*Environment, Development and Sustainability*  
*Environmental Politics* (articles can be requested via inter-library loan)  
*Global Environmental Politics*  
*International Environmental Agreements: Politics, Law and Economics*  
*International Journal of Sustainable Development and World Ecology*  
*The Journal of Environment and Development*  
*Review of European Community & International Environmental Law*

Journals focused on Social Policy

*Global Social Policy*

*Journal of European Social Policy*  
*Journal of Policy Reform*  
*Journal of Poverty*  
*Social Policy* (useful but often not empirical)

Journals focused on Immigration, Migration, Citizenship, and Refugee Issues

*Citizenship Studies*  
*European Journal of Migration and Law*  
*Immigrants & Minorities*  
*International Journal of Migration, Health & Social Care*  
*International Migration*  
*Journal of Immigrant & Refugee Services*  
*Journal of Immigrant & Refugee Studies*

Journals focused on Public Health

*African Journal of Reproductive Health* (useful but often not empirical)  
*American Journal of Public Health*  
*European Journal of Public Health*  
*Health Expectations* (useful but often not empirical)  
*Journal of Health and Social Policy*  
*Journal of HIV/AIDS & Social Services*  
*Journal of Public Health Policy*  
*Journal of Social Development in Africa*

Journals focused on Peace, Conflict, and Conflict Resolution

*Cooperation and Conflict*  
*Conflict Management and Peace Science*  
*International Journal of Conflict Management*  
*International Journal of Peace Studies*  
*International Negotiation*  
*Journal of Conflict Resolution*  
*Journal of Peace Research*  
*Mobilization*  
*Peace and Conflict*

Journals focused on Defense, Foreign and Security Policy

*Defence & Peace Economics*  
*Defence Studies*  
*Diplomacy and Statecraft*  
*European Foreign Affairs Review*  
*Foreign Affairs* (useful but often not empirical)  
*Foreign Policy* (useful but often not empirical)  
*Global Governance*  
*International Negotiation*  
*International Security*  
*Journal of Human Security*

*Studies in Conflict and Terrorism*

Journals focused on Criminal Justice

*British Journal of Criminology*

*Canadian Journal of Criminology*

*European Journal of Crime, Crime Law, and Criminal Justice*

*European Journal of Criminology*

*Global Crime*

*International Criminal Law Review*

Journals focused on Political Economy

*International Journal of Political Economy*

*Journal of Political Economy*

*Oxford review of Economic Policy*

*Review of International Political Economy*

*Review of Political Economy*

The following link should be used to help with formatting parenthetical citations (T) and references (R) to articles:

[http://web.archive.org/web/20080624033642/http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://web.archive.org/web/20080624033642/http://www.chicagomanualofstyle.org/tools_citationguide.html). Please use parenthetical citations (T) such as (Clark and Schwedler 2003, 295).

Here is an example of a reference entry (R) for the previously cited journal article:

Clark, Janine Astrid, and Jillian Schwedler. 2003. "Who Opened the Window? Women's Activism in Islamist Parties." *Comparative Politics* 35(3): 293-312.

*Questions to Consider in Evaluating Research Articles:*

1. Arguments in the Literature: What are the most important RIVAL or competing arguments about the topic that are discussed? Which possible causal factors are considered?
2. Trends in the Literature: What are the important trends/findings about the topic that are mentioned?
3. Results: What evidence/data is collected and presented by the author(s)? What are the key findings?
4. Conclusions: What are the main conclusions drawn by the author(s) in light of this evidence? Which arguments are supported or refuted by the evidence that they collected?
5. Critically analyze the arguments being tested, the research design, the results, or the conclusions drawn in the article.
6. Are there new developments that this article may or may not apply to? How?

*Ramifications of Your Professionalism:*

Please realize that your professionalism is something that I will gauge on several fronts, and it certainly will be essential in determining whether I will be willing to serve as a reference on your behalf in the future. Please take this into consideration in deciding what type of student you want to be in this course. Below are some factors that I will take into consideration. Please realize that they are all important, and that other factors also influence my decisions concerning serving as a reference or writing letters of recommendation, including the timing of a request.

- Enthusiasm and initiative
- Demonstrated punctuality and reliability (e.g., showing up on time to class and to meetings, turning work in on time). These are very important indicators of your maturity and your readiness to be dependable in the workplace or in graduate school.
- Professional behavioral conduct and your demeanor in your interactions with the instructor and with your peers, in class, meetings, e-mails, and discussion board postings
- Quality of work and work ethic (originality of ideas, critical analysis, completeness of work, and quality of revision of final drafts)
- Academic honesty and integrity
- Active learning: having a positive attitude, taking initiative to seek new challenges outside of your comfort zone
- Your understanding of important concepts and theoretical arguments, reflecting your reading of the class materials and participation in class sessions
- Your efforts to keep up with current political events internationally, especially in reading and discussing recent news coverage
- Ability to consider divergent perspectives and engage in respectful debate
- Teamwork and quality of cooperation with other students
- Quality of participation in discussions
- Ability to communicate clearly both verbally and in writing, as well as listening skills
- Ability to follow directions

*Attendance:*

Students are expected to attend class, having prepared the day's readings, and ready to participate fully in classroom activities. If you miss the attendance, it is your responsibility to make sure to remedy that at the end of class. On dates when assignments are due, attendance is required. On other dates of the class, students are permitted two unexcused absences, but are then also themselves responsible for arranging to get missing lecture notes from other students. I urge students to be careful not to miss class sessions, because it is very easy to get lost if you do.

When students have accumulated three or more unexcused absences, the instructor may decide to give a failing grade in the course. Students will not be penalized for excused absences and will be given a reasonable amount of time to make up missed work, provided they take contact with the instructor in advance and provided they submit the necessary documentation. On a case by case basis, the instructor will consider extenuating circumstances, but it is the student's obligation to be proactive about maintaining contact with the instructor.

*Course Website:*

The course website is accessed on WebCT through VISTA. On the website, you will need to access some readings, submit assignments, send and receive messages, and use discussion boards. You may need to download the latest version of Adobe Acrobat to access

some readings. The course website will soon be available via <http://www.easternct.edu/depts/its/webct/>.

Please Note: It is your responsibility to check the website several times a week. Also, you must check your messages and assignments to be sure that you sent the correct version of assignment files. Please note: paper copies of all assignments must be turned in on time the day that an assignment is due.

*Cell phones, I-pods, and electronic devices:*

Please stow all electronic devices (including earphones) in your bag, and turn them off before class. It is not acceptable to text-message, answer the telephone, or listen to an I-pod during class. Please leave such devices home during exams.

*Caveat Concerning the Flexibility of the Course Syllabus:*

The instructor reserves the right to make changes in the course based on factors such as developments in international affairs, class discussion, the availability of reading materials, and the performance of the class. Major changes will be announced via an e-mail to the class, and the posting of an updated syllabus. Although such changes will not occur on a weekly basis, some adjustments during the semester may occur so as to maximize students' learning.

*AccessAbility Services:*

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 860-465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

*Writing Assistance:*

The Writing Center (Academic Services Center, Library 107, 860-465-0382) is a useful place to get some feedback on your writing.



*Projected Course Schedule:*

Date	Topics to be Covered:	Readings that should be completed on this date:
Tuesday, January 25, 2011	<ul style="list-style-type: none"> <li>• Introduction to Applied Qualitative Methods</li> </ul>	
Thursday, January 27, 2011	<ul style="list-style-type: none"> <li>• Introduction to Research Design and to Qualitative Methodology</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapters 1 and 2</li> </ul>
Tuesday, February 01, 2011	<ul style="list-style-type: none"> <li>• Planning a Project and Formulating Research Questions</li> <li>• Getting Started Reviewing the Literature</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapters 3 and 4</li> </ul>
Thursday, February 03, 2011	<ul style="list-style-type: none"> <li>• Ethics and Politics in Social Research</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapter 5</li> <li>• Guenther, Katja M. 2009. "The Politics of Names: Rethinking the Methodological and Ethical Significance of Naming People, Organizations, and Places." <i>Qualitative Research</i> 9(4): 411-21.</li> </ul>
Tuesday, February 08, 2011	<ul style="list-style-type: none"> <li>• Confidentiality and Doing Sensitive Research</li> </ul>	<ul style="list-style-type: none"> <li>• Baez, Benjamin. 2002. "Confidentiality in Qualitative Research: Reflections on Secrets, Power, and Agency." <i>Qualitative Research</i> 2(1): 35-58.</li> <li>• Dickson-Swift, Virginia, et al. 2007. "Doing Sensitive Research: What Challenges do Qualitative Researchers Face?" <i>Qualitative Research</i> 7(3): 327-53.</li> </ul>

<p>Thursday, February 10, 2011</p>	<ul style="list-style-type: none"> <li>• <b><u>Due: Article Analysis Assignment 1</u></b></li> <li>• Discussion of Case in Focus: Torture and Extraordinary Rendition in the “War on Terror”</li> </ul>	<ul style="list-style-type: none"> <li>• Alkadry, Mohamad G., and Matthew T. Witt. 2009. “Abu Ghraib and the Normalization of Torture and Hate.” <i>Public Integrity</i> 11(2): 135-53.</li> <li>• Barrett, Jastine. 2001a. “The Prohibition of Torture Under International Law: Part 1: The Institutional Organisation.” <i>International Journal of Human Rights</i> 5(1): 1-35.</li> <li>• Barrett, Jastine. 2001b. “The Prohibition of Torture Under International Law: Part 2: The Normative Context.” <i>International Journal of Human Rights</i> 5(2): 1-29.</li> <li>• De Nevers, Renée. 2006. “Modernizing the Geneva Conventions.” <i>The Washington Quarterly</i> 29(2): 99-113.</li> <li>• Forsythe, David P. 2006. “United States Policy toward Enemy Detainees in the ‘War on Terrorism.’” <i>Human Rights Quarterly</i> 28(2): 465-91.</li> <li>• Greenwood, Christopher. 2002. “International Law and the ‘War against Terrorism.’” <i>International Affairs</i> 78(2): 301-17.</li> <li>• Hoffman, Paul. 2004. “Human Rights and Terrorism.” <i>Human Rights Quarterly</i> 26(4): 932-55.</li> <li>• Hooks, Gregory, and Clayton James Mosher. 2005. “Outrages Against Personal Dignity: Rationalizing Abuse and Torture in the War on Terror.” <i>Social Forces</i> 83(4): 1627-45.</li> <li>• Kagel, Laura Tate. 2007. “Germany's Involvement in Extraordinary Renditions and Its Responsibility under International Law.” <i>German Politics &amp; Society</i> 25(4): 1-30.</li> <li>• Lobel, Jules. 2008. “Extraordinary Rendition and the Constitution: The Case of Maher Arar.” <i>Review of Litigation</i> 28(2): 479-500.</li> </ul>
<p>Tuesday, February 15, 2011</p>	<ul style="list-style-type: none"> <li>• <b><u>Due: List of Prospective References for Literature Review and Topical Outline with Citations</u></b></li> <li>• Causal and Descriptive Inference; Case Selection and Selection Bias; Reliability, Validity, and Generalizability; Measurement and Operationalization in Qualitative Research</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapter 16</li> </ul>

<p>Thursday, February 17, 2011</p>	<ul style="list-style-type: none"> <li>• <b><u>Due: Article Analysis Assignment 2</u></b></li> <li>• Discussion of Case in Focus: Torture and Extraordinary Rendition in the “War on Terror”</li> </ul>	<ul style="list-style-type: none"> <li>• Lukes, Steven. 2005. “Liberal Democratic Torture.” <i>British Journal of Political Science</i> 36: 1-16.</li> <li>• Macklin, Audrey. 2008. “From Cooperation, to Complicity, to Compensation: The War on Terror, Extraordinary Rendition, and the Cost of Torture.” <i>European Journal of Migration &amp; Law</i> 10(1): 11-30.</li> <li>• Mazandaran, Pouyan Afshar. 2006. “An International Legal Response to an International Problem: Prosecuting International Terrorists.” <i>International Criminal Law Review</i> 6(4): 503-48.</li> <li>• Ramsay, Maureen. 2006. “Can the Torture of Terrorist Suspects be Justified.” <i>International Journal of Human Rights</i> 10(2): 103-19.</li> <li>• Twiss, Sumner B. 2007. “Torture, Justification, and Human Rights: Toward an Absolute Proscription.” <i>Human Rights Quarterly</i> 29(2): 346-67.</li> <li>• Waldron, Jeremy. 2005. “Torture and Positive Law: Jurisprudence for the White House.” <i>Columbia Law Review</i> 105(6):1681-1750.</li> <li>• Wolfendale, Jessica. 2009. “The Myth of ‘Torture Lite.’” <i>Ethics &amp; International Affairs</i> 23(1): 47-61.</li> <li>• Wynia, Matthew K. 2008. “Laying the Groundwork for a Defense against Participation in Torture?” <i>Hastings Center Report</i> 38(1): 11-13.</li> <li>• Roach, Steven C. 2008. “Courting the Rule of Law? The International Criminal Court and Global Terrorism.” <i>Global Governance</i> 14(1): 13-9.</li> <li>• Sadat, Leila Nadya. 2006. “Ghost Prisoners and Black Sites: Extraordinary Rendition Under International Law.” <i>Case Western Reserve Journal of International Law</i> 37(2/3): 309-34.</li> </ul>
<p>Tuesday, February 22, 2011</p>	<ul style="list-style-type: none"> <li>• Case Studies, Pros and Cons, Evaluating Research Examples</li> </ul>	<ul style="list-style-type: none"> <li>• Collins, Kathleen. 2007. “Ideas, Networks, and Islamist Movements: Evidence from Central Asia and the Caucasus.” <i>World Politics</i> 60(1): 64-96.</li> <li>• Flyvbjerg, Bent. 2006. “Five Misunderstandings About Case-Study Research.” <i>Qualitative Inquiry</i> 12(2): 219-45.</li> <li>• Gerring, John. 2004. “What is a Case Study and What is it Good For?” <i>American Political Science Review</i> 98(2): 341-54.</li> </ul>

Thursday, February 24, 2011	<ul style="list-style-type: none"> <li>• Discuss Progress on Literature Reviews</li> <li>• Discuss Possible Documents to Analyze for Narrative Analysis Project: Executive Orders, Congressional Legislation, Opinions and Arguments of Pertinent Supreme Court Cases, Memoranda and Opinions created by the U.S. Justice Department, Office of the Legal Council (focused on the Trial, Detention, and Treatment of Suspected Terrorists; National Security and Intelligence; and the Iraq War)</li> <li>• Develop Interview Questions</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapter 17</li> <li>• SFR Chapters 1 and 2</li> </ul>
Tuesday, March 01, 2011	<ul style="list-style-type: none"> <li>• <b><u>Due: Literature Review Draft</u></b></li> <li>• Literature Review in Focus</li> </ul>	
Thursday, March 03, 2011	<ul style="list-style-type: none"> <li>• Narrative/Document Analysis and Archival Analysis, Pros and Cons, Evaluating Research Examples</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapters 20 and 21</li> <li>• Carusi, Annamaria, and Marina Jirotko. 2009. "From Data Archive to Ethical Labyrinth." <i>Qualitative Research</i> 9(3): 285-98.</li> <li>• Farrell, Henry, and Adrienne Heritier. 2004. "Interorganizational Negotiation and Intraorganizational Power in Shared Decision Making: Early Agreements Under Codecision and Their Impact on the European Parliament and Council." <i>Comparative Political Studies</i> 37(1): 1184-212.</li> </ul>
Tuesday, March 08, 2011	<ul style="list-style-type: none"> <li>• <b><u>Due: Narrative Analysis Assignment</u></b></li> <li>• Narrative Analysis Assignment in Focus</li> </ul>	
Thursday, March 10, 2011	<ul style="list-style-type: none"> <li>• <b><u>Due: Student Presentations on SFR</u></b></li> <li>• Ethnographic Fieldwork, Pros and Cons</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapter 17</li> <li>• SFR Chapters 1 and 2</li> </ul>
Tuesday, March 15, 2011 and Thursday, March 17, 2011	<ul style="list-style-type: none"> <li>• No Class (Dr. de Vries is presenting research at the International Studies Association Conference)</li> </ul>	
Tuesday, March 22, 2011 and Thursday, March 24, 2011	<ul style="list-style-type: none"> <li>• No Class (Spring Break)</li> </ul>	
Tuesday, March 29, 2011	<ul style="list-style-type: none"> <li>• <b><u>Due: Student Presentations on SFR</u></b></li> <li>• Ethics in Field Research</li> </ul>	<ul style="list-style-type: none"> <li>• SFR Chapters 3, 4, and 5</li> </ul>
Thursday, March 31, 2011	<ul style="list-style-type: none"> <li>• <b><u>Due: Student Presentations on SFR</u></b></li> <li>• Access in Field Research</li> </ul>	<ul style="list-style-type: none"> <li>• SFR Chapters 6, 7, and 8</li> </ul>
Tuesday, April 05, 2011	<ul style="list-style-type: none"> <li>• <b><u>Due: Student Presentations on SFR</u></b></li> <li>• Veracity in Field Research</li> </ul>	<ul style="list-style-type: none"> <li>• SFR Chapters 9 and 10</li> </ul>

Thursday, April 07, 2011	<ul style="list-style-type: none"> <li>• <b><u>Due: Student Presentations on SFR</u></b></li> <li>• Security in Field Research</li> </ul>	<ul style="list-style-type: none"> <li>• SFR Chapters 11 and 12</li> </ul>
Tuesday, April 12, 2011	<ul style="list-style-type: none"> <li>• <b><u>Due: Student Presentations on SFR</u></b></li> <li>• Identity, Objectivity, and Behavior in Field Research</li> </ul>	<ul style="list-style-type: none"> <li>• SFR Chapters 13, 14, and 15</li> </ul>
Thursday, April 14, 2011	<ul style="list-style-type: none"> <li>• Evaluating Research Examples</li> </ul>	<ul style="list-style-type: none"> <li>• de Volo, Lorraine Bayard. 2003. "Service and Surveillance: Infrapolitics at Work among Casino Cocktail Waitresses." <i>Social Politics: International Studies in Gender, State and Society</i> 10(3): 346-76.</li> <li>• Nilan, Pamela. 2002. "'Dangerous Fieldwork' Re-examined: the Question of Researcher Subject Position." <i>Qualitative Research</i> 2(3): 363-86.</li> <li>• Sarelin, Alessandra Lundström. 2007. "Human Rights-Based Approaches to Development Cooperation, HIV/AIDS, and Food Security." <i>Human Rights Quarterly</i> 29(2): 460-88.</li> <li>• Thompson, Beverly Yuen. 2007. "The Global Justice Movement's Use of 'Jail Solidarity' as a Response to Police Repression and Arrest: An Ethnographic Study." <i>Qualitative Inquiry</i> 13(1): 141-59.</li> <li>• Wedeen, Lisa. 2007. "The Politics of Deliberation: Qat Chews as Public Spheres in Yemen." <i>Public Culture</i> 19(1): 59-84.</li> <li>• Wahab, Stéphanie. 2003. "Creating Knowledge Collaboratively with Female Sex Workers: Insights from a Qualitative, Feminist, and Participatory Study." <i>Qualitative Inquiry</i> 9(4): 625-42.</li> </ul>
Tuesday, April 19, 2011	<ul style="list-style-type: none"> <li>• Participant Observation, Pros and Cons, Evaluating Research Examples</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapter 17</li> <li>• Carpenter, Vicki M., and Colleen McMurchy-Pilkington. 2008. "Cross-cultural Researching: Mori and Pkeh in Te Whakapakari." <i>Qualitative Research</i> 8(2): 179-96.</li> <li>• Lugosi, Peter. 2006. "Between Overt and Covert Research: Concealment and Disclosure in an Ethnographic Study of Commercial Hospitality." <i>Qualitative Inquiry</i> 12(3): 541-61.</li> <li>• Murray, Susan B. 2003. "A Spy, a Shill, a Go-Between, or a Sociologist: Unveiling the Observer in Participant Observer." <i>Qualitative Research</i> 3(3): 377-95.</li> </ul>
Tuesday, April 19, 2011	<ul style="list-style-type: none"> <li>• Guest Speaker (Tentatively Booked): Bec Hamilton: 7 pm - Webb 110 - Teach in on the International Criminal Court</li> </ul>	

Thursday, April 21, 2011	<ul style="list-style-type: none"> <li>• Interviews, Snow-ball Sampling and Other Sampling Strategies for Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapter 18</li> <li>• Beyers, Jan, and Bart Kerremans. 2004. "Bureaucrats, Politicians, and Societal Interests: How Is European Policy Making Politicized?" <i>Comparative Political Studies</i> 37(1): 1119-50.</li> <li>• Butera, Karina J. 2006. "Manhunt: The Challenge of Enticing Men to Participate in a Study on Friendship." <i>Qualitative Inquiry</i> 12(6): 1262-82.</li> </ul>
Tuesday, April 26, 2011	<ul style="list-style-type: none"> <li>• Interviews, Pros and Cons, Evaluating Research Examples</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapter 18</li> <li>• Hooghe, Liesbet. 1999. "Supranational Activists or Intergovernmental Agents?: Explaining the Orientations of Senior Commission Officials toward European Integration." <i>Comparative Political Studies</i> 32(4): 435-63.</li> <li>• Nairn, Karen, Jenny Munro, and Anne B. Smith. 2005. "A Counter-narrative of a 'Failed' Interview." <i>Qualitative Research</i> 5(2): 221-44.</li> </ul>
Thursday, April 28, 2011	<ul style="list-style-type: none"> <li>• <b><u>Due: Interview Assignment</u></b></li> <li>• Focus Groups, Pros and Cons, Evaluating Research Examples</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapter 19</li> <li>• Peek, Lori, and Alice Fothergill. 2009. "Using Focus Groups: Lessons From Studying Daycare Centers, 9/11, and Hurricane Katrina." <i>Qualitative Research</i> 9(1): 31-59.</li> <li>• Stewart, Kate, and Matthew Williams. 2005. "Researching Online Populations: The Use of Online Focus Groups for Social Research." <i>Qualitative Research</i> 5(4): 395-416.</li> <li>• Zellerer, Evelyn, and Dmitriy Vyortkin. 2004. "Women's Grassroots Struggles for Empowerment in the Republic of Kazakhstan." <i>Social Politics: International Studies in Gender, State and Society</i> 11(3): 439-64.</li> </ul>
Tuesday, May 03, 2011	<ul style="list-style-type: none"> <li>• Qualitative Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapters 22 and 23</li> <li>• Mahoney, James. "Qualitative Methodology and Comparative Politics." <i>Comparative Political Studies</i> 40(2): 122-44.</li> </ul>
Thursday, May 05, 2011	<ul style="list-style-type: none"> <li>• <b><u>Due: Reflection on Narrative and Interview Analyses and Research Design</u></b></li> <li>• Writing up Research</li> <li>• New Tools for Research: The Internet</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapters 26 and 27</li> <li>• Levitz, Philip, and Grigore Pop-Eleches. 2010. "Why No Backsliding? The European Union's Impact on Democracy and Governance Before and After Accession." <i>Comparative Political Studies</i> 43(4): 457-85.</li> </ul>
Tuesday, May 10, 2011	<ul style="list-style-type: none"> <li>• Debates in Political Science:</li> <li>• Pros and Cons of Small N Research; Qualitative versus Quantitative Methods; Triangulation or Mixed Methods</li> </ul>	<ul style="list-style-type: none"> <li>• SRM Chapters 24 and 25</li> <li>• Laitin, David. 2003. "The Perestroika Challenge to Social Science." <i>Politics &amp; Society</i> 31(1): 163-84.</li> <li>• Lieberman, Stanley. 1991. "Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases." <i>Social Forces</i> 70(2):307-20.</li> </ul>

Thursday, May 19, 2011	• <b><u>Due: Research Design Presentation and Final Paper</u></b> – 3-5 pm time slot, in the same classroom	
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