

GLOBAL 224: RESEARCH METHODS

Fall 2021

Class: Wednesday, 3:30-6:20PM in SSMS 2001

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Office Hours: Mondays 10:00am-12:00pm, and by appointment.

Sign up for scheduled office hours: <https://calendly.com/kaithaler>

Office hours meetings will be held outside of SSMS when possible, or can be over Zoom.

Description and Course Goals

This course is designed to introduce you to different types of research designs and methodologies that you may encounter in academic literature and presentations or in professional settings, and that may ultimately be useful to you in completing your own research projects. Given the short term and the diversity of interests and approaches in the field of Global Studies, we will not be able to delve deeply into the practicalities of any one method. However, this course will provide you with a foundation to design, conduct, analyze, present, evaluate, and critique research conducted with different methods. It should help you to decide if you would like to pursue more advanced training in particular methods, or to further explore methods that we do not cover. Throughout the course, you will think about how to apply different methods to research questions of your choice, working towards a final project that can provide the basis for a grant application or for a thesis or dissertation prospectus.

Pedagogical Commitments¹

I know that your academic pursuits are complemented by richly-textured personal lives. And the coming months may mean that you face unprecedented challenges at home and in your family as we are facing a continuing pandemic and other crises in California, the US, and around the globe. So, I want you to know how I will respond when challenges arise:

- **I will privilege care.**
Care for your well-being—in all its many dimensions and expressions—is my paramount commitment to you.
- **I will invite your feedback.**
I will make mistakes, so I will ask for your help to actively improve the quality and relevance of our course readings, activities, and assignments. If you have concerns about any elements of the course, please let me know, and I will do my best to be a responsive and respectful partner in improving your learning experience and the course itself.
- **I will be flexible with expectations.**
If you have questions or concerns about assignments, deadlines, requirements, details, norms, technology, or anything else, please ask.
- **I will be reflective.**
Just as we foster critical inquiry among students in the Department of Global Studies, I too will honor the critical need for reflection as we all move forward together.

¹ Adapted [from](#) Joni Dunlap, Brad Hinson, Remi Kalir, Sean Michael Morris, Rebecca Schell, Laura Summers, and Brent Wilson.

Assignments and Grading

The primary assignment and end product of the course will be a **15-20 page research proposal** (double-spaced), either an initial version of a thesis or dissertation proposal, or—for doctoral students only—a proposal modeled on an application for a major grant (e.g. [Fulbright-Hays](#), [Social Science Research Council](#), [Wenner-Gren](#)). This assignment is **due on Gauchospace by 9am on November 29 as a PDF or Word document**, and we will discuss the proposals **in class at the next meeting on Wednesday, December 1**. We will discuss the formatting in greater detail closer to the middle of the quarter, but you will be expected to:

- 1) Present a research puzzle,
- 2) Briefly review the existing literature and describe your project's planned contribution
- 3) Discuss any preliminary research and hypotheses
- 4) Detail and justify your chosen methodology to answer your question
- 5) Describe how you will use that methodology to gather data/information about your topic
- 6) If your research plan involves human subjects, discuss ethical issues and how you plan to address them
- 7) Describe your plans for writing up and potentially disseminating your research findings.

For each of the first three classes, please come up with 3 questions or issues for further discussion that the week's readings raised for you, and post these to the Gauchospace forum by 9am the morning before class.

In each of the four weeks between October 20 and November 10, you will also complete a **1-2 page reading response** discussing how you would use one or more of the methods discussed in those weeks' readings to address a research question of your choice (you may change the question of interest week to week as desired). In this reading response, you should provide details about the practicalities of your chosen methodology (for example, which archives you would visit and what types of documents you would look for; how you would select interview respondents and what questions you would ask; or how you would determine the sample for a quantitative survey or survey experiment).

For the week of November 17, please choose a research article or an existing paper of your own, and then based on the Dunleavy reading, write a **blog post of 800-1000 words**, sharing both the original paper and the post. These assignments will be **due by 5pm the Monday before class** and should be **posted in the Gauchospace forum by that time at the latest, as text or a PDF or Word document**.

The other component of your grade is **attendance and active participation in class meetings and at the weekly Global Studies Colloquium** (Wednesdays 12:30-2:00pm). You are expected to come to class prepared to discuss the week's readings and each other's reading responses in a constructive, respectful manner. Our classroom should be an environment for civil, substantive discussions in which everyone feels comfortable participating. **If you are not able to attend a Colloquium meeting, please try to attend a different research talk or workshop in another department or program that week.** We will discuss Colloquium talks in class to understand and evaluate their methodological choices.

My focus in the course is on helping you develop your knowledge, ideas, and skills. Rather than a rubric-based approach to evaluating your course experience and performance, your final grade will consist of the following, based on a self-assessment and an end-of-quarter debrief meeting (we will discuss this in more detail in the first class):

- 40% *Class Discussion and Participation and Colloquium Attendance*
- 20% *Reading Response Memos and Blog Post*
- 40% *Final Project*

Readings: Readings are posted on Gauchospace. There are no books to purchase. Check the syllabus carefully before starting your readings each week. Some weeks' materials go across two pages of the syllabus, so *always check the next page* to make sure you are not missing anything. The reading load is high, and so you should **read strategically** to pull out key points, arguments, and concepts from the academic articles. You *do not* need to try to read every word. For readings available from online magazines or websites, I will upload PDFs to Gauchospace, but they may be more easily read and viewed at the link provided in the syllabus due to their layout.

Recommended additional readings may be of interest or relevant to your specific research topics and chosen approaches, so they are included for your reference and their potential utility in formulating your final project and your future research endeavors, but there is *no obligation* to read them.

COVID-19 Policies and Procedures

All students of this course, as a condition of physical presence in this classroom (including for exams or tests in this classroom or other location on the UCSB campus), must be compliant with the UC SARS-CoV-2 (COVID-19) Vaccination Program at all times. Until any further notice from the university, all class participants, including me, must wear face masks covering their mouths and noses at all times in the classroom. Face masks not only protect the wearer, they help prevent anyone who is COVID-positive from spreading the virus to others. Student non-compliance with COVID-19 health and safety requirements or with related directions from the instructor is a violation of the UCSB Standards of Conduct and will be adjudicated accordingly.

Use of Laptops, Tablets and Phones

Laptops or tablets are allowed during class to reference readings, participate in activities, or take notes. Cell phones must be silenced and out of sight during class. If I see your cell phone during class time, I will ask you to please put it away.

Food and Drink: You are welcome to drink water or other non-alcoholic beverages during class, preferably in a bottle with a lid to avoid spills and make things easier on our overburdened custodial staff. There will be a brief five-minute break in the middle of each seminar, after about an hour, during which you are welcome to eat snacks.

Academic Integrity: Plagiarism, cheating, turning in others' work as your own, and any other forms of academic dishonesty are *absolutely not tolerated* and will be subject to consequences in line with university regulations. Academic dishonesty devalues the learning experience and the value of UCSB degrees not only for offenders, but for the whole community. It is your

responsibility to know the campus's rules regarding academic integrity, so please read the UCSB Student's Guide to Academic Integrity here:

<https://judicialaffairs.sa.ucsb.edu/CMSMedia/Documents/academicintegflyer.pdf>.

This guide to academic citations may also be helpful:

<https://www.press.uchicago.edu/books/lipson/honestcollege/citationfaq.html>.

Excuses and Extensions: All **anticipated** conflicts with class meetings should be explained to me at least two weeks in advance, and arrangements will be made to write a longer reading response or meet at a different time to ensure that you gain familiarity with the week's materials. If you anticipate having trouble finishing an assignment on time, **please email me to let me know and give me a brief explanation**. I don't need too many details—the world is a mess right now, so I get that it is hard to always accomplish things as planned. We can then work out a timeline to complete the assignment. Please do try to stick to the timeline of any extension, however, barring new events, so that incomplete assignments do not pile up.

Students with Disabilities: UCSB is committed to providing full participation and access for students with disabilities. If you plan to request accommodations, please contact the Disabled Students Program (<https://dsp.sa.ucsb.edu/>). They can be reached by emailing DSP.Help@sa.ucsb.edu or by phone (805.893.2668) or fax (805.893.7127).

Policy on Children in Class: UCSB does not currently have a policy on children in the classroom, but the policies here reflect my own commitments to making the classroom accessible for students who are parents or guardians.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary.
2. For older children and babies, if disruptions in childcare put parents or guardians in the position of having to miss class or stay home with a child, it is perfectly acceptable to occasionally bring a child to class to cover gaps in childcare.
3. If you do bring a baby or older child to class, I ask that you please sit near the door, so that if your child needs special attention or is disrupting learning for other students, you can quickly step outside until their needs have been met.

I trust you to manage things as you see fit to be able to take care of your necessary caregiving responsibilities and to participate in class as best you can.

Basic Needs

If you are facing any challenges securing food, housing, or the technology needed to fully participate in the class, I urge you to visit <https://food.ucsb.edu/> to find out more about the resources the university has available and to contact the Student Needs Advising Center by online chat [on the website](#), phone (805-893-2786), or email (Thrive@ucsb.edu). For issues with computer or internet access, please email financialcrisis@sa.ucsb.edu.

Schedule and Readings²

9/29 Introduction to Epistemology and Methodology

Check out UCSB's [resources for graduate students](#) on funding and professional development.

The State of the Humanistic Social Sciences

- Hall, Peter A. 2007. "The Dilemmas of Contemporary Social Science," *boundary 2* 34(3): 121-41.
- Shah, Hetan. 2020. "Global problems need social science." *Nature* (16 January): 577. <https://www.nature.com/articles/d41586-020-00064-x>.
- Gordon, Avery F. 2005. "The future of radical scholarship." *Race & Class* 47(2): 82-87.

Epistemology and Methodology

- Lakatos, Imre. 1970. "Falsification and the Methodology of Scientific Research Programmes" in Lakatos, Imre and Alan Musgrave, eds. *Criticism and the Growth of Knowledge* (Cambridge: Cambridge University Press). *READ Pp. 91-100, 114-122; SKIM pp.132-138, 173-180.**
- Andrew Sayer, *Realism and Social Science* (London: Sage 2000), chapter 1.
- Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies* 14 (3): 575–99.
- *SKIM* Williams, Malcolm. 2000. "Interpretivism and generalisation." *Sociology* 34(2): 209–24.
- *SKIM* Sil, Rudra. 2000. "The Division of Labor in Social Science Research: Unified Methodology or 'Organic Solidarity'?" *Polity* 34(4): 499-531.

Recommended Additional Reading

- Abbot, Andrew. 1988. "Transcending General Linear Reality," *Sociological Theory* 6 (2): 169-86.
- Little, Daniel. 1991. *Varieties of Social Explanation: An Introduction to the Philosophy of Social Science* (Boulder: Westview, 1991), pp. 1-38.
- Mackie, J. 1965. "Causes and Conditions." *American Philosophical Quarterly* 2(4): 245–64.
- Morgen, Sandra. 1983. "Toward a politics of 'feelings': Beyond the dialectic of thought and action." *Women's Studies* 10(2):203–23.
- De Sousa Santos, Boaventura. 2014. *Epistemologies of the Global South: Justice Against Epistemicide* (New York: Routledge), "Minifesto for Intellectual Activists."

10/6 Types of Questions and Types of Research Designs

- Gerring, John. 2001. *Social Science Methodology: A Criterial Framework*. Cambridge: Cambridge University Press. Chapter 8, "Research Design: General Criteria," pp. 155-199.
- Mahoney, James and Gary Goertz. 2006. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research." *Political Analysis*. 227-49. *READ pp.227-232.*

² Please note that the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

- Lamont, Michele, and Patricia White. 2005. “Workshop on Interdisciplinary Standards for Systematic Qualitative Research.” National Science Foundation. Available: http://www.nsf.gov/sbe/ses/soc/ISSQR_workshop_rpt.pdf. *READ pp.3-5, 10-15.*
- *SKIM* Sil, Rudra, and Peter J. Katzenstein. 2010. “Analytic Eclecticism in the Study of World Politics: Reconfiguring Problems and Mechanisms across Research Traditions.” *Perspectives on Politics* 8 (2): 411–31.
- Hale, Charles R. 2006. “Activist Research v. Cultural Critique: Indigenous Land Rights and the Contradictions of Politically Engaged Anthropology.” *Cultural Anthropology* 21(1): 96-120.
- Olwig, Karen Fog. 2001. “Researching Global Socio-Cultural Fields: Views from an Extended Field Site.” Paper presented at Workshop on Transnational Migration: Comparative Perspectives, June 30-July 1, 2001, Princeton University.
- Pualani Louis, Renee. 2007. “Can You Hear us Now? Voices from the Margin: Using Indigenous Methodologies in Geographic Research.” *Geographical Research* 45(2): 130-139.

Recommended Additional Reading

- Denzin, Norman K., Yvonna S. Lincoln, and Linda Tuhiwai Smith (eds.). 2008. *Handbook of Critical and Indigenous Methodologies*. Los Angeles: SAGE.
- Gustafsson, Karl and Linus Hagström. 2018. “What is the point? Teaching graduate students how to construct political science research puzzles.” *European Political Science* 17(4): 634-648.
- Kara, Helen. 2017. “Indigenous Research Methods: A Reading List.” 4 July. <https://helenkara.com/2017/07/04/indigenous-research-methods-a-reading-list/>.
- Loperena, Christopher Anthony with responses from Ellen Moodie, Courtney Desiree Morris, Darren Ranco, Irinia Carlota Silber. 2016. “A Divided Community: The Ethics and Politics of Activist Research.” *Current Anthropology* 57(3): 332-346
- Patomäki, Heikki and Teivo Teivainen. 2007. “Researching Global Political Parties.” In Katarina Sehm-Patomäki and Marko Ulvila (eds.), *Global Political Parties*. London: Zed, pp.92-113. https://books.google.com/books?hl=en&lr=&id=f9Ac7fIfDQ0C&oi=fnd&pg=PA92&ots=kjltZcUErJ&sig=ip60eacIghAE_-WZTXOMVbk4WbI#v=onepage&q&f=false.
- White, Rob. 2009. “Researching Transnational Environmental Harm: Toward an Eco-Global Criminology.” *International Journal of Comparative and Applied Criminal Justice* 33(2): 229-248.

10/13 Field Research: Practice, Positionality, and Ethics

Look through UCSB’s human subjects research site and learn about the training you will need to conduct approved research: <https://www.research.ucsb.edu/index.php/human-subjects/about>.

Practice and Positionality

- Barrett, Christopher B. and Jeffrey W. Cason. 1997. *Overseas Research: A Practical Guide*. Baltimore: Johns Hopkins University Press. Chapter 2 “Identifying a Site and Funding Source,” pp. 6-26.
- LaPorte, Jody. 2014. “Confronting a crisis of research design.” *PS: Political Science & Politics* 47(2): 414–17.

- Strohm, Rachel. 2019. “Where is ‘The Field?’” *The Republic* (19 December). <https://republic.com.ng/december-19-january-20/centring-the-periphery-in-kinshasa/>.
- Ortobals, Candice D., and Meg E. Rincker. 2009. “Fieldwork, Identities, and Intersectionality: Negotiating Gender, Race, Class, Religion, Nationality, and Age in the Research Field Abroad: Editors’ Introduction.” *PS: Political Science & Politics* 42 (2): 287–90.
- Nordling, Linda. 2020. “Who gets to study whom?” *Sapiens* (17 July). <https://www.sapiens.org/culture/anthropology-colonial-history/>.
- Robbins, Paul. 2006. “Research Is Theft: Environmental Inquiry in a Postcolonial World.” In Stuart Aitken and Gill Valentine (eds.), *Approaches to Human Geography*, pp. 311–24. London: Sage. *READ pp.311-316.*
- (Silent) Voices. 2018. “Manifesto: New Avenues for Collaborative Research.” <https://www.gicnetwork.be/silent-voices-manifesto/>.
- Wood, Elisabeth Jean Wood, Douglas Rogers, K. Sivaramakrishnan and Rene Almeling. 2020. “Resuming Field Research in Pandemic Times.” *SSRC Items* (21 May) <https://items.ssrc.org/covid-19-and-the-social-sciences/social-research-and-insecurity/resuming-field-research-in-pandemic-times/>.

Ethics

- Fujii, Lee Ann. “Research Ethics 101: Dilemmas and Responsibilities.” *PS: Political Science & Politics* 45(4): 717-23.
- South African San Institute. 2017. “San Code of Research Ethics.” Kimberley: South African San Institute.
- *SKIM* Knott, Eleanor. 2019. “Beyond the Field: Ethics after Fieldwork in Politically Dynamic Contexts.” *Perspectives on Politics* 17 (1): 140–53.
- Bisoka, Aymar Nyenyezi. 2020. “Disturbing the Aesthetics of Power: Why Covid-19 Is Not an ‘Event’ for Fieldwork-based Social Scientists.” *SSRC Items* (28 May). <https://items.ssrc.org/covid-19-and-the-social-sciences/social-research-and-insecurity/disturbing-the-aesthetics-of-power-why-covid-19-is-not-an-event-for-fieldwork-based-social-scientists/>.

Recommended Additional Reading

- Advancing Research on Conflict. 2020. “Research on and during the coronavirus/COVID-19 crisis.” <https://advancingconflictresearch.com/researchincrisis>.
- Bond, Kanisha D., Milli Lake, and Sarah E. Parkinson. 2020. “Lessons from Conflict Studies on Research During the Coronavirus Pandemic.” *SSRC Items* (2 July). <https://items.ssrc.org/covid-19-and-the-social-sciences/social-research-and-insecurity/lessons-from-conflict-studies-on-research-during-the-coronavirus-pandemic/>.
- Clarke, Kamari M. 2010. “Toward a Critically Engaged Ethnographic Practice.” *Current Anthropology* 51 (S2): S301–12.
- Fine, Gary Alan. 1993. “Ten Lies of Ethnography: Moral Dilemmas in Field Research.” *Journal of Contemporary Ethnography* 22(3): 267-294.
- Hanson, Rebecca, and Richards, Patricia. 2017. “Sexual Harassment and the Construction of Ethnographic Knowledge.” *Sociological Forum* 32 (3): 587–609. [Content Warning: Discussion of sexual harassment and sexual assault.]

- Hummel, Calla and Dana El Kurd. 2020. "Mental Health and Fieldwork." *PS: Political Science and Politics* (forthcoming): 1-5.
- Irgil, Ezgi, Anne-Kathrin Kreft, Myunghye Lee, Charmaine N. Willis, and Kelebogile Zvobgo. 2020. "Field Research: A Graduate Student's Guide." Working paper. https://www.researchgate.net/publication/340803970_Field_Research_A_Graduate_Student's_Guide.
- The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. 1979. "The Belmont Report." Available: <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html>.
- Pailey, Robtel Neajai. 2019. "How to truly decolonise the study of Africa." *Al-Jazeera* (June 10). <https://www.aljazeera.com/indepth/opinion/decolonise-african-education-190610111758402.html>.
- Small, Mario L. 2015. "De-Exoticizing Ghetto Poverty: On the Ethics of Representation in Urban Ethnography." *City & Community* 14(4): 352-358.
- Thaler, Kai M. 2019. "Reflexivity and Temporality in Researching Violent Settings: Problems with the Replication and Transparency Regime." *Geopolitics* (forthcoming): 1-27.
- Van Baalen, Sebastian V. 2018. "'Google wants to know your location': The ethical challenges of fieldwork in the digital age." *Research Ethics* 14(4): 1-17.
- Verghese, Ajay. 2019. "Fieldwork and Your Health." *Duck of Minerva* (9 October). <https://duckofminerva.com/2019/10/fieldwork-and-your-health.html>.

10/20 Ethnography and Interviews

Ethnography

- Gille, Zsuzsa, and Seán Ó Riain. 2002. "Global Ethnography." *Annual Review of Sociology* 28(1): 271-95.
- Tavory, Iddo and Stefan Timmermans. 2009. "Two cases of ethnography: grounded theory and the extended case method." *Ethnography* 10(3): 243-263.
- Burawoy, Michael. 2019. "Empiricism and Its Fallacies." *Contexts* 18(1): 47-53.
- Wolfinger, Nicholas. 2002. "On Writing Fieldnotes: Collection Strategies and Background Expectancies." *Qualitative Research* 2(1): 85-93.

Interviews

- Bernard, H.R. 2006. "Interviewing: Unstructured and Semistructured." In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, 4th ed., 210-50. Lanham, MD: Altamira Press.
- Fujii, Lee Ann. 2010. "Shades of Truth and Lies: Interpreting Testimonies of War and Violence." *Journal of Peace Research* 47(2): 231-41.
- *SKIM* Morgan, David. 1996. "Focus Groups." *Annual Review of Sociology* 22(1): 129-52.
- *SKIM* McLellan, Eleanor, Kathleen MacQueen, and Judith Neidig. 2003. "Beyond the Qualitative Interview: Data Preparation and Transcription." *Field Methods* 15(1): 63-84.

Recommended Additional Reading

- Freidenberg, Judith. 2011. "Researching Global Spaces Ethnographically: Queries on Methods for the Study of Virtual Populations." *Human Organization* 70(3): 265-278.
- Fujii, Lee Ann. 2015. "Five stories of accidental ethnography: Turning unplanned moments in the field into data." *Qualitative Research* 15(4): 525-39.
- Geertz, Clifford. *The Interpretation of Cultures*. New York: Basic Books, 1973. Chapter 1 "Thick Description: Toward an Interpretive Theory of Culture" pp. 3-30; Chapter 15 "Deep Play: Notes on the Balinese Cockfight," pp. 412-453.
- Jerolmack, Colin and Shamus Khan. 2014. "Talk is Cheap: Ethnography and the Attitudinal Fallacy." *Sociological Methods & Research* 43(2): 178-209.
- Leech, Beth. 2002. "Asking Questions: Techniques for Semistructured Interviews." *PS: Political Science & Politics* 35(4): 665-68.
- Swidler, Ann. 1986. "Culture in Action: Symbols and Strategies," *American Sociological Review* 51: 273-286.

10/27 History, Case Studies, and Discourse Analysis

Explore the websites of the [UCSB Library's Digital Collections](#), [Calisphere](#), and [SHAFR's list](#) of online global research databases.

Historical Research

- Skocpol, Theda, and Margaret Somers. 1980. "The Uses of Comparative History in Macrosocial Inquiry." *Comparative Studies in Society and History* 22 (2): 174-97.
- Lustick, Ian. 1996. "History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias." *American Political Science Review* 90 (3): 605-18.
- Wagstaff, Stillman, and Jesse Gant. 2009. "Learning to Do Historical Research: A Primer - What Are the Documents?" *Learning Historical Research*.
<http://www.williamcronon.net/researching/documents.htm>.
- American Historical Association. 2016. "AHA Guide to Archival Research."
<https://www.historians.org/jobs-and-professional-development/professional-life/resources-for-graduate-students/graduate-school-from-start-to-finish/aha-guide-to-archival-research>.

Case Studies and Process Tracing

- Hall, Peter A. 2006. "Systematic Process Analysis: When and How to Use It," *European Management Review* 3(1): 24-31.
- Woolcock, Michael. 2013. "Using case studies to explore the external validity of 'complex' development interventions." *Evaluation* 19(3): 229-248.

Discourse Analysis

- Alvesson, Mats and Kärreman, Dan. 2000. "Varieties of discourse: On the study of organizations through discourse analysis." *Human Relations* 53(9): 1125-1149.
- Blommaert, Jan and Chris Bulcaen. 2000. "Critical Discourse Analysis." *Annual Review of Anthropology* 29(1): 447-466.

Recommended Additional Reading

- Bennett, Andrew and Jeffrey T. Checkel. 2014. "Process tracing: From philosophical roots to best practices." In Bennett and Checkel, eds., *Process Tracing from Metaphor to Analytic Tool*. Cambridge: Cambridge University Press, pp.3-37.
- Collier, David. 2011. "Understanding Process Tracing." *PS: Political Science & Politics* 44(4): 823-30.
- Geddes, Barbara. 1990. "How the Cases you Choose Affect the Answers You Get." *Political Analysis* 2: 131-149.
- Gee, James Paul. 2011. *An Introduction to Discourse Analysis: Theory and Method*, 3rd edition. London: Routledge.
- Harvard Library. 2020. "Finding Primary Sources Online." <https://guides.library.harvard.edu/history/digital>.
- Howell, Martha and Walter Prevenier. 2001. *From Reliable Sources: An Introduction to Historical Methods*. Ithaca: Cornell University Press. Chapter 1, "The Source," pp.17-34.
- Jørgensen, Marianne and Louise Phillips. 2002. *Discourse Analysis as Theory and Method*. London: SAGE.
- Putnam, Lara. 2016. "The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast." *American Historical Review* 121(2): 377-402.
- Seawright, Jason and John Gerring. 2008. "Case Selection Techniques in Case Study Research." *Political Research Quarterly* 61(2): 294-308.
- Wodak, Ruth (ed.). 1989. *Language, Power, and Ideology: Studies in Political Discourse*. Amsterdam: John Benjamins.

11/3 Surveys and Statistical Analysis

Survey Research

- De Vaus, David. 2014. *Surveys in Social Research*, 6th ed. Chapter 1, "The nature of surveys," pp.3-8.
- McLafferty, Sarah L. 2010. "Conducting Questionnaire Surveys," in Nicholas Clifford, Shaun French, and Gill Valentine (eds.), *Key Methods in Geography*, 2nd ed. Los Angeles: SAGE, pp.77-88.
- *SKIM* Schaffer, Frederic Charles. 2014. "Thin Descriptions: The Limits of Survey Research on the Meaning of Democracy." *Polity* 46(3): 303-330.

Statistical Analysis

- Miller, Steven V. 2014. "Reading a Regression Table: A Guide for Students." August 13. <http://svmiller.com/blog/2014/08/reading-a-regression-table-a-guide-for-students/>.
- Sykes, Alan O. 1993. "An Introduction to Regression Analysis." *Coase-Sandor Working Paper Series in Law and Economics*. Chicago: Coase-Sandor Institute for Law and Economics, University of Chicago.
- Ball, Patrick. 2016. "Violence in Blue: Police Homicides in the United States." *Granta* 134 (March 4). <https://granta.com/violence-in-blue/>.
- Amrhein, Valentin, et al. 2019. "Comment: Retire statistical significance." *Nature* 567 (March 21): 305-307.
- Vigen, Tyler. 2015. "Spurious Correlations." <https://www.tylervigen.com/spurious-correlations>. [More on the website that aren't in the PDF.]

Recommended Additional Reading

- Gaines, Brian J., James H. Kuklinski, and Brian Quirk. 2007. "The Logic of the Survey Experiment Reexamined." *Political Analysis* 15(1): 1-20.
- Goldthorpe, John H. 2001. "Causation, Statistics and Sociology." *European Sociological Review* 17(1): 1-20.

11/10 Experiments, Big Data, and Mixing Methods

Experiments

- Gerber, Alan S. and Donald P. Green. 2008. "Field Experiments and Natural Experiments," in Janet M. Box-Steffensmeier, Henry E. Brady and David Collier, eds. *The Oxford Handbook of Political Methodology*. New York: Oxford University Press. Pp. 357-384.
- *SKIM* Teele, Dawn L. 2014. "Reflections on the ethics of field experiments." In Dawn L. Teele (ed.), *Field experiments and their critics: Essays on the uses and abuses of experimentation in the social sciences*. New Haven: Yale University Press. Pp. 115–40.
- Cartwright, Nancy. 2007. "Are RCTs the Gold Standard?" *Biosocieties* 2(1): 11–20.
- Resnick, Brian. 2018. "More social science studies just failed to replicate. Here's why this is good." *Vox* (27 August). <https://www.vox.com/science-and-health/2018/8/27/17761466/psychology-replication-crisis-nature-social-science>.
- Bennett, Craig M., et al. 2009. "Neural correlates of interspecies perspective taking in the post-mortem Atlantic Salmon: An argument for multiple comparisons correction." University of California, Santa Barbara.

Big Data

- Hox, Joop J. 2017. "Computational Social Science, Anyone?" *Methodology* 13(Supp.): 3-12.
- *SKIM* Tufekci, Zeynep. 2014. "Big Questions for Social Media Big Data: Representativeness, Validity and Other Methodological Pitfalls." *Proceedings of the Eighth International AAAI Conference on Weblogs and Social Media*, 505-514.
- Nijhuis, Michelle. 2017. "How to Call B.S. on Big Data: A Practical Guide." *The New Yorker*, June. <http://www.newyorker.com/tech/elements/how-to-call-bullshit-on-big-data-a-practical-guide>.

Mixed Methods

- Small, Mario. 2011. "How to Conduct a Mixed Methods Study: Recent Trends in a Rapidly Growing Literature." *Annual Review of Sociology* 37(1): 57-86.
- Rocheleau, Dianne. 1995. "Maps, Numbers, Text, and Context: Mixing Methods in Feminist Political Ecology." *Professional Geographer* 47 (4): 458–66.
- *SKIM* Ahmed, Amel and Rudra Sil. 2012. "When Multi-Method Research Subverts Methodological Pluralism – or, Why We Still Need Single-Method Research." *Perspectives on Politics* 10(4): 935-53.

Recommended Additional Reading

- Deaton, Angus. 2010. "Instruments, Randomization and Learning about Development." *Journal of Economic Literature* 48(2): 424-55.

- Eckhouse, Laurel, et al. 2019. “Layers of Bias: a Unified Approach for Understanding Problems with Risk Assessment.” *Criminal Justice and Behavior* 46(2): 185-209.
- Fazal, Tanisha M. 2016. “An Occult of Irrelevance? Multimethod Research and Engagement with the Policy World.” *Security Studies* 25(1): 34-41.
- Johnson, R. Burke and Anthony J. Onwuegbuzie. 2004. “Mixed Methods Research: A Research Paradigm Whose Time Has Come.” *Educational Researcher* 33(7): 14-26.
- Onwuegbuzie, Anthony J. and Nancy L. Leech. 2005. “On becoming a pragmatic researcher: The importance of combining quantitative and qualitative research methodologies.” *International Journal of Social Research Methodology* 8(5): 375-387.
- Thaler, Kai M. 2017. “Mixed Methods Research in the Study of Political and Social Violence and Conflict.” *Journal of Mixed Methods Research* 11 (1): 59–76.

11/17 Research Opportunities and Presenting and Publicizing Research

Blog posts due on Gauchospace by 5pm on Monday, 11/15

Securing Research Opportunities

- Pzreworski, Adam and Salomon, Frank. 1995. *On the Art of Writing Proposals*, revised. New York: Social Science Research Council.
- Bishop, Andrew. 2019. “Making the Most of Your Summer Internship.” *Inside Higher Ed*, 12 June. <https://www.insidehighered.com/blogs/gradhacker/making-most-your-summer-internship>.

Writing Up and Reaching Out

- *SKIM* Davis, Murray S. 1971. “That’s Interesting! Towards a Phenomenology of Sociology and a Sociology of Phenomenology.” *Philosophy of the Social Sciences* 1(4): 309-344.
- Sivan, Ezra Zuckerman. 2017 and 2018. “Tips to Article-Writers” (<http://mitsloan.mit.edu/shared/ods/documents/?DocumentID=4448>) and “On Genre-A Few More Tips to Article-Writers” (<https://www.dropbox.com/s/a3n1ux6lnu7wbpe/On%20Genre.pdf?dl=1>). Cambridge, MA: MIT Sloan School of Business.
- Gavin, Francis J. 2019. “The Pleasure and (Mostly) Pain of Peer Review.” *War on the Rocks* (May 9). <https://warontherocks.com/2019/05/pleasure-pain-peer-review/>.
- Spirling, Arthur. 2020. “Rejection.” Working paper (29 May). <https://github.com/ArthurSpirling/Rejection/>.
- Dunleavy, Patrick. 2016. “How to write a blogpost from your journal article in eleven easy steps.” LSE Impact Blog. 25 January. <https://blogs.lse.ac.uk/impactofsocialsciences/2016/01/25/how-to-write-a-blogpost-from-your-journal-article/>.

Inclusion in the Academy

- Gale, Nicola K. and Nicki Ward. 2017. “Why LGBTQ inclusivity still matters in higher education.” *The Conversation* (17 March). <https://theconversation.com/why-lgbtq-inclusivity-still-matters-in-higher-education-74273>.
- Smith, Amy Erica. 2019. “What can women (and men) do about gender inequality in academia?” *Mischiefs of Faction* (September 3).

<https://www.mischiefsoffaction.com/post/what-can-women-and-men-do-about-gender-inequality-in-academia>.

11/24 NO CLASS—WORK ON FINAL PROPOSALS

Final proposals must be posted on Gauchospace by 9am on Monday, November 29.

12/1 LAST CLASS—PROPOSAL PRESENTATIONS AND FEEDBACK