

Degree	Type	Year	Semester
4313335 Political Science	OB	0	2

## Contact

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## Use of languages

Principal working language: english (eng)

## Teachers

Margarita Leon

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## Prerequisites

The quantitative part of the course assumes no prior knowledge other than a minimal mathematical background. Students who have not taken any type of quantitative course since high school should read the following text before the course starts:

Bolker, E. D., & Mast, M. 2015. Common Sense Mathematics. Mathematical Association of America. Available at <http://www.cs.umb.edu/~eb/qbook/qbook.pdf>.

Those who want to gain some more statistical insight are also strongly encouraged to read:

Wheelan, C. 2013. Naked Statistics: Stripping the Dread from the Data. New York: WW Norton & Company.

## Objectives and Contextualisation

### Aim of course

The aim of this course is for the students to be familiar with and know how to apply a series of the main social science research techniques of collecting and analysing data. In order to meet these objectives we include both quantitative and qualitative techniques. We cannot cover all the research techniques of the social sciences, but centre on those that can be found in the main social science journals. We prioritize issues of practical training and interpretation over very mathematical questions.

### Acquired skills

### Specific skills

- To identify and know how to affront the main methodological difficulties that occur in a political science analysis
- To work with a complex and diverse set of data and sources of information
- To design a research project that satisfies criteria of excellence and rigorous analysis.
- To apply those qualitative and quantitative research techniques which are necessary for a systematic and rigorous analysis of political reality.

## Transversal skills

- To be able to evaluate applied or academic research with relevant criteria.
- To be able to design academic and applied research projects in an independent manner and using the relevant terminology, argumentation and analytical framework.
- Demonstrate the ability to read and understand specialized texts in English.

## Skills

- Apply the qualitative and quantitative techniques necessary for the systematic and rigorous analysis of specific aspects of politics today.
- Demonstration reading comprehension for specialist texts in English.
- Design a research project that satisfies the criteria of rigour and academic excellence.
- Design and write projects and technical and academic reports autonomously using the appropriate terminology, arguments and analytical tools in each case.
- Identify the main methodological difficulties that arise in political analysis and know how to deal with them using the existing tools.
- Manage a set of political science data and specific sources, such as statistics, surveys or other documents.
- Using the appropriate criteria make an individual evaluation of reports, documents and research carried out by third parties.

## Learning outcomes

1. Access data sources appropriate for the analysis of political science.
2. Demonstration reading comprehension for specialist texts in English.
3. Design and write projects and technical and academic reports autonomously using the appropriate terminology, arguments and analytical tools in each case.
4. Identify appropriate to answer a research question and analyze qualitative data using the main techniques of analysis and appropriate software coding qualitative techniques.
5. Identify the main advantages and difficulties with respect to the validity and reliability of the techniques selected.
6. Identify the most appropriate statistical method to respond to a research question with the data available and analyse quantitative data using the appropriate statistical software.
7. Make socio-political phenomena observable and/or quantifiable.
8. Process and prepare data collected for analysis using the corresponding software.
9. Relate one of more quantitative and/or qualitative techniques to a research question and justify why this was the most appropriate selection.
10. Understand the current debates and challenges of the main quantitative and qualitative research techniques.
11. Understand the main qualitative and quantitative research techniques.
12. Using the appropriate criteria make an individual evaluation of reports, documents and research carried out by third parties.

## Content

### QUALITATIVE METHODS (Convenors: M. LEÓN and M.J. HIERRO)

#### Introduction:

#### Session 1. Introduction to qualitative research techniques

What are the main characteristics of qualitative research? How to assess validity and reliability in qualitative research? What kind of research questions can we ask using qualitative research techniques? Which types of qualitative techniques can best be combined and how may they be triangulated?

#### Required Readings:

- Della Porta, Donatella and Michael Keating, M. 2008. Approaches and methodologies in the social sciences, part I
- Hesse-Biber, Sharlene N. and Leavy, Patricia L. 2011. The practice of qualitative research. Sage publications. PART I

#### Recommended Reading:

- Guba, E. G. & Lincoln, Y. S. 1994. Competing paradigms in qualitative research, in N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of qualitative research (pp. 105-117). Thousand Oaks, CA: Sage.

#### **Data collection:**

#### **Session 2. Interviews**

What are the characteristics and differences between structured, semi-structured and open-ended/narrative interviews? How may the researcher sample the interviewees in a qualitative research project?

#### Required Readings:

- Leech, B.L, 'Asking Questions: Techniques for Semi-structured Interviews, in PS: Political Science and Politics, vo. 35, no. 4, pp. 665 Available through JStor

#### Recommended Readings:

- Hesse-Biber, S. And Leavy, P. (2011)The practice of qualitative research. Sage publications. PART II Chapters 4, 5 and 7
- Rathbun, B. C. (2008). Interviewing and qualitative field methods: pragmatism and practicalities in Janet M. Box-Steffensmeier, Henry E. Brady and David Collier (eds) Oxford handbook of political methodology, Oxford: Oxford University Press, pp. 685-701.

Practical exercise: How many qualitative interviews is enough? Read the following text:

[http://eprints.ncrm.ac.uk/2273/4/how\\_many\\_interviews.pdf](http://eprints.ncrm.ac.uk/2273/4/how_many_interviews.pdf)

#### **Session 3. Field research**

This class will examine methodological and practical issues of ethnographic research. It will cover: typologies of field research, the fieldwork entry, the (participant) observation, the collection of information, and the analyses of qualitative evidence.

#### Required readings

- Fenno, Richard. 1978. Appendix - Notes on Method: Participant Observation. From: Home Style: House Members in Their Districts. Little, Brown, and Company, 249-295.
- Kapiszewski, Diana, MacLean, Lauren M., Read, Benjamin L. 2015. "Field Research in Political Science: Practices and Principles," in Field Research in Political Science: Practices and Principles. Cambridge: Cambridge University Press. Chapter 1.

#### Recommended Readings:

- Wood, Elisabeth J. 2007. "Field Research," in Carles Boix and Susan Stokes. The Handbook of Comparative Politics. Oxford: Oxford University Press.
- Collier, David. 1999. "Data, Field Work and Extracting New Ideas at Close Range." APSA-CP Newsletter, 10(1): 1-2, 4-6.

## **Session 4. Further issues in Qualitative Research**

We will cover ethical issues, sensitive topics, and transparency in qualitative research (active citation and archiving).

Required readings:

- Fujii, Lee Ann. 2010. "Shades of truth and lies: Interpreting testimonies of war and violence." *Journal of Peace Research* 47(2): 231-41.
- Moravcsik, Andrew. 2010. "Active Citation: A Precondition for Replicable Qualitative Research," *PS: Political Science and Politics* 43(1): 29-35.

Recommended reading:

- Kapiszewski, Diana, MacLean, Lauren M., Read, Benjamin L. 2015. "Managing in the Field: Logistical, Social, Operational, and Ethical Challenges," in *Field Research in Political Science: Practices and Principles*. Cambridge. Cambridge University Press.

## **Data analysis**

### **Session 5. Document analyses**

This class will cover methodological and practical issues related to document analyses. Specifically, we will learn about: Document analyses (Party Manifesto Project), Newspapers analyses (European Social Survey), Factiva and Automated data processing. We will also discuss about reliability and validity in coding.

Required readings

- Mikhaylov, Slava, Michael Laver, Kenneth R. Benoit. 2012. "Coder reliability and misclassification in the human coding of party manifestos." *Political Analyses* 20: 78-91
- Fernee, Henk, Ineke Stoop, and Eric Harrison. 2012. "Coding media claims in the European Social Survey, Round 6. Background, guidelines, coding scheme and codebook"

Recommended Readings:

- Laver, Michael, Kenneth R. Benoit, and John Garry. 2003. "Extracting Policy Positions from Political Texts Using Words as Data." *American Political Science Review* 97(2): 311-332.
- Albaugh, Q., Sevenans, J., Soroka, S., & Loewen, P. 2013. The automated coding of policy agendas. A dictionary-based approach. Paper presented at the 6<sup>th</sup> Annual Comparative Agendas Conference. Atnwerp, Belgium.

Practical exercise: ESS Media claims' Codebook, FACTIVA & PageOne

### **Sessions 6, 7, and 8, Analysis of Interviews: Introduction to CAQDAS and ATLAS.ti**

The main aim of these sessions is to introduce the ATLAS.ti software's basic elements to analyse qualitative interviews. By doing so, other goals will be reached: on one hand Grounded Theory's methodological approach to data analysis is presented. On the other, we will reflect upon the process of qualitative (inductive or deductive) codification and its link to the research design.

Required Readings (both in the UAB Library):

Session 5:

- Birks, M. & Mills, J. (2011) *Grounded Theory: a practical guide*, Los Angeles, London: SAGE. Chapter 1

Sessions 6 and 7:

- Lewins, A. & Silver, C. (2007) Using software in qualitative research: a step-by-step guide. London: SAGE. Chapter 2 (Only from page 16 to 25) & Chapter 5
- Introduction to Atlas.ti. Exercises. PDF uploaded to the Campus Virtual.

Other recommended or alternative readings:

There are different texts by Corbin, J. & Strauss, A.; Friese, S. or Charmaz, K. available from the UAB Library system. They can complement or support the chapter by Birks, M. & Mills, J. on the Grounded Theory approach (see Corbin, Strauss, Charmaz) or be used as an alternative to the Lewins, A. & Silver, C.'s Atlas.ti manual (see Friese).

- Friese, S. (2011) "Using ATLAS.ti for Analyzing the Financial Crisis Data", Volume 12, No. 1, Art. 39 of FQS. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research: <http://www.qualitative-research.net/index.php/fqs/article/view/1632/3150>
- Bryant, A., & Charmaz, K. (2007) The SAGE handbook of grounded theory. Thousand Oaks, Calif.: SAGE (UAB Library has it)
- Charmaz, Kathy (2001) "Qualitative interviewing and Grounded Theory analysis", in Gubrium, Jaber F.; Holstein, James A. (eds) Handbook of Interview Research: Context and Method, SAGE Publications (UAB Library has it)
- Charmaz, Kathy (2006) Constructing grounded theory: a practical guide through qualitative analysis, London; Thousand Oaks : SAGE; 2nd edition from 2014 (UAB Library has it)
- Corbin, J. & Strauss, A. (1990) "Grounded Theory Research: Procedures, Canons and Evaluative Criteria", Qualitative Sociology, Vol.13, N.1.
- Friese, S. (2012) Qualitative Data Analysis with Atlas.ti, SAGE (UAB Library has it), there is a second edition (2014) including new features of Atlas.ti

Practical exercise: On Atlas.ti main functions.

## **Sessions 9 and 10: Seminars to be announced**

### **QUANTITATIVE METHODS (Convenors: G. RICO and D. MARINOVA)**

This part of the course assumes no prior knowledge other than a minimal mathematical background. Students who have not taken any type of quantitative course since high school should read the following text before the course starts:

- Bolker, E. D., & Mast, M. 2015. Common Sense Mathematics. Mathematical Association of America. Available at <http://www.cs.umb.edu/~eb/qrbok/qrbok.pdf>.

Those who want to gain some more statistical insight are also strongly encouraged to read:

- Wheelan, C. 2013. Naked Statistics: Stripping the Dread from the Data. New York: WW Norton & Company.

All sessions take place in the computer lab and are structured in two parts. The first part is devoted to a lecture. The second is intended to provide practical experience with the related lecture topics, mainly through exercises with the statistical software Stata. A short introduction to data analysis and Stata will be offered at the end of the first semester within the Introduction to Research course.

This course draws heavily on the following books:

- Pollock, P. H. 2016. The Essentials of Political Analysis, 5<sup>th</sup> ed. Washington, DC: CQ Press (henceforth: Essentials)
- Pollock, P. H. 2015. A Stata Companion to Political Analysis, 3<sup>rd</sup> ed. Washington, DC: CQ Press (henceforth: Stata).

For some parts we will also make use of:

- Kellstedt, P. M. & G. D. Whitten. 2013. The Fundamentals of Political Science Research, 2<sup>nd</sup> ed. Cambridge: Cambridge University Press (henceforth: Kellstedt & Whitten).

### **Pre-course Session A: Introduction to data analysis**

### **Pre-course Session B: Descriptive statistics**

Required Reading:

- Essentials, pp. 24-43
- Stata, pp. 13-27

### **Session 1: Basic bivariate analysis**

Required Reading:

- Stata, pp. 53-65

Recommended reading:

- Essentials, pp. 48-70

### **Session 2: Introduction to statistical inference.**

Required Reading:

- Essentials, pp. 123-153
- Stata, pp. 103-106

### **Session 3: Bivariate hypothesis testing**

Required Reading:

- Essentials, pp. 156-170
- Stata, pp. 106-109, 113-114 & 121-122

Recommended reading:

- Smith, K. B., C. W. Larimer, L. Littvay & J. R. Hibbing .2007. Evolutionary Theory and Political Leadership: Why Certain People Do Not Trust Decision Makers. Journal of Politics, 69(2): 285-299.

### **Session 4: Correlation and bivariate regression**

Required Reading:

- Essentials, pp. 183-197
- Stata, pp. 131-136

### **Session 5: Making controlled comparisons**

Required Reading:

- Essentials, pp. 78-97 & 102-118
- Stata, pp. 81-91

## **Session 6: Multiple regression (I)**

Required Reading:

- Stata, pp. 136-138
- Carnes, N. & N. Lupu. 2015. Rethinking the Comparative Perspective on Class and Representation: Evidence from Latin America. *American Journal of Political Science*, 59(1): 1-18.

## **Session 7: MIDTERM EXAM**

## **Session 8: Multiple regression (II): Categorical independent variables**

Required Reading:

- Essentials, pp. 198-201
- Stata, pp. 149-154

Recommended reading:

- Mutz, D.C. 2010. The Dog that Didn't Bark: The Role of Canines in the 2008 Campaign. *PS: Political Science & Politics*, 43(4): 707-712.

## **Session 9: Multiple regression (III): Interactions**

Required Reading:

- Essentials, 203-207
- Stata, pp. 154-160

Recommended reading:

- TBA

## **Session 10: Logistic regression (I)**

Required Reading:

- Stata, pp. 167-174
- Essentials, 215-233

## **Session 11: Logistic regression (II): Postestimation and predicted probabilities**

Required Reading:

- Stata, pp. 175-182
- Essentials, 233-238

Recommended reading:

- Marinova, D.M. 2011. When government fails us: trust in post-socialist civil organizations. *Democratization*, 18(1): 160-183.

## **Sessions 12 and 13:**

### **Limits and alternatives to regression for causal inference**

Readings: TBA

## **Session 14: Regression model extensions**

Required Reading:

- Kellstedt & Whitten, pp. 256-269
- Tavits, M. 2007. Clarity of Responsibility and Corruption. American Journal of Political Science, 51 (1): 218-29.

## Session 15: FINAL EXAM

## Methodology

The sessions on quantitative and qualitative research techniques will be taught in parallel over the 8 weeks of the course. The classes combine theoretical lectures with seminars and sessions of practicing different techniques. An important part of the course takes place outside of the classroom in order to consolidate the use of a selection of the research techniques.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Collective tutoring/discussion of projects	5	0.2	5, 9, 11, 12
In-class practice	25	1	1, 6, 8, 11, 12
Lecture	30	1.2	5, 6, 10, 11
<b>Type: Supervised</b>			
Individual tutoring	10	0.4	3, 5, 6, 8, 9, 11
<b>Type: Autonomous</b>			
Qualitative data analysis	30	1.2	3
Qualitative data collection/generation	30	1.2	3, 8, 11
Quantitative data analysis	30	1.2	3, 5, 6, 8, 11
Readings	30	1.2	2, 5, 10, 11, 12
Writing essays/reports	30	1.2	2, 3, 5, 10, 11, 12

## Evaluation

The major part of the evaluation of this module is through continuous practice and feedback on the understanding and use of various research techniques. The evaluation consists of:

- Participation in class (it is obligatory to attend at least at 80% of the sessions in order to pass this module)
- 7 exercises related to the different qualitative and quantitative research techniques.
- Exams related to the quantitative sessions.

**The evaluation on qualitative techniques represents 40% of the final grade:** The students will hand in 4 exercises during the course:

- Exercise 1. Practice of Interview (25%) to be handed in, in class (session 3).
- Exercise 2: Practice of Observation (25%) to be handed in, in class (session 4).



- Exercise 3: Practice on the main Atlas.ti functions of support for analysis of qualitative interviews (25%) HU "bundled" project to be sent to the teacher.
- Exercise 4: Practice of Extra Technique, sessions 9-10 (25%) To be handed in, in class.

**The evaluation on quantitative techniques represents 60% of the final grade:** The students will submit 3 homework assignments during the course:

- Assignment 1: Bivariate analysis (10%) to be handed in, in class.
- Assignment 2: Multiple regression (15%) to be handed in, in class.
- Assignment 3: Logistic regression (15%) to be handed in, in class.

They will also complete two exams:

- Midterm exam (25%)
- Final exam (35%)

**IMPORTANT: In order to pass the course, it is required for students to obtain a grade of at least 5 over 10 in each of its two parts--qualitative and quantitative. In order to pass the quantitative part, students must obtain a grade of at least 5 over 10 in the final exam.**

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Practice of Extra Qualitative Analysis Technique	8%	2	0.08	1, 2, 4, 8
Practice of interview and/or participant observation	20%	6	0.24	3, 4, 5, 9, 10, 11
Practice on the main Atlas.ti functions of support for analysis of qualitative interviews	12%	2	0.08	1, 2, 4, 8
Quantitative final exam	21%	5	0.2	2, 3, 5, 10, 11, 12
Quantitative home assignment 1	6%	3	0.12	1, 3, 6, 7, 8, 9, 11
Quantitative home assignment 2	6%	3	0.12	1, 3, 6, 7, 8, 9, 11
Quantitative home assignment 3	12%	6	0.24	1, 3, 6, 7, 8, 9, 11
Quantitative midterm exam	15%	3	0.12	2, 3, 5, 6, 9, 10, 11, 12

## Bibliography

### Core readings

#### Qualitative

Bryman, A. 2001. Social Research Methods. Oxford University Press

Creswell, J. 2007. Qualitative Inquiry and research design. Choosing Among Five Approaches

Della Porta, D. & M. Keating, M. 2008. Approaches and Methodologies in the Social Sciences: A Pluralist Perspective. Cambridge: Cambridge University Press.

Kapiszewski, Diana, MacLean, Lauren M., Read, Benjamin L. 2015. Field Research in Political Science: Practices and Principles. Cambridge. Cambridge University Press.

Hesse-Biber, S. And Leavy, P. 2004. Approaches to Qualitative Research. A reader on theory and practice. Oxford. Oxford University Press

Hesse-Biber, S. And Leavy, P. 2006. The practice of qualitative research. Sage.

Denzin, N. K., & Y. S. Lincoln (Eds.). 2012. Strategies of Qualitative Inquiry, 4<sup>th</sup> ed. Thousand Oaks, CA: Sage.

Sarantakos, S. 2005. Social Research (third edition). Palgrave Macmillan

#### Relevant Journals:

International Journal of Qualitative methods

<http://www.sagepub.in/journals/Journal202499#tabview=manuscriptSubmission>

Qualitative Research Journal <http://www.emeraldinsight.com/toc/qjrj/15/4>

#### **Quantitative**

Acock, A. C. 2014. A Gentle Introduction to Stata, 4<sup>th</sup> ed. College Station, TX: Stata Press.

Agresti, A. 2009. Statistical Methods for the Social Sciences, 4<sup>th</sup> ed. Pearson Prentice Hall.

Kellstedt, P. M. & G. D. Whitten. 2013. The Fundamentals of Political Science Research, 2<sup>nd</sup> ed. Cambridge: Cambridge University Press.

Lewis-Beck, M. (1980) Applied regression: An introduction. Thousand Oaks: Sage Publications.

Long, J. S. & J. Freese. 2014. Regression Models for Categorical Dependent Variables Using Stata, Third Edition. College Station, TX: Stata Press.

Pollock, P. H. 2016. The Essentials of Political Analysis, 5<sup>th</sup> ed. Washington, DC: CQ Press.

Pollock, P. H. 2015. A Stata Companion to Political Analysis, 3<sup>rd</sup> ed. Washington, DC: CQ Press.