

## Seminar: Introduction to Qualitative Methods

*Note – This seminar is for SPS researchers only.*

**1st Term, Academic Year 2024-2025**

**Mondays, 11.00-13.00**  
**(11-12: Seminar; 12-13: Lab)**

**First Session: 30.09.24**  
**Last Session: 16.12.24**

**Seminar Rooms 2 & 3, Badia Fiesolana (Seminar & Lab)**  
**Emeroteca, Sala del Capitolo, Theatre, Seminar Room 4, Badia Fiesolana & SPS Meeting Room,**  
**Villa San Felice (Additional rooms for Lab sessions)**

Instructor: [Paulus Wagner](#)  
Co-Instructor: [Caitlin Procter](#)

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### Description

This is a course about how to conduct and evaluate rigorous, epistemologically plural qualitative research. It will both introduce you to key concepts and methods – e.g. cause and case studies, positionality and ethnography – and show how they work in practice. Sessions will be divided in two. The first part is dedicated to a theoretical introduction to a given methodical approach as well as to the discussion of application examples drawn from diverse social science literatures (“Seminar”). In the second part, seminar participants train to implement methodological designs themselves by implementing practice research projects under the guidance of the instructors (“Lab”). The goal of this introduction course is for you to become skillful users, be it regular or occasional, and knowledgeable consumers of qualitative (and mixed) methods in your own studies and reading.

The course starts with an introductory session on foundational issues: philosophy, theory, causation and ethics. The bulk of the course then provides an introduction to a number of qualitative methods. Each session’s first hour (“Seminar”) is dedicated to discussing one method: case studies, historical comparative analysis, process tracing, qualitative text analysis, qualitative interviewing (I + II), fieldwork and ethnography. Additionally, we will have sessions on qualitative data analysis and on qualitative writing. During a 30-minutes lecture and 30 minutes literature discussion, a particular technique is introduced, undergoes a critical assessment, and we explore how the method works in application. While the instructor provides the lecture, participants prepare a literature presentation drawing upon empirical research in the social and political sciences, chosen from the syllabus, followed by a group discussion.

The second hour of each session is a practice workshop (“Lab”) in which participants train chosen methods by applying them to a research question. Participants can work in groups or alone on this task, whereby group work is encouraged. Practice research questions can be chosen from a provided list or can derive from a thesis project. RQs and methodologies are chosen in the first two sessions of the term; the bulk of the semester is used for stepwise empirical implementation of the research design (at reasonable extent, e.g. two half-days of empirical fieldwork per participant). The group undergoes the steps of the research process together: choice of RQ, design, empirical (field)work, data analysis, report. Every group submits a short research report at the end of term.

The seminar concludes with a half-day workshop – on 16<sup>th</sup> December – where researchers present on their findings as well as on the hurdles and learnings of the research process, discussing each other’s efforts at operationalizing various qualitative methods.

The seminar is worth 20 credits.

### Learning Outcomes

- An understanding of the links between epistemology, theory, cause, ethics and your choice of as well as assessment of a particular qualitative method.
- For the six core qualitative methods – case studies; comparative historical analysis; process tracing; text analysis; fieldwork/ethnography; interviewing – an appreciation of the method’s content, its strengths and weaknesses, and an ability to assess applications.
- Practice skills in implementing qualitative research designs.

The SPS Seminar Intermediate Qualitative Methods, instructed by [Jeffrey T. Checkel](#), builds on this Seminar by providing a deeper understanding of theoretical and practical issues in qualitative methods, e.g. of epistemology and ethics, of cause and of case studies, of process analytics or discourse analysis, and of mixed methods.

SPS’s third-term course offerings further build on these learning outcomes by providing detailed operationalizations and hands-on training in particular qualitative methods as well as in mixed methods.

### Format

During the September Programme, SPS will offer a ‘Preparatory Workshop: Introduction to Qualitative Methods.’ In structuring this seminar, we assume you have the background knowledge provided in that workshop – on philosophy, ethics, interviews and ethnography – either because you participated in it or have had graduate coursework on the topics it covered.

For all ten weeks, Paulus Wagner will instruct the first part of the session (“Seminar”, including lecture & literature discussion).

Each session’s second hour is then devoted to a practical workshop (“Lab”), which will be co-instructed by Paulus Wagner and Caitlin Procter.

### Readings

Key readings, textbooks, and reference works

- Bennett, Andrew and Jeffrey T. Checkel, Editors, *Process Tracing: From Metaphor to Analytic Tool* (Cambridge: Cambridge University Press, 2015)
- della Porta, Donatella and Michael Keating, Editors, *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective* (Cambridge: Cambridge University Press, 2008)

- Fujii, Lee Ann, *Interviewing in Social Science Research: A Relational Approach* (London: Routledge, 2017)
- Gerring, John, *Case Study Research: Principles and Practices, Second Edition* (Cambridge: Cambridge University Press, 2017)
- Given, Lisa M., *The Sage Encyclopedia of Qualitative Research Methods*. (London: Sage, 2008)
- Grimm, Jannis, Kevin Koehler, Ellen M. Lust, Ilyas Saliba and Isabell Schierenbeck, *Safer Field Research in the Social Sciences: A Guide to Human and Digital Security in Hostile Environments*, Sage Research Methods (London: Sage Publications, 2020)
- Kapiszewski, Diana, Lauren MacLean and Benjamin Read, *Field Research in Political Science: Practices and Principles* (Cambridge: Cambridge University Press, 2015)
- Lareau, Annette. *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up*. (Chicago: Chicago University Press, 2021)
- Mahoney, James and Kathleen Thelen, Editors, *Advances in Comparative Historical Analysis* (Cambridge: Cambridge University Press, 2015)
- Mosley, Layna, Editor, *Interview Research in Political Science* (Ithaca, NY: Cornell University Press, 2013)
- Procter, Caitlin and Branwen Spector, *Inclusive Ethnography: Making Fieldwork Safer, Healthier and More Ethical* (London: Sage, 2024)
- Simmons, Erica and Nicholas Smith, Editors, *Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry* (Cambridge: Cambridge University Press, 2021)
- Tan Chen, Victor, Gabriela León-Pérez, Julie Honnold, and Volkan Aytar. *The Craft of Sociological Research*. (VIVA, Virginia's Academic Library Consortium, [Link](#))

Seminar readings are accessible in a variety of ways.

- **Books & Chapters in Books**: Most books are available electronically from the EUI Library. In the reading list below, these are indicated by **(E-Book)**; this provides the direct hyperlink to the book.
- **Difficult-to-Access Materials**: This includes readings that are difficult – or impossible – to access electronically. Nearly all of these will be uploaded to the seminar [Brightspace](#) page.
- **Journal Articles**: These are easily obtained electronically through the EUI Library.

If you encounter any problems accessing seminar readings, please contact Pia Dittmar.

## Requirements

To receive credit for the course, you need to attend at least 80% of classes plus a passing mark on each of the following requirements.

## Seminar

**(1) Seminar discussions:** Active participation.

Each seminar session, after the reading presentation, we will have a discussion about the strengths and weaknesses, the practicalities and ethics of a particular method. You are expected to actively participate, prepared by having read the required texts for the session.

**(2) Reading presentation:** Once over the course of the term.

In each seminar session, participants will present on a chosen piece of research (article or book) which applies the method in focus that given week. Readings should be chosen from the list provided for the given session. Presentations can be single or groupwork, depending on the number of course participants (typically, 2-3 participants will together prepare a presentation). Presentations should be 10 minutes in length.

## Lab

**Practice Assignment:** During the entire term, accompanying the seminar and instructed during the “Lab” sessions (2<sup>nd</sup> hour of each weekly meeting).

For the Qualitative Methods Lab, which is integrated into this course, participants practice chosen methods by applying them to a research question. Participants can work in groups or alone on this task (group work is encouraged, ideal group size = 4). Practice research questions can be chosen from a provided list or can derive from a thesis project. All practice research projects will have a local scope (realizable at the EUI or in the Florence area) and will correspond to a workload of two half-days of empirical research per researcher (i.e. two extensive interviews or two sessions of participant observation).

Structure and schedule: We will together practice a qualitative research process step-by-step: choice of RQ, design, empirical (field)work, data analysis, report. RQs and methodologies are chosen in the first two sessions of the term; the bulk of the semester is used for stepwise implementation of the research design. Empirical research should take place between mid-October and end of November. Every group presents their findings alongside a critical reflection on their research process at the final workshop (16<sup>th</sup> December) and submits a short research report at the end of term.

Work organization: Parts of the practice assignment can be completed in class: the “Lab” sessions, speak the 2<sup>nd</sup> hour of each weekly meeting, will serve as a space of instruction on the research steps but also of group work with the possibility to draw on the advise of the instructors. Some tasks, however, need to be completed outside of class: notably, the fieldwork. The workload, notably on the final assignments (presentation and research report), will typically exceed the time available during Lab sessions, therefore please schedule some additional time outside class to complete the practice assignment.

- (1) Active participation** in the Lab sessions and groupwork on each step of the practice assignment during the term.
- (2) Presentation** of findings and critical reflection on research process at the **final workshop:** The course concludes with a half-day workshop – on 16<sup>th</sup> December – where researchers present on their findings as well as on the hurdles and learnings of the research process, discussing each other’s efforts at putting various qualitative methods into action.
- (3) Submission** of a short **research report** at the end of term: Each group will submit a research report (10 pages in length, double-spaced), stating their research question, explaining their methodology and empirical research process (with references to the methodological literature), and presenting empirical findings.

## Schedule

### Seminar

- Session 1 (30 September) – Doing Qualitative Methods: Context, Philosophy, Ethics
- Session 2 (7 October) – Case Studies, Sites and Comparison
- Session 3 (14 October) – Comparative Historical Analysis
- Session 4 (21 October) – Process Tracing
- Session 5 (28 October) – Qualitative Text Analysis
- Session 6 (4 November) – Fieldwork & Ethnography
- Session 7 (11 November) – Interviewing I
- Session 8 (18 November) – Interviewing II
- *Session 9 (27 November) – Qualitative Data Analysis*
- Session 10 (2 December) – Qualitative Writing
- *Session 11 (9 December) – [Alternative date – 27 Nov session may be moved here: TBC]*
- Workshop (16 December) – Final Workshop

### Lab (indicative schedule, will be adapted to project workflows)

- Session 1 (30 September) Introduction, research questions, working groups
- Session 2 (7 October) Design of research strategies
- Session 3 (14 October) -“-
- Session 4 (21 October) Field research
- Session 5 (28 October) -“-
- Session 6 (4 November) -“-
- Session 7 (11 November) -“-
- Session 8 (18 November) Data Analysis
- *Session 9 (27 November)* -“-
- Session 10 (2 December) Preparation of presentation and final report
- *Session 11 (9 December)* -“-
- Workshop (16 December) Final Workshop

***An outline of the Lab practice assignment will be circulated before the 1<sup>st</sup> Session so researchers can in advance reflect on their preferences (on research questions, methods, groupwork). In Session 1, we will discuss these elements together. By 7 October (Session 2), all projects must be confirmed for the research process to start.***

## Seminar Topics & Readings

### Session 1 – Doing Qualitative Methods: Context, Philosophy, Ethics

*Note: Seminar Session 1 is lecture-only. It does not include a reading presentation by participants. Please prepare the discussion questions at hands of the indicated readings. Every participant should be prepared to contribute on at least two chosen discussion questions.*

Session 1 builds on the Preparatory Workshop “Introduction to Qualitative Methods” offered during SPS’ September Programme, so that the Lecture on contents indicated hereunder (1. Context, 2. Philosophy & Theory, 3. Causality, 4. Research Ethics) will be split between the September Programme and Session 1 of the course.

***Context: Qualitative Methods in the Social Sciences***

Mahoney, James, “After KKV. The New Methodology of Qualitative Research,” *World Politics* 62/1 (2010): 120-147.

Simmons, Erica and Nicholas Smith, “Theory and Imagination in Comparative Politics: An Interview with Lisa Wedeen,” in Erica Simmons and Nicholas Smith, Editors, *Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry* (Cambridge: Cambridge University Press, 2021) – Chapter 13. ([E-Book](#))

Emmons, Cassandra and Andrew Moravcsik, “Graduate Qualitative Methods Training in Political Science: A Disciplinary Crisis,” *PS: Political Science & Politics* 53/2 (April 2020): 258-264.

Schwartz, Stephanie and Kate Cronin-Furman, “[Ill-Prepared: International Fieldwork Methods](#),” *Qualitative and Multi-Method Research: Newsletter of the American Political Science Association Organized Section for Qualitative and Multi-Method Research* 21/1 (Spring 2023): 1-9.

### ***Philosophy of Social Science and Theory***

#### ***Nuts and Bolts***

della Porta, Donatella and Michael Keating, Editors, *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective* (Cambridge: Cambridge University Press, 2008) – Chapters 1-2. ([E-Book](#))

Van Evera, Stephen, “Hypotheses, Laws, and Theories: A User’s Guide,” in *Guide to Methods for Students of Political Science* (Ithaca, NY: Cornell University Press, 1997) – Chapter 1. ([E-Book](#))

Bauböck, Rainer, “Normative Political Theory and Empirical Research,” in Donatella della Porta and Michael Keating, Editors, *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective* (Cambridge: Cambridge University Press, 2008) – Chapter 3. ([E-Book](#))

#### ***Applications***

Johnson, James, “Consequences of Positivism: A Pragmatist Assessment,” *Comparative Political Studies* 39/2 (2006): 224-52.

Hall, Peter, “Aligning Ontology and Methodology in Comparative Politics,” in James Mahoney and Dietrich Rueschemeyer, Editors, *Comparative Historical Analysis in the Social Sciences* (Cambridge: Cambridge University Press, 2003) – Chapter 11. ([E-Book](#))

### ***Perspectives on Causality***

#### ***Nuts and Bolts***

Kurki, Milja, *Causation in International Relations: Reclaiming Causal Analysis* (Cambridge: Cambridge University Press, 2008) – Chapters 1-2. ([E-Book](#))

Hedstroem, Peter and Petri Ylikoski, “Causal Mechanisms in the Social Sciences,” *Annual Review of Sociology* 36 (2010): 49–67.

### ***Research Ethics***

#### ***Nuts and Bolts***

European Commission, DG Research and Innovation, “[Ethics in Social Science and Humanities](#)” (Brussels: European Commission, October 2018).

American Political Science Association, “[Principles and Guidance for Human Subjects Research](#)” (Washington, DC: Spring APSA Council Meeting, 4 April 2020).

### *Applications*

Wood, Elisabeth Jean, “The Ethical Challenges of Field Research in Conflict Zones,” *Qualitative Sociology* 29/3 (2006): 373-86.

Hoover Green, Amelia and Dara Kay Cohen, “[Centering Human Subjects: The Ethics of ‘Desk Research’ on Political Violence](#),” *Journal of Global Security Studies* 6/2 (June 2021).

Barnfield, Matthew, “Misinformation in Experimental Political Science,” *Perspectives on Politics* (FirstView, 28.10.22: <https://doi.org/10.1017/S1537592722003115>).<sup>1</sup>

### **Discussion Questions**

- What is philosophy of social science and why does it matter?
- What is positivism? What is interpretism? How do they differ? Is there any mid-ground?
- How do philosophical starting points influence our thinking about cause, theory, data, ethics and methods?
- What are the roles of deduction and induction in theory development?
- What is the relation between theory and method? In developing a research design, which comes first?
- What is “causality”?
- Situated understanding, causal mechanisms, and causal effects are all equally valuable ways to help us explain and understand the social world. Discuss.
- What is the relation between epistemology and ethics?
- How do ethics play out in differing research contexts? Consider three: elite interviews of Commission bureaucrats in Brussels; a field experiment in Sierra Leone; fieldwork among Roma in Hungary.
- Are the ethical aspects of your thesis finished or just beginning when the EUI Ethics Committee approves your ethical framework?

## **Session 2 - Case Studies, Sites and Comparison: Design and Execution**

### *Nuts and Bolts*

George, Alexander and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (Cambridge, MA: MIT Press, 2005) – Chapter 1. ([E-Book](#))

Gerring, John, *Case Study Research: Principles and Practices, Second Edition* (Cambridge: Cambridge University Press, 2017) – Chapters 1-3, 7-8, 11. ([E-Book](#))

Simmons, Erica and Nicholas Smith, Editors, *Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry* (Cambridge: Cambridge University Press, 2021) – Chapters 1, 6. ([E-Book](#))

### *Applications*

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<sup>1</sup> For a blog version of Barnfield’s argument, see “[Against Misinformation as Method in Political Science](#),” *The Loop: ECPR’s Political Science Blog* (21.11.22).

Bakke, Kristin, “Copying and Learning from Outsiders? Assessing Diffusion from Transnational Insurgents in the Chechen Wars,” in Jeffrey T. Checkel, Editor, *Transnational Dynamics of Civil War* (Cambridge: Cambridge University Press, 2013) - Chapter 2. ([E-Book](#))

Simmons, Erica and Nicholas Smith, “Comparisons with an Ethnographic Sensibility: Studies of Protest and Vigilantism,” in Erica Simmons and Nicholas Smith, Editors, *Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry* (Cambridge: Cambridge University Press, 2021) – Chapter 12. ([E-Book](#))

### **Discussion Questions**

- When developing a research design, do we opt for comparative case studies or a multi-sited approach?
- What is a case study? What kinds of questions and puzzles is it especially helpful in answering?
- Case studies are always built on a processual, mechanism-based understanding of cause. Discuss.
- What is a multi-sited approach? What kinds of questions and puzzles is it especially helpful in answering?
- What does it mean to speak of validity and transparency in case study or multi-sited research?
- What are the narrative, methodological and data attributes of a rigorously executed case study or multi-sited approach?

### **Session 3 - Comparative Historical Analysis**

#### *Nuts and Bolts*

Mahoney, James and Kathleen Thelen, Editors, *Advances in Comparative Historical Analysis* (Cambridge: Cambridge University Press, 2015) – Chapters 1, 6, 8, 9. ([E-Book](#))

#### *Applications*

Gibson, Christopher, *Movement-driven Development: The Politics of Health and Democracy in Brazil* (Stanford, CA: Stanford University Press, 2019) – Chapters 1, 4. ([E-Book](#))<sup>2</sup>

### **Discussion Questions**

- Comparative historical analysis (CHA) is an approach uniquely well placed to capture temporal dynamics. Discuss.
- If case studies play key roles in CHA, what are the typical within-case methods employed by these scholars?
- What role do path dependence and critical junctures play in CHA?
- How would you recognize a critical juncture if it were to walk through the door?

### **Session 4 - Process Tracing**

#### *Overview*

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<sup>2</sup> The EUI Library does have Gibson as an e-book. If the link provided here does not work, just access it through the Library Catalogue.



Checkel, Jeffrey T., “[Process Tracing - Between Broadening and Deepening](#),” Methods Seminar, Department of Social Policy and Intervention, University of Oxford, May 2023.

### ***Nuts and Bolts - Positivist***

Bennett, Andrew and Jeffrey T. Checkel, Editors, *Process Tracing: From Metaphor to Analytic Tool* (Cambridge: Cambridge University Press, 2015) – Chapters 1, 10, Appendix. ([E-Book](#))

Zaks, Sherry, “Updating Bayesian(s): A Critical Evaluation of Bayesian Process Tracing,” *Political Analysis* 29/1 (2021): 58-74.

### ***Nuts and Bolts - Interpretive***

Pouliot, Vincent, “Practice Tracing,” in Andrew Bennett and Jeffrey T. Checkel, Editors, *Process Tracing: From Metaphor to Analytic Tool* (Cambridge: Cambridge University Press, 2015) – Chapter 9. ([E-Book](#))

### ***Applications***

Schwartz, Rachel and Scott Straus, “What Drives Violence against Civilians in Civil War? Evidence from Guatemala’s Conflict Archives,” *Journal of Peace Research* 55/2 (2018): 222–235.

Pouliot, Vincent, *International Pecking Orders: The Politics and Practice of Multilateral Diplomacy* (Cambridge: Cambridge University Press, 2016) – Appendix. ([E-Book](#))

### **Discussion Questions**

- What is process tracing and how does it differ from historical chronologies?
- What role do causal mechanisms and social practices play in process tracing / practice tracing?
- How would you know a rigorous application of process tracing / practice tracing if it were to walk through the door?
- How visible and explicit should the process/practice tracing method be in the write up of your results?
- For many, formalization (Bayesianism, set theory, directed acyclic graphs) is the cutting edge in process tracing. What are the pluses and minuses of such efforts?

## **Session 5 – Qualitative Text Analysis**

### ***Nuts and Bolts***

Kuckartz, Udo, *Qualitative Text Analysis: A Guide to Methods, Practice & Using Software*. (London: SAGE, 2014) ([E-Book](#))

Grimmer, Justin, Margaret Roberts, and Brandon Stewart, “Social Science Research and Text Analysis,” in Justin Grimmer, Margaret Roberts, and Brandon Stewart, *Text as Data: A New Framework for Machine Learning and the Social Sciences* (Princeton, NJ: Princeton University Press, 2022) – Chapter 2.

Neumann, Iver, “Discourse Analysis,” in Audie Klotz and Deepa Prakash, Editors, *Qualitative Methods in International Relations: A Pluralist Guide* (NY: Palgrave Macmillan, 2008) – Chapter 5. ([E-Book](#))

### ***Applications***

Price, Richard, "A Genealogy of the Chemical Weapons Taboo," *International Organization* 49/1 (1995): 73-103.

Hansen, Lene, *Security as Practice: Discourse Analysis and the Bosnian War* (London: Routledge, 2006) – Chapters 1, 5. ([E-Book](#))

Windfeld, Frederik Carl, Marius Hauge Hvithamar and Lene Hansen, "Gothic Visibilities and International Relations: Uncanny Icons, Critical Comics, and the Politics of Abjection in Aleppo," *Review of International Studies* (FirstView, 18.01.23: <https://doi.org/10.1017/S0260210522000547>).

### **Discussion Questions**

- Which range of methods can be referred to as "qualitative text analysis"?
- When would you take a qualitative approach to text analysis?
- What are the strengths and limitations of computational text analysis as a way to access the social world and use language?
- What is "hermeneutics"?
- What is a discourse analysis?

### **Session 6 - Fieldwork & Ethnography**

#### *Nuts and Bolts - Fieldwork*

Kapiszewski, Diana, Lauren MacLean and Benjamin Read, *Field Research in Political Science: Practices and Principles* (Cambridge: Cambridge University Press, 2015) – Chapters 1, 3, 4, 7. ([E-Book](#))

#### *Nuts and Bolts - Ethnography*

Geertz, Clifford, "Thick Description: Toward an Interpretive Theory of Culture," in *The Interpretation of Cultures* (NY: Basic Books, 1973) – Chapter 1. ([E-Book](#))

Delamont, Sara and Paul Atkinson, "The Ethics of Ethnography," in Ron Iphofen and Martin Tolich, Editors, *Sage Handbook of Qualitative Research Ethics* (London: Sage Publications, 2018) – Chapter 7. ([E-Book](#))

#### *Applications - Fieldwork*

Grimm, Jannis, Kevin Koehler, Ellen M. Lust, Ilyas Saliba and Isabell Schierenbeck, *Safer Field Research in the Social Sciences: A Guide to Human and Digital Security in Hostile Environments*, Sage Research Methods (London: Sage Publications, 2020) – Chapters 2, 3 and 4. ([E-Book](#))

#### *Applications - Ethnography*

Gusterson, Hugh, "Ethnographic Research," in Audie Klotz and Deepa Prakash, Editors, *Qualitative Methods in International Relations: A Pluralist Guide* (NY: Palgrave Macmillan, 2008) – Chapter 7. ([E-Book](#))

Wood, Elisabeth Jean, “Ethnographic Research in the Shadow of Civil War,” in *Insurgent Collective Action and Civil War in El Salvador* (New York: Cambridge University Press, 2003) – Chapter 2. ([E-Book](#))

Russel Hochschild, Arlie, *The Managed Heart. Commercialization of Human Feeling*. (University of California Press, 2012) – Chapters 1 and 6.

### **Discussion Questions**

- Fieldwork involves significant preparation. Discuss.
- How does a researcher decide what is ethical when she is conducting fieldwork?
- What is ethnography and how does it differ from conducting a case study?
- What is the difference between cultural ethnography and political ethnography?
- What matters more to an ethnographer: Interviews or participant observation?
- Access and positionality play key – and very differing – roles in ethnography. Discuss.

### **Sessions 7 & 8 – Interviewing I & II**

#### ***Nuts and Bolts - Positivist***

Mosley, Layna, Editor, *Interview Research in Political Science* (Ithaca, NY: Cornell University Press, 2013) – Introduction, Chapters 1, 3, 9. ([E-Book](#))

#### ***Nuts and Bolts – Interpretive***

Fujii, Lee Ann, *Interviewing in Social Science Research: A Relational Approach* (London: Routledge, 2018). ([E-Book](#))

#### ***Applications***

Leech, Beth, Frank R. Baumgartner, Jeffrey M. Berry, Marie Hojnacki and David C. Kimball, “Lessons from the ‘Lobbying and Policy Change’ Project,” in Layna Mosley, Editor, *Interview Research in Political Science* (Ithaca, NY: Cornell University Press, 2013) - Chapter 11. ([E-Book](#))

Fujii, Lee Ann, “Shades of Truth and Lies: Interpreting Testimonies of War and Violence,” *Journal of Peace Research* 47/2 (2010): 231–241.

### **Discussion Questions**

- Political scientists and sociologists, on the one hand, and ethnographers, on the other, conduct interviews in fundamentally different ways. Do you agree or not? Why?
- How would you conduct an interview ethically?
- How does one deal with lies, dissimulation and (faulty?) memory when interviewing?
- How do your gender, nationality, status, and interview questions affect the interview process? (And why do we have two different names for these dynamics: interviewer effects and positionality?)
- What is the difference between “recruiting” and “negotiating field access”?
- To what degree is it possible to systematically sample interviewees when doing qualitative interviews?
- What are crucial steps when preparing focus groups?
- How is a semi-structured interview guide different from a structured questionnaire and a narrative interview prompt?

- How many interviews are enough?

### **Session 9 – Qualitative Data Analysis**

In this session, we will practice inductive and deductive approaches to qualitative data analysis: a step that plays a crucial role, and takes up considerable time, in the qualitative research process.

We will use MaxQDA in this session, applying as a group for a [free course license](#).

### **Session 10 – Academic Writing with Qualitative Data**

In this session, we will practice qualitative writing styles, covering both narrative and analytical styles, and discussing how best to convey the findings of qualitative interviews, ethnography, etc. to a reader.

Sample texts will be provided.