Political Science 349R
Winter Semester 2012
Section 1: 346 MARB on M W at 9:30-10:45 a.m.

Instructor: Kirk Hawkins
Office: 782 SWKT
Office Hours: M W 11 a.m. - 1 p.m.
Office Phone: 801-422-1362
Email: kirk_hawkins@byu.edu

Description
This course is designed to enhance your toolkit of research methods by moving beyond the quantitative approach emphasized in our major to study so-called qualitative methods. As you will learn, qualitative methods are basic to research and exemplify some of the same principles that undergird quantitative methods, such as validity, reliability, and the need to test theories with data. However, they also reveal some of the weaknesses of quantitative methods and force us to think more carefully about such basic questions as What constitutes a good theory? How do we discover truth? And what does it mean for something to be scientific? Qualitative methods include a fairly broad set of tools that cover roughly two areas reflected in the class: methods for gathering data, and methods for analyzing theories. Both areas of qualitative methodology have great applicability outside of political science and are basic to much of the work you will do after graduation, whether as professionals, as academics, or as ordinary members of your community. Like most methods courses, the class will make heavy use of textbook-like readings, lectures, and exercises. However, most assignments have a practical emphasis and are designed to help you improve your own research projects, and you will engage in frequent discussion and presentations. Moreover, because the class is small, you will get lots of one-on-one time with your instructor.

Prerequisites
Pl Sc 200. You also need a previous research project that you can expand in this class.

Texts & Materials

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<tr>
<th>Required</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
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<tbody>
<tr>
<td>Readings</td>
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<tr>
<td>Most readings are available on Blackboard under Course Materials. A few are available at separate web sites listed in the syllabus.</td>
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Participation Policy
Your participation in class discussions is essential for learning in a Zion-like community. You will need to participate in each class, or I will not count your written summaries for that day. That said, I will do my best to allow everyone in class the chance to speak up and join in.

Learning Outcomes

- **Effective Research and Analysis**
  Dramatically enhance your grasp of qualitative methods for doing political science, bringing it close to the level that would be taught in graduate school. In the process, gain a better grasp of the principles of scientific research.

- **Effective and Professional Writing**
  Improve your ability to write effectively for a professional audience, especially in terms of global-level structure.

- **Effective Oral Communication**
  Improve your ability to speak in small-group settings and to make formal presentations.

- **Critical Thinking and Analysis**
  Enhance your ability to critically analyze theories and methods of analysis in published research and in your own work.
Grading Policies

Grading
If needed, assignments will be curved up (never down) so that the class average is a B/B+.

Turning in assignments
All assignments are due at the beginning of class on the day scheduled (electronic copies the day before), although I reserve the right to have you wait a few minutes so that we can use the assignments for class discussion. Reading summaries may not ever be turned in late without a legitimate excuse. Late exercises should be turned in to the dropbox outside 745 SWKT and will lose a half grade before 5 p.m. and another full grade for every 24 hours after. However, anything missed for a legitimate excuse can be made up without penalty.

Making up assignments
I accept legitimate excuses for tardiness and absence and allow you to turn in some assignments late without penalty—but only for legitimate excuses. These include university-sponsored events, illness, and other unpleasant events beyond your control. I cannot excuse assignments that you miss for personal reasons; if you need to miss a class for personal reasons, you should use your free days.

Assignment Descriptions

Readings and summaries (25%):
For each class you are required to do the assigned readings and then to answer a series of questions I will indicate beforehand. You will need to turn in an electronic version the night before and bring a hard copy to class. Note that the “light” reading load for this class is somewhat deceptive. These are mostly methods readings, and they require more attention than a typical research article. Plan on spending proportionately more time on each reading than you do in your other upper-division electives.

Teaching presentations (10%):
At least twice in the semester you will make a 10-minute presentation on the readings or your current research (or even better, both). The purpose of these presentations is to teach us something new about the material; thus, you should not summarize them but somehow take us beyond them by synthesizing them, explaining them in a new way, or applying them to a different topic.

Exercises (35%):
Several times this semester you will apply what you learn in class by doing outside research and then presenting the results to me as a polished written piece. Most of these assignments will build on some previous research project you have done, and which you must select at the very beginning of this semester. Those in the first half of the semester are shorter and more frequent; those in the second half of the semester are less frequent and worth proportionately more. Details follow at the end of the syllabus.

Midterm and final exam (10% and 20%):
You will have a midterm and final exam on the dates indicated in the syllabus. The final exam is comprehensive. Your written summaries and class notes will provide an excellent study guide, so you should keep these throughout the semester.

Online class evaluation/free days:
The online course evaluation at the end of the semester provides the university and me with valuable information, so if you do the evaluation on time I compensate you by dropping your two lowest reading summaries. This essentially allows you to miss two full days of class without penalty. Even if you don’t need the help on the summaries, you should do the evaluation.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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<tr>
<td>W - Jan 4</td>
<td>Introduction and syllabus</td>
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<tr>
<td>M - Jan 9</td>
<td>Descriptive inference</td>
<td>KKV, Chapter 2. pp. 34-74. Research question exercise</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
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<tr>
<td>M - Jan 16</td>
<td>Martin Luther King Jr. Holiday</td>
<td>No class</td>
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| W - Jan 18| Concepts and measurement                                                 | **Concepts exercise**  
| M - Jan 23| Consultations/group work                                                 | -                                                                               |
| W - Feb 1 | Interviews                                                                 | Interviews exercise                                                               |
**Textual analysis exercise** |
**Historical method exercise**  
Midterm exam (Tuesday through Thursday) |
**Historical method exercise**  
Midterm exam (Tuesday through Thursday) |
| M - Feb 20| Presidents Day Holiday                                                    | No class                                                                         |
**Historical method exercise**  
Midterm exam (Tuesday through Thursday) |
Mahoney, James and Gary Goertz. 2006. "A Tale of Two  
**Historical method exercise**  
Midterm exam (Tuesday through Thursday) |
### Cultural: Contrasting Quantitative and Qualitative Research. *Political Analysis* 14: 227-249

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading/Notes</th>
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<tr>
<td>M - Feb 27</td>
<td>Consultation/group work</td>
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<tr>
<td>W - Mar 14</td>
<td>-</td>
<td><strong>Research design assignment</strong></td>
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<td>M - Mar 26</td>
<td>Consultation/group work</td>
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<tr>
<td>W - Apr 4</td>
<td>Boolean algebra</td>
<td><strong>Boolean algebra exercise</strong></td>
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<td>M - Apr 9</td>
<td>Extra day (we'll probably need it)</td>
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<tr>
<td>W - Apr 11</td>
<td>Last day--review</td>
<td><strong>Process tracing exercise</strong></td>
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<tr>
<td>M - Apr 16</td>
<td>Final exam--in class</td>
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Exercises

The exercises are just that: a chance to practice the methods you are learning. They are designed to be practical and engaging. They may feel a bit like the assignments you did in Pl Sc 200, but you will focus on the methods more, read some original theoretical texts as background, and more than anything apply your skills to questions of real interest, usually something you have already researched. While a few assignments specify a different topic, you may always substitute a topic/reading from your own research.

The exercises are graded on a simple scale: 0=didn’t turn it in, 1=turned it in but did below average for a BYU student, 2=did it well enough to pass, about average for a BYU student, 3=did something new or impressive. The last two exercises will require extra time and are worth twice as much as any of the others.

Because this is an advanced course in the major; good writing (including appropriate formatting of citations) is assumed on all of the exercises. Usually this will require a couple of drafts and some significant revision and polishing. Bear in mind that there is no large, unifying paper in this class, so your writing and research will be judged almost entirely on the basis of these exercises; invest the time that they deserve.

Research Question

In one, double-spaced page, present the research question you will answer in this class, one that you have already tried to answer in a paper somewhere else. Do this by (a) introducing the broad topic, (b) showing why there is a puzzle or problem (here is where you state the question in a single sentence), and (c) saying what answer you previously found. If you still need to, make certain to reaffirm the scholarly significance and real-world importance of your question/answer. Include citations to at least two, high-quality sources that clarify or buttress your claims.

Hint: consider revising the introduction to your previous paper for this assignment, making certain that you still fulfill the requirements here.

Note: you may not be able to apply this research question to all of the assignments this semester. When that happens, adapt your question as best as you can, or consider temporarily turning to a different one.

Concepts

Using Gerring's criteria, assess the concept of populism developed in Prof. Hawkins' article. Write up your response in no more than two double-spaced pages.

Interview

Spend at least thirty minutes interviewing someone with first-hand knowledge of your topic, asking them for information that will serve as data to answer your question. Make certain to record the interview and to take notes during the interview. (You can avoid recording the interview only if the topic is sensitive and you have a good reason to expect you will not receive honest answers; however, you will need to come up with comparable work, for example, by doing a second interview). You will turn in three things: (1) a printed, verbatim transcript of the interview, (2) retyped notes that you wrote during the interview, and (3) up to two, double-spaced pages summarizing the key findings as they relate to your question. In your summary of results, you should remind the reader of your research question and justify your choice of interview subject(s).

Note: You will probably need to schedule this interview at least a week in advance.

Textual analysis

Perform a textual analysis that collects data useful for answering your research question; you can do a content analysis or a more qualitative analysis. Summarize your results in just two double-spaced pages. In your write-up, you should remind us of your research question, present a description and justification of your method, and give the actual findings and their relevance to your question. If you include a graph or table, you can write more than two pages. Make certain that you select an appropriate text or set of texts to analyze, whether a first-hand account or a second-hand one, and that you choose the best method for analyzing these texts. That is, let the question determine the method, not the other way around. Avoid overdoing it on this assignment; just pick one piece of your question and analyze a reasonable set of the available texts.
**Historical/archival research**
After reading and summarizing in a good paragraph the key parts of Prof. Hawkins’ study of Christian Democratic parties, spend another couple of pages critiquing his use of historical sources, doing so along the lines suggested by Lustick. Point out both strengths and weaknesses in Hawkins’ use of historical data, and suggest solutions.

**Case study/small-n design**
Using the criteria you’ve learned in class, select a single case to study or come up with a reasonable, appropriate set of cases that helps you answer your research question, then write up a description/justification of the study in roughly four double-spaced pages. You do not need to do a full-blown study now (this comes next), but you do need to do enough research to know about the case(s) and why it (they) is (are) appropriate; thus, this assignment will feel a bit more like a research proposal than a research paper. As with other assignments, your write-up will need to remind the reader of your question, justify the selection of the case(s) (referring to the readings and class discussion), and actually describe the case(s) in enough detail that the reader can appreciate your decision and become almost as fascinated with them as you are.

**Process tracing**
Using the method of process-tracing as your guide, do one of the case studies proposed in your previous assignment and write up the results. There is no page limit—just do what it takes to make your argument—but remember that you are only looking at one of the cases. Whereas the previous assignment was more like a research proposal, this will feel more like a research paper. If you can apply your empirical work from early in the semester (or even to redo some of it), this will greatly enhance your study and should be included in the write-up.

**Boolean algebra**
Using either the assigned article from Linz and Stepan or a suitable piece of research on your own topic, assess their empirical claims using Boolean algebra. That is, decide on variables, construct a truth table, and do the “math” to summarize what the data do or don’t show us. Then write up a short accompanying text that summarizes and contextualizes your results.
Librarian Information

Name: Brian Champion
Office: 1225 HBLL
Phone Number: 422-5862
Email: brian_champion@byu.edu

Reference Desk Information

Name: Social Sciences / Education
Phone Number: 422-6228
Email: No library information available
Hours: M-Th : 8am-9pm; F: 8am-6pm; Sat: 10am-6pm

BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.