

**Department of Political Science
Dalhousie University
Winter 2015/2016**

POLI 3493

POLITICAL INQUIRY II: QUALITATIVE METHODS

Time and location

Friday, 13:35-16:25

Life Science Building Common Area C238

Instructor

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Office hours

- Friday 12:30-13:30 (Henry Hicks building, Room 339E; Ph: 494-7558)
- or by appointment

Course Overview

This course introduces the theory and practice of qualitative research methods to study political phenomena. Themes addressed in the course include the theoretical and conceptual implications of choosing a particular methodology; the differences between qualitative and quantitative research methods; qualitative data collection methods available to political scientists, including interviewing, focus groups, participant observation, unobtrusive methods; the analysis and presentation of qualitative data; the ethical issues involved in conducting qualitative research; and the content and structure of research proposals based on qualitative data and methods. Students will put into practice the theoretical and methodological insights learnt during this course by conducting individual and team projects on key aspects of the qualitative research process (operationalization, data collection, data analysis, data display and presentation) and by drafting a research proposal on a subject related to politics.

The course is divided into 5 sections: 1) qualitative political inquiry and its foundations, 2) designing qualitative research, 3) conducting qualitative research, 4) analyzing qualitative data, 5) drafting a qualitative research proposal.

Course Format

The course will be based on a combination of lectures and group discussions and activities. Lectures will follow the readings, but they will not overlap completely. Since the course will have *no tutorials*, lectures will presuppose familiarity with the readings. It is *essential* for students to complete the reading assignments before the lecture, in order to fully benefit from class discussions. Attendance to lectures is strongly encouraged. Most of the group work will be in fact conducted in class.

Course readings

Readings mentioned in the course outline will be either available for photocopying at the Killam Library Short Loan or posted online on the course website. Most readings are excerpts from the following books:

- Lawrence Neuman and Karen Robson, *Basics of Social Research – Qualitative and Quantitative Approaches*, Second Canadian Edition, Pearson 2011. Alan Bryman, *Social Research Methods*, Third Edition, Oxford University Press 2010
- Janet Buttolph, H. T. Reynolds, Jason D. Mycof, *Political Science Research Methods*, Sixth Edition, CQ Press 2010
- Craig Leonard Brians; Lars Willnat; Jarol B. Manheim; Richard C. Rich, *Empirical Political Analysis: Quantitative and Qualitative Research Methods*, Eighth Edition, Longman 2010
- Diane E. Schmidt, *Writing in Political Science: A Practical Guide*, Fourth Edition, Longman 2010
- Lyn Richards and Janice M. Morse, *Qualitative Methods*, Third Edition, Sage 2013
- David Silverman, *Doing Qualitative Research*, Third Edition, Sage 2013
- Jamie Harding, *Qualitative Data Analysis from Start to Finish*, Sage 2013
- Johnny Saldana, *The Coding Manual for Qualitative Researchers*, Second Edition, Sage 2013
- Alan Bryman, Edare Bell and James J. Teevan, *Social Research Methods*, Third Canadian Edition, Oxford University Press 2012

Course on Blackboard

Lecture slides, syllabus, assignment instructions, bibliographic references and other relevant material for this course will be available on Blackboard. Blackboard will also function as main means of communication between the instructor and students. Students will also be able to view their grades, read announcements, submit assignments and contribute to the discussion board. The course on Blackboard can be accessed at <https://dalhousie.blackboard.com/>.

Email Policy

Please feel free to contact me by email if you have any questions related to the course. I will reply to legitimate email inquiries within 2 days. If you do not receive a reply within this period, please resubmit your question(s).

Course Evaluation

The course evaluation is based on a combination of individual and team assignments plus class participation. The final grade will be calculated out of 100 points and based on the content, quality and originality of the work submitted or presented (NB: check below for the number of points each assignment is worth) plus attendance and active involvement in class activities.

- *Assignment 1 – In class test (10 points)*

This assignment will be an in-class test on the concept of operationalization and its applications. Students will be provided with a series of research questions and will have to identify the key concepts and then select observable phenomena that can represent these concepts in a qualitative form. The test will take place on Session 4 (January 29)

- *Assignment 2 - Data collection exercise (15 points)*

Each student is asked to conduct a small research exercise entailing the use of either interviews or participant observation as main method of qualitative data collection and then submit a transcript of the material collected accompanied by a brief memo that introduces the project's topic, method, location, timing and participants. The assessment of the project is based on the content, quality and originality of the work submitted. The assignment is due on March 4.

- *Assignment 3 - Team Research project (30 points)*

At the beginning of the term, students will be divided into research teams composed of 4-5 individuals. Each team will be responsible to carry out a small research project involving key components of the qualitative research process. In this project each team will: choose topic and research question; briefly review some of the relevant literature; select either focus groups or unobtrusive methods (i.e. archival analysis or collection of human traces) to collect qualitative data; code, display and interpret the collected data. Each team will then present their project to the rest of the class. Materials to be submitted for this assignment include a powerpoint

presentation and the transcripts of the material collected accompanied by a brief memo that introduces the project's topic, method, location, timing and participants. The assignment is due on March 24. In class oral presentations of the research project will take place on April 1st.

- *Assignment 3 - Research Proposal (35 points)*

The assignment consists in the drafting of a research proposal based on qualitative research methods. Research proposals should be maximum 12 pages long (12 font, double spaced, 1 inch margins). The topic and research question(s) for the research proposal should be related to the theme of politics, broadly understood. If you have doubts about the appropriateness of the topic and research questions selected, please contact the instructor. More details on the research proposal, including some concrete examples, are available on Blackboard. The assignment is due on April 1.

- Class participation (10 points)

Class participation includes *active and informed* involvement in class discussions. In order to encourage your participation and facilitate your engagement and interaction with the instructor and track your involvements in class activities, the class will be using the web-based program [Top Hat](#). Using your laptop or mobile phone you will be able to participate in surveys and quizzes and ask and/or respond to questions in real time during the lectures and at home. The program costs 18\$ Plus tax. More information on Top Hat, how to install it and use it will be provided in class.

Late penalty policy

Late submissions for the research proposal will be penalized *two points per day* (including weekends but excluding religious holidays). Late submissions for all the other assignments will be penalized 1 point per day (including weekends but excluding religious holidays). Extensions will be granted only for documented reasons of illness, or bereavement. The length of the extension will be based on the information in the documentation. In case of illness, students must ask the physician to indicate *explicitly* the length of time during which they were unable to attend to their coursework obligations.

Grading scale

A+: 90-100%	C+: 64-67%
A: 85-90%	C: 60-63%
A-: 80-84%	C-: 56-59%
B+: 76-79%	D: 50-55%
B: 72-75%	F: 0-49%
B-: 68-71%	

Academic Dishonesty

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the University. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to: <http://plagiarism.dal.ca/student/index.html>.

Accommodation policy

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests, quizzes and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see www.studentaccessibility.dal.ca for more information and to obtain Form A. Request for Accommodation. A note taker may be required to assist a classmate. There is an honourarium of \$75/course/term. If you are interested, please contact OSAA at 494-2836 for more information. Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.

COURSE OUTLINE AND READINGS

PART 1: QUALITATIVE POLITICAL INQUIRY AND ITS FOUNDATIONS

Session 1: January 8

Class introduction: Qualitative research and political inquiry

Readings: Buttolph et al. Chapter 2; Brians et al. Chapter 1

Themes addressed in these sessions include:

- Key features of research process
- What is qualitative political inquiry and why does it matter?
- Qualitative vs quantitative methods
- Key paradigms and debates in qualitative research methods
- Preview of the course
- Creation of research teams

PART 2: DESIGNING QUALITATIVE RESEARCH

Session 2: January 15

Qualitative Research: preliminary steps

Readings: Silverman Chapter 6 and 7; Neuman and Robson Chapter 4

Themes addressed in this session include:

- Topic selection
- Research questions
- Writing a literature review
- Theory and theory building

Session 3: January 22

Research Design I - Operationalization

Readings: Richards and Morse Chapter 4; Neuman and Robson Chapter 6

Themes addressed in this session include:

- Key components of research design
- What is operationalization?
- Qualitative vs quantitative operationalization

- Examples of operationalization

Session 4: January 29

Research design 2 - Sampling

Readings: Neuman and Robson Chapter 7

Themes addressed in this session include:

- Defining a sample
- Probability vs non probability sampling
- Types of non probability samples

NB: in the second part of the class there will be a test on data operationalization

February 5: Munro day (no class)

PART 3: CONDUCTING QUALITATIVE RESEARCH

Session 5: February 12

Qualitative Data Collection Methods 1: Interviewing

Readings: Neuman and Robson Chapter 12

February 19: Study break (no class)

Session 6: February 26

Qualitative Data Collection Methods 2: Field Research (participant observation)

Readings: Neuman and Robson Chapter 13

Session 7: March 4

Qualitative Data Collection Methods 3: Focus Groups

Readings: Neuman and Robson Chapter 12

Session 8: March 11

Qualitative Data Collection Methods 4: Unobtrusive Methods (archival research, human traces)

Readings: Berg Chapter 8

PART 4 and 5: ANALYZING QUALITATIVE DATA AND PROPOSAL WRITING

Sessions 9: March 18

Qualitative data analysis and interpretation; writing a research proposal

Readings: Neuman and Robson Chapter 15; Harding Chapter 5; Bryman et al. Chapter 14, Saldana Chapter 1; Schmidt Chapters 10 and 12;

Themes addressed in these sessions include:

- Steps in qualitative data analysis
- Data reduction and coding
- Content analysis and other data reduction methods
- The role of data display in qualitative research
- Textual and non-textual types of qualitative data display
- How to interpret data
- The purpose, content and format of a research proposal
- The purpose, content and format of a research report

March 25: Good Friday (no class)

Session 10: April 1

Conclusions + Team projects presentations

Readings: Bryman et al. Chapter 15

Themes addressed in this session include:

- The pros and cons of qualitative research
- Combining qualitative and quantitative methods

NB: Research proposal due
