

**UNIVERSITY OF TORONTO
DEPARTMENT OF POLITICAL SCIENCE
FALL 2022**

**POL 252HF
INTRODUCTION TO QUALITATIVE RESEARCH METHODS
WEDNESDAYS 10 am - 12 noon EST
OISE ROOM 4420**

Prof. Linda A. White (pronouns she/her)
linda.white@utoronto.ca

Office hours: Wednesdays 1:00-2:00 pm EST; or by appointment
Office: Sidney Smith Hall Room 3061
Telephone: 416-978-2857
Course website: Quercus

Doctoral Teaching Assistant: Carley Chavara carley.chavara@mail.utoronto.ca
Ethnography Lab Teaching Assistant: Noha Fikry Ismail n.fikry@mail.utoronto.ca

Tutorials: Wednesdays 12 noon – 1 pm Claude Bissell Building Room 312 – see scheduled weeks under “evaluation”

COURSE OVERVIEW AND OBJECTIVES

The aim of the course is to inspire students to learn about and conduct political science research using qualitative methods. The course introduces students to the varied way researchers pursue understanding and explanation in the field of political science from a variety of methodological traditions (qualitative and quantitative). Students examine what qualitative social science research entails and how and why qualitative research is conducted. They develop a sense of what comprises good quality qualitative research and how to evaluate it. The course then examines the range of qualitative research methods used in political science (e.g. archival methods, political ethnography, interviews, and focus groups), and gives students some hands-on experience using qualitative research methods. Throughout the course, we examine some core ideas related to why we do what we do in studying political science: how methodologies align (or not) with research goals, what assumptions we bring to research based on what we know about the world, how to conduct research ethically, and how we can become aware of our own position as researchers. The hope is that students will build on this foundation as they pursue other courses in political science and their own independent research.

Note: POL252H1 cannot be used as a substitute for POL 222H1 for POL major/specialist. Please also note that ENV 223H, GGR 271H, and SOC 204H are exclusions

By the end of this course students will:

- Gain a broader and deeper understanding of the goals of qualitative research in political science
- Develop knowledge of a range of qualitative research methods commonly used in political science
- Critically analyze and evaluate a variety of qualitative research methods
- Have a stronger sense of the ethical challenges in conducting qualitative research
- Reflect on and apply some qualitative research techniques (e.g. interviews, participant observation)

This course is designed to be an introduction to the topic of qualitative research in political science. It cannot cover everything related to these topics – we can merely scratch the surface on these issues. I hope students are inspired to go beyond the course material and continue their learning well beyond this 12-week introductory course. I am happy to suggest books and articles if you are interested.

COURSE DELIVERY MODE

This course is delivered in person only in the Fall 2022 semester. I do not plan to record lectures. Unfortunately, though, we are still in the midst of a global pandemic which may at some point in the semester disrupt on campus activities. If circumstances arise where we need to switch to some form of hybrid or remote learning, the course, including your participation, will be recorded on video and will be available for viewing remotely.

Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact me.

REQUIRED COURSE MATERIALS

The required readings provide the foundation for the learning in the course. They comprise a mix of academic journal articles, book chapters, and shorter pieces. All the readings and other relevant course information are available on Quercus or as otherwise indicated. Students should complete all the required readings *before* class each week as that will better facilitate your learning.

COMMUNICATION

Quercus will be used for sharing other important information and announcements. It is your responsibility to log on to Quercus regularly and obtain relevant information for the course. I suggest changing your settings to receive emails of any announcements and updates.

I am available for weekly office hours as specified above or “as needed” by appointment – just email me at linda.white@utoronto.ca and we can set up a mutually convenient time. I check my email regularly during working hours (weekdays from 9 a.m. to 5 p.m. EST) and I will try my best to respond within 24 hours. Response times will be longer on evenings and weekends.

Note that other email addresses (e.g. gmail) can end up in email spam. It is thus important for all students to use a valid UTOR email address for communication.

For anything other than straightforward questions which can be answered in a sentence or two via email, I encourage students to speak with me about any of the material covered in the course and the assignments. If the response requires more than one sentence, email is not the appropriate medium for discussion of course materials.

EVALUATION

Your final grade will be determined by your performance in these areas:

Component	Weight/Value	Due Date
Tutorial attendance and participation	20%	Five tutorials will be held on Weeks 3 (Sept 28), 4 (Oct 5), 6 (Oct 19), 10 (Nov 23), and 11 (Nov 30). Note that on Oct 26, the trip to the archives may extend into the tutorial time. Similarly, on Nov 2, the ethnographic observations may extend into the tutorial time.
Assignment 1: Positionality/reflexivity statement	10%	4 October 11:59 pm
Assignment 2: Concept analysis	10%	11 October 11:59 pm
Assignment 3: Mock ethics submission	10%	25 October 11:59 pm
Assignment 4: Ethnography exercise and reflection	10%	1 November 11:59 pm
Assignment 5: Archive tour and reflection	10%	15 November 11:59 pm
Assignment 6: Interview exercise and reflection	10%	22 November 11:59 pm
Assignment 7: Building rapport with interviewees and reporting results reflection	10%	29 November 11:59 pm
Assignment 8: Narrative analysis and reflection	10%	6 December 11:59 pm
BONUS ASSIGNMENT: Communicating your research		7 December 11:59 pm

Tutorials are designed to help you with the course assignments. They are well worth attending!

There are no exams in this course. Instead, numerous **assignments** are designed to give you practice applying the tools examined in class each week. Details regarding each exercise are provided below, including tasks, word length, and due dates.

The last assignment is a bonus assignment. It is not mandatory but can be completed for credit at the end of the course to substitute for any one of the other **graded** assignments (except, of course, the tutorial attendance and participation). In other words, it can be used to improve your but not to make up for missed work. It cannot replace a missed assignment.

GENERAL RULES FOR ASSIGNMENTS

Citations:

All work must be properly referenced with clear source citations. If you are quoting directly from a source, indicate as such; otherwise, be sure to paraphrase according to academic standards and *always* provide sources for your information – when you are unsure whether you need to cite, it is best practice to do so. Please use a social science in-text citation system (Author, year of publication, page number) – please do not use MLA, footnotes, or endnotes – and provide a works cited page at the end of the assignment.

Submissions:

All assignments will be submitted directly through Quercus. All written work should be submitted in Word format (permitted extensions .doc, .docx, .rtf).

Late Penalties:

I expect students to turn in assignments on time and to present on the dates scheduled. No exceptions are made except in the case of an appropriately documented emergency.

If you do miss an assignment deadline, your grade for this component will be reduced by **1 per cent per day**, including weekends. Late assignments will not be accepted after 7 days.

Note that for Fall 2022 the *Verification of Illness* (also known as a “doctor’s note”) is not required.

Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should **report their absence through the online absence declaration**. The declaration is available to students through ACORN under the Profile and Settings menu. For updates, please reference the [University policy for absence declaration](#).

Students should also advise their instructor of their absence. Instructors will not be automatically alerted when a student declares an absence. It is a student’s responsibility to let instructors know that they have used the Absence Declaration so that you can discuss any needed consideration, where appropriate.

Students are also strongly advised to keep rough and draft work and hard copies of their assignments. These should be kept until the marked assignments have been returned. All graded assignments are to be kept by students until the grades have been posted on ACORN.

Grade Appeals:

The teaching assistant and I are happy to discuss evaluation criteria on any assignment as well as strategies for improvement. If you judge a received grade to be inaccurate (with respect to the grading guidelines outlined by the Faculty of Arts and Science and the assignment instructions given) and would like your assignment to be re-graded, you may appeal the assigned grade. The process by which to appeal the grade is to submit in writing (via email within one week of receiving the graded assignment to the person who graded the assignment) a paragraph explaining the basis of the appeal, as well as the original graded assignment. Please note decisions on appeals are ultimately at the instructor's discretion. Once an appeal is submitted, the entire assignment (and not specific questions/parts) will be examined. Please note that your grade may go down, go up or remain unchanged after this process.

Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in the university. The university treats cases of cheating and plagiarism very seriously.

To help you understand the University of Toronto's rules and decision-making structures regarding plagiarism and other matters related to academic integrity, please go to <https://www.academicintegrity.utoronto.ca/> which links to The Code of Behaviour on Academic Matters. Please read the University's [Code of Behaviour on Academic Matters](#) carefully. It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of acceptable academic practices – ignorance of the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

Plagiarism and other academic offences: “are in direct opposition to the University’s mission to foster internationally significant research and excellent programs—a mission that can be realized only if members of the University appropriately acknowledge sources of information and ideas, present independent work on assignments and examinations, and complete and submit group projects in accordance with the standards of the discipline being studied.”

Examples of academic offences include (but are not limited to):

- Representing someone else's work or words as your own
- Falsifying documents such as a medical note
- Purchasing an essay or other assignment
- Submitting someone else's work – in whole or in part - as your own
- Submitting the same assignment in more than one course (without permission)
- Making up sources or facts for an essay or report.

Plagiarism – presenting others’ thoughts, ideas, or other material without properly acknowledging the source - is a serious academic offence and will be dealt with accordingly.

If you are unclear about what constitutes plagiarism or how to properly acknowledge sources, please visit the [University of Toronto Academic Integrity](#) and the [UofT Writing Centre Resources](#) websites for further detail and help on the proper use of citations.

If you have questions on these matters, please ask me or the teaching assistant in the course. It is the responsibility of each student to be able to demonstrate the originality of their work.

Ouriginal:

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>[Links to an external site.](#)).

Students may opt out of submitting through Ouriginal. If you choose to do so, you must inform me of your intention to do so. You must also provide electronic copies of all rough notes (typed and/or handwritten), library/Google searches conducted in the course of your research, and day/time stamped electronic versions of previous saved versions of your assignment with track changes enabled.

UNIVERSITY RESOURCES

Learning During a Pandemic:

Prof. Andrew Heiss at Georgia State University shared the following text on twitter (13 August 2020) and encouraged faculty to use it for their own courses if they support it. I support it! I have reproduced some of it below:

You most likely know people who have lost their jobs, have tested positive for COVID-19, have been hospitalized, or perhaps have even died. You all have increased (or possibly decreased) work responsibilities and increased family care responsibilities—you might be caring for extra people (young and/or old!) right now, and you are likely facing uncertain job prospects (or have been laid off!).

I’m fully committed to making sure that you learn everything you were hoping to learn from this class. I will make whatever accommodations I can to help you finish your exercises, do well on your projects, and learn and understand the class material. Under ordinary conditions, I am flexible and lenient with grading and course expectations when students face difficult challenges. Under pandemic conditions, that flexibility and leniency is intensified. If you tell me you’re having trouble, I will not judge you or think less of you. I hope you’ll extend me the same grace.

Academic Accommodations:

Occasionally students will need to apply for an academic accommodation due to disability, illness, religious observance, or personal emergency.

Academic accommodations are provided when you experience disability-related barriers that prohibit demonstration of your knowledge and skills. Accommodations are provided to level the playing field upon which you can establish your success. You are encouraged to inform yourself about options in this regard at the website for [Accessibility Services](#).

All requests for an academic accommodation due to disability are handled by the University of Toronto's Accessibility Services, not the instructor. For disability-related accommodations, [Accessibility Services](#) staff will determine suitable accommodations on a case-by-case basis based on recommendation from health providers and with student input.

Students who require consideration for missed academic work for **any non-disability related reason** (e.g., COVID, cold, flu and other illness or injury, family situation) should report their absence through the online absence declaration – **until otherwise indicated by the University. A Verification of Illness form is not currently required but may become required should the public health situation change.**

If a non-disability related accommodation request is made along with an absence declaration on ACORN, a resolution will be determined by the instructor. This may take the form of any alternate deliverable, deadline extension, re-weighted course grade calculation, make-up exam, or another solution deemed appropriate by the instructor. If an accommodation request is not made along with an absence declaration, the missed or late deliverable will be subject to an academic penalty. The extent of the penalty is at the discretion of the instructor.

Note: In addition to your submission of the accommodation request to the MPP Program Director, your instructor expects to be informed of any deliverables you will miss beforehand.

Mental Health and Wellness:

Feeling distressed? Are you in crisis? There's help. Call Good2Talk: 1-866-925-5454 (Ontario); text GOOD2TALK to 686868. Free, confidential helpline with professional counselling, information and referrals for mental health, addictions and well-being, 24/7/365. You can also contact [My Student Support Program \(MySSP\)](#) 1-844-451-9700 (North America); 001-416-380-6575 (Outside of North America) or the [U of T Employee & Family Assistance Program \(EFAP\)](#) 1-800-663-1142 (toll-free); 1-866-398-9505 (TTY); 604-689-1717 (collect). Visit "[Feeling Distressed?](#)" for more resources.

Are you in immediate danger? For Personal Safety – Call 911, then Campus Community Police* UTSG Police: 416-978-2222 | U of T Mississauga Police: 905-569-4333 | U of T Scarborough Police 416-978-2222 | Centre for International Experience Safety Abroad 416-946-3929.

*24/7/365; Campus Community Police can direct your call to the right service.

You can also contact the [Community Safety Office](#) at 416-978-1485.

WHAT YOU NEED TO READ IN ADVANCE OF EACH WEEK'S LECTURE:

Week 1 – September 14 – Introduction and Goals of Social Science Research - Asking Interesting Questions

William Roberts Clark. 2020. "Asking Interesting Questions." In *The SAGE Handbook of Research Methods in Political Science and International Relations*. Eds. Luigi Curini and Robert Franzese. Newbury Park, CA: Sage Publications: 7-25.

Dani Rodrik. 2021. "How Economists and Non-Economists Can Get Along." *Project Syndicate* (March 9): 1-3. Online: <https://www.project-syndicate.org/commentary/economists-other-social-scientists-and-historians-can-get-along-by-dani-rodrik-2021-03>.

IN-CLASS EXERCISE: Be prepared to discuss your own research passions and interests in class.

Week 2 – September 21 – What Is Qualitative Research and How Does It Differ from Quantitative Research?

John Gerring. 2017. "Qualitative Methods." *Annual Review of Political Science* 20: 15-36.

Simon Frankel Pratt. 2021. "Qualitative Research Does Not Exist." *Duck of Minerva* (3 February): 1-6. Online: <https://www.duckofminerva.com/2021/02/qualitative-research-does-not-exist.html>.

Week 3 – September 28 – Post-positivist, Interpretivist, and Indigenous Approaches to Research

Peregrine Schwartz-Shea and Dvora Yanow. 2012. "Ways of Knowing: Research Questions and Logics of Inquiry." In *Interpretive Research Design: Concepts and Processes*. New York: Routledge: chapter 2 (24-44).

Linda Tuhiwai Smith. 2021. *Decolonizing Methodologies*. London: Bloomsbury: chapter 2 (49-65).

TUTORIAL 1 AND ASSIGNMENT 1: Writing a positionality/reflexivity statement

See below as guidance (and other short guides posted on Quercus under Week 3):

Ekua Hagan. 2018. "Know Thyself: How to Write a Reflexivity Statement." *Psychology Today* blog (22 May). Online: <https://www.psychologytoday.com/ca/blog/the-web-violence/201805/know-thyself-how-write-reflexivity-statement>

- a. **Suggested length:** 350-500 words
- b. **Due date:** 4 October 11:59 pm
- c. **Prompts:** How do you think your position in the social world (i.e. social class, sexual orientation, religious views, and so on) affects your research, if at all? In picking a research topic or a field of study, what are your motivations? What are some audiences you are writing to? What are the communities that might benefit from your research? How can your research subjects/interlocutors themselves benefit from your research?

Week 4 – October 5 – Examining Good Research Design: Concept Development and Measurement

John Gerring. 1999. “What Makes a Concept Good? A Criterial Framework for Understanding Concept Formation in the Social Sciences.” *Polity* 31, 3: 357-393.

Deborah Stone. 2018. “The 2017 James Madison Award Lecture: The Ethics of Counting.” *PS: Political Science & Politics* 51, 1: 7-16.

TUTORIAL 2 AND ASSIGNMENT 2: Examining the importance of clear concepts in qualitative analysis

Read the following op-eds, be prepared to discuss in tutorial, and write a reflection afterward as per the prompts below:

Erica De Bruin. 2020. “No, Trump Is Not Attempting a ‘Coup.’ Here’s Why the Distinction Matters.” *Washington Post* (November 11). Online: <https://www.washingtonpost.com/outlook/2020/11/11/coup-trump-election-concede-military/>.

Christopher Ingraham. 2021. “How Experts Define the Deadly Mob Attack at the U.S. Capitol.” *Washington Post* (January 13). Online: <https://www.washingtonpost.com/business/2021/01/13/autogolpe-self-coup-capitol/>.

(If you want to read a longer academic discussion see Jonathan Powell et al. 2022. “Forum: A Coup At the Capitol? Conceptualizing Coups and Other Antidemocratic Actions.” *International Studies Review* <https://doi.org/10.1093/isr/viab062>).

- a. **Suggested length:** 350-500 words
- b. **Due date:** 11 October 11:59 pm
- c. **Prompts:** This week examines why concepts are useful in social science research. Focusing on the concept of “coup” and related concepts, document how these concepts are operationalized and measured (by at least one author). Sketch the concept’s dimensions and specify the measures used to separate it analytically from other concepts. What is it about the concept and/or its operationalization that makes it work well? Then reflect on what concepts do in our research projects. How would you explain your concepts to other non-academic audiences, if and when needed? Give an example from your (prior or existing) research if applicable.

Week 5 – October 12 – Designing Research to Uncover Causality: Case Selection and Process Tracing

James Mahoney. 2012. “The Logic of Process Tracing in the Social Sciences.” *Sociological Methods and Research* 41, 4: 570-597.

Mario Luis Small. 2009. “ ‘How Many Cases Do I Need?’ On Science and the Logic of Case Selection in Field-Based Research.” *Ethnography* 10, 1: 5-38.

Week 6 October 19 – Heading to the Field: Ethical Considerations Before You Begin to Gather Your Data

GUEST LECTURE: Dean Sharpe, Research Ethics Manager, Social Sciences and Humanities, University of Toronto

Carolyn Ellis. 2007. “Telling Secrets, Revealing Lives: Relational Ethics in Research with Intimate Others.” *Qualitative Inquiry* 13, 1: 3-29.

Lee Ann Fujii. 2012. “Research Ethics 101: Dilemmas and Responsibilities.” *PS: Political Science & Politics* 45, 4: 717-723.

Bojana Lobe, David Morgan, and Kim A. Hoffman. 2020. “Qualitative Data Collection in an Era of Social Distancing.” *International Journal of Qualitative Methods* 19: 1-8.

TUTORIAL 3 AND ASSIGNMENT 3: prepare a mock ethics submission for the assignment in week 9 (interviewing a family member about their earliest political experience)

a. Suggested length: Fill out U of T template and include 3 appendices: a. recruitment script; b. a written/verbal consent form; c. and a preliminary list of possible questions (5-6 questions max)

b. Due date: 25 October 11:59 pm

c. Prompts: Fill out the U of T template posted on Quercus. Attach appendices (see the templates posted on Quercus) that include a script to recruit the family member (indicate whether you plan to recruit via email, telephone, or Zoom/Factime). Include a verbal or written consent form depending on whether you will conduct the interview in person or via telephone/Zoom. Sketch out a few questions you will ask (which will be developed more by week 9).

Week 7 – October 26 – Immersive Fieldwork: Political Ethnography and Other Forms of Participant Observation

GUEST LECTURE: Noha Fikry Ismail, Ethnography Lab Advisor and PhD Student, Department of Anthropology

John Boswell et al. 2019. "State of the Field: What Can Political Ethnography Tell Us About Anti-politics and Democratic Disaffection?" *European Journal of Political Research* 58: 56-71.

Lee Ann Fujii. 2015. "Five Stories of Accidental Ethnography: Turning Unplanned Moments in the Field into Data." *Qualitative Research* 15, 4: 525-539.

Samantha Majic. 2017. "Participating, Observing, Publishing: Lessons from the Field." *PS: Political Science & Politics* 50, 1: 103-108.

ASSIGNMENT 4: ethnographic exercise

In the second part of the class on 26 October, students will be divided into separate groups. Each group will move to a specific site on campus (the busy Sidney Smith Hall lobby; the entrance to Robarts library; the Political Science department - third floor Sidney Smith Hall) and write their own individual observations, while trying to participate in whatever shape possible. After reconvening, each group will collectively present their observations while reflecting on commonalities and differences.

a. Suggested length: 250-500 words

b. Due date: 1 November 11:59 pm

c. Prompt: In your individual write-up, please reflect on the process, how we observe similar sites differently, and how/whether fieldwork can be useful in larger research projects.

Week 8 – November 2 – Historical Analysis Through Archival Work

Marc Trachtenberg. 2006. "Working with Documents." In *The Craft of International History: A Guide to Methods*. Princeton, NJ: Princeton UP: (chapter 5) 112-1333.

Adam Michael Auerbach. 2018. "Informal Archives: Historical Narratives and the Preservation of Paper in India's Urban Slums." *Studies in Comparative International Development* 53: 343-364.

ASSIGNMENT 5: field trip during class time to the City of Toronto Archives, 255 Spadina Road (if in-person tours have not resumed at the City archives, we will tour Trinity College's Graham Library archives)

a. Suggested length: 250-500 words

b. Due date: 15 November 11:59 pm

c. Prompt: Write a reflection on our visit to the archive. Some questions that you might consider are: How is the space (in)accessible to different publics? What are some challenges in researching (with) subjects who are no longer there? What are some silences that you might have noticed in the archive? Given the pandemic and the currently changing world, what are some other sites that we can think of as archives (think virtual worlds, social media, etc)? What are some ethical considerations that we need to take into account in archival research?

READING WEEK – November 9 – NO CLASS

Week 9 – November 16 – Interview Techniques and Focus Groups

Beth Leech. 2002. “Asking Questions: Techniques for Semistructured Interviews.” *PS: Political Science and Politics* 35, 4:665-68.

Julia Lynch. 2013. “Aligning Sampling Strategies with Analytic Goals.” In *Interview Research in Political Science*. Ed. Layna Mosley. Ithaca: Cornell UP (chapter 1): 31-44.

Jennifer Cyr. 2017. “The Unique Utility of Focus Groups for Mixed-Methods Research.” *PS - Political Science and Politics* 50, 4:1038-1042.

ASSIGNMENT 6: one-on-one interview

Choose one family member with whom to conduct a semi-structured interview about their recollections of their earliest political experience. Develop a semi-structured interview guide (maximum one page). Be sure to follow ethical practices, including ensuring informed consent, anonymity, data storage, and so on, as you developed in week 6.

Write a response paper that addresses the prompts below.

a. Suggested length: 250-500 words

b. Due date: 22 November 11:59 pm

c. Prompt: Reflect on the challenges and limitations of one-on-one interviews, especially when it comes to managing authority of the researcher. How did you manage asking and listening to your interviewee? Which questions elicited the most useful information? Why? How did you feel while you were asking the questions? How did your respondents seem to feel when they were answering them? Did you need more guiding questions, leaving more space for the interviewee to talk or not? Would a more/less structured interview be more effective in some cases? What are your thoughts on silences during interviews? Please submit your interview questions with your response.

Week 10 – November 23 –Building Rapport with Research Subjects/Participants, Managing Audiences, and Analyzing Findings

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

Mario Small and Jenna Cook. 2021. “Using Interviews to Understand Why: Challenges and Strategies in the Study of Motivated Action.” *Sociological Methods and Research* first view: 1-41.

TUTORIAL 4 AND ASSIGNMENT 7: Reflect on the challenges of having interviewees open up to researchers, analyzing that information, and sharing those findings to different audiences.

a. Suggested length: 250-500 words

b. Due date: 29 November 11:59 pm

c. Prompt: Drawing on your course readings and your own experience with interviewing, what are some research tools and techniques that you think might be useful in establishing and building rapport with your research participants? How do you thoughtfully analyze and share your research questions and findings with different audiences, including your research participants?

Week 11 – November 30 – Different Ways to Analyze Text

Virginia Braun and Victoria Clarke. 2006. “Using Thematic Analysis in Psychology.” *Qualitative Research in Psychology* 3, 2: 77-101.

Molly Patterson and Kristen Renwick Monroe. 1998. “Narrative in Political Science.” *Annual Review of Political Science* 1: 315-331.

TUTORIAL 5 AND ASSIGNMENT 8: Applying the analytic techniques discussed in the readings and in class, view and critically analyze the themes and narratives found in these two political campaign ads:

MJ Hegar, 2018 Congressional Campaign Ad, “Doors”: <https://shortyawards.com/11th/doors>

Alexandria Ocasio Cortez, 2018 Congressional Campaign Ad, “The Courage to Change”: <https://www.thedrum.com/creative-works/project/the-courage-change>

a. Suggested length: 250-500 words

b. Due date: 6 December 11:59 pm

c. Prompt: How are appeals to emotion, identity, authority, and other narrative techniques on display in the messages in these videos? How do the themes and narrative techniques differ? In a larger project, how would narrative and thematic analysis fit with your own research questions? In other words, what would an attention to analysis of language and text add to a larger research project?

Week 12 – December 7 – LAST CLASS – Presenting Your Findings to the World

Robert Pekkanen and Erik Bleich. 2015. “Data Access, Research Transparency and Interviews.” *Qualitative and Multi-Method Research Newsletter* 13: 8-13.

Salah Ben Hammou and Elizabeth Meehan. 2022. “To Twitter or Not to Twitter?” *APSA Pre-prints*. doi: 10.33774/apsa-2022-wbmqb.

How to Write an Op-Ed or Column: see sample and guidelines [here](#) and [here](#).

BONUS ASSIGNMENT: ways to share your research to an audience

a. Suggested length: see below

b. Due date: 7 December 11:59 pm

c. Prompt: As researchers, we are always writing for different audiences. Think of your research participants, your mentors, your family and friends, and broader social circles within and beyond academia. Pick one of your assignments that you submitted in previous weeks. Write up how you would share it in 2 ways (at least):

i. A tweet (280 characters maximum)

ii. An abstract (200-250 words maximum) to an academic audience

iii. A public-facing op-ed piece (500 words maximum)