

## PLSC 352/523: Mixed Methods Research

Spring 2019

Instructor: Elizabeth Nugent  
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OH: T 10-11:45am  
Office: RKZ 409

Seminar Hours: Th 9:25-11:15 am  
Classroom: RKZ 102

Part-time Acting Instructor: Morgan Galloway  
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### Course Description

This course is intended as an overview for creating and critiquing sophisticated research designs using both quantitative and qualitative methodologies and data. The course will begin with fundamental definitions and assumptions underpinning mixed methods research, and then move on to analyzing the strengths and weaknesses of specific combinations of quantitative tests, case studies, and narrative and interpretive work. Next, the course will discuss the research design choices of two award-winning books using mixed methods research, and then evaluate the qualitative and quantitative data in isolation and in combination. The final assignment is to build on the course material to produce a mixed method research design proposal. This course is ideal for graduate students and advanced undergraduate students who are interested in learning more about designing and carrying out mixed methods research in seminar papers, senior essays, dissertations, and independent research projects.

### Course Requirements, Format, and Grading

The class will be taught as a seminar which revolves around class discussion. The quality of a seminar hinges on the quality of class discussion. Students are expected to come to class having done the readings and prepared to talk about them in depth. This may require you to prepare notes in order to remember important aspects of the readings.

This class is designed to be helpful for your research. As such, the course builds towards a final paper in which the student is required to create an original mixed methods research design. The paper should propose a research project using a mixed methods approach, with the goal of producing a senior essay, dissertation, or other independent research project. The final paper is due through Canvas on **Friday, May 3, 2019 by 5 pm.**

Your grade will be calculated as follows:

- 20 points of your grade will be determined by attendance and participation in lectures. Regular attendance and participation are important for understanding the material and for getting the most out of this course.
- 20 points of your grade will be determined by an in-class facilitation during weeks 2-9. You will be expected to provide a brief introduction to the topic covered for that day, and lead us in discussion for the first half of class.
- 50 points of your grade will be determined by a final paper outlining an original mixed methods research design.

- For undergraduate students, the paper must be at least 15 pages. The paper can serve as a research design for a senior thesis or an independent research project.
- For graduate students, the paper must be at least 25 pages. The paper can serve as a research design for a dissertation project (in which case, the design may require more than 25 pages) or an independent research project.

*Research question and literature review: **Due February 21** – 10 points*

- *Undergraduates: 5 pages*
- *Graduates: 10 pages*

*Research design: **Due April 4** – 10 points*

- *Undergraduates: 5 pages*
- *Graduates: 10 pages*

*Justification of methodological approach: **Due April 25** – 10 points*

- *Undergraduates: 5 pages*
- *Graduates: 5 pages*

*Final paper: **Due May 3** - 20 points*

- *Undergraduates: 15 pages (or more)*
- *Graduates: 25 pages (or more)*

- 10 points of your grade will be determined by attending my office hours once during the semester to discuss your final paper. Please sign up here: <https://calendly.com/ernugent/office-hours>

## **Course Policies**

### *During Class*

Computers will be allowed in class for note-taking only. Please refrain from using computers for anything but activities related to the class. Phones are prohibited.

### *E-mail Policy*

If you have a quick (i.e. non-substantive) question, email is the best way to contact me. While I typically respond to emails quickly, please allow 48 hours for a response. If you do not receive a response within 48 hours, follow up with a reminder.

If you email me or your teaching fellow the night before a deadline with a last minute request, please do not expect a response. It is important that you look at the assignments early to ensure we can answer any questions you may have in a timeframe that is useful to you. Longer questions -- for example, those dealing with your performance in the course or substantive questions about the course material -- are better asked in person. I will hold regular office hours on Tuesdays from 10:00am-11:45am throughout the semester, and appointments can also be made on an individual basis upon request. Your teaching fellow will also hold regularly scheduled office hours throughout the semester.

### *Policies on Incomplete Grades and Late Assignments*

For every day an assignment is late, you will lose two points towards your final grade on that component. Please talk to me ahead of time with any scheduling issues. Familiarize yourself with [Yale University's policy on incomplete grades](#).

### *Academic Integrity*

Familiarize yourself with Yale University's policy on academic integrity. In short, don't turn in the same paper for two classes, don't plagiarize someone else's work, and don't cheat on the in-class exam or other assignments. When in doubt, speak to me or your teaching fellow. To ensure that you do not accidentally violate Yale's academic honesty policies, please review [Yale University's Definitions of Plagiarism, Cheating, and Documentation of Sources](#).

### *Commitment to Diversity*

Your experience in this class is very important to me. If you have already established accommodations with the [Resource Office on Disabilities](#), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through ROD, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), please contact ROD. ROD offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and ROD. It is important to Yale University to create inclusive and accessible learning environments consistent with federal and state law.

### *Commitment to an Inclusive Learning Environment*

Yale University adheres to the philosophy that all community members should enjoy an environment free of any form of harassment, sexual misconduct, discrimination, or violence. If you have been the victim of sexual misconduct, you are encouraged to report this. If you report this to a faculty/staff member, they must notify our college's Title IX coordinator about the basic facts of the incident (you may choose to request confidentiality from the University). If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Title IX Coordinator, Stephanie Spangler ([stephanie.spangler@yale.edu](mailto:stephanie.spangler@yale.edu)) or [any of the University Title IX Coordinators](#).

### **Books to Purchase:**

1. Cammett, Melani. *Compassionate Communalism: Welfare and Sectarianism in Lebanon*. Cornell University Press, 2014.
2. Finkel, Evgeny. *Ordinary Jews: Choice and Survival during the Holocaust*. Princeton University Press, 2017.
3. Seawright, Jason. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. Cambridge University Press, 2016.

## Schedule of Meetings

Note: Friday sessions will be held on February 15 and March 29 (lunch will be provided!), in addition to the regularly scheduled Thursday sessions. The last class meeting will be April 4.

### *Fundamentals*

#### 1. Course Introduction – January 17

#### 2. Causal and Probabilistic Logics of Inference – January 24

- Ragin, Charles. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. University of California Press: 1-84.
- Collier, David and Colin Elman. 2008. “Qualitative and Multimethod Research” in *The Oxford Handbook of Political Methodology*. Oxford University Press: 779-795.
- Mahoney, James and Gary Goertz. 2006. “A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research.” *Political Analysis* 14: 227-249.

#### 3. Definitions, Strengths and Weaknesses of Quantitative and Qualitative Research (in Isolation) – January 31

- Franklin, Charles. 2008. “Quantitative Methodology” in *The Oxford Handbook of Political Methodology*. Oxford University Press: 796-813.
- Brady, Henry E. 2010. “Doing Good and Doing Better: How Far Does the Quantitative Template Get Us?” in *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, eds. Henry E. Brady and David Collier. Rowman & Littlefield and Berkeley Public Policy Press.
- Bartels, Larry M. 2010. “Some Unfulfilled Promises of Quantitative Imperialism” in *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, eds. Henry E. Brady and David Collier. Rowman & Littlefield and Berkeley Public Policy Press
- Guba, Egon G., and Yvonna S. Lincoln. 1994. “Competing paradigms in qualitative research.” *Handbook of qualitative research*. 163-194.
- Seawright, Jason. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. New York: Cambridge University Press, 2016, Chapter 2

#### 4. Definition and Logic of Mixed Methods Research – February 7

- Seawright, Jason. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. Cambridge University Press, 2016. Chapter 1.
- Tarrow, Sidney. 2010. “Bridging the Quantitative-Qualitative Divide” in *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, eds. Henry E. Brady and David Collier. Rowman & Littlefield and Berkeley Public Policy Press.
- Laitin, David and James Fearon. 2008. “Integrating Qualitative and Quantitative Methods” in *The Oxford Handbook of Political Methodology*. Oxford University Press: 756-776.

- Creswell, John W. 2011. “Controversies in Mixed Methods Research” in *The Sage Handbook of Qualitative Research*, eds. N. Denzin and Y. Lincoln. Thousand Oaks, CA: Sage, 269-284.

## 5. Mixed Methods Research Design – February 14

- Creswell, J. W., & Plano Clark, V. L. 2011. *Designing and Conducting Mixed Methods Research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications. Chapters 1 (1-18), 3 (53-106), 4 (107-142). Skim Chapter 2.
- Greene, Jennifer, Valerie Caracelli, and Wendy Graham. 1989. “Toward a Conceptual Framework for Mixed-Method Evaluation Designs.” *Educational Evaluation and Policy Analysis* 11 (3): 255-274.

### *Example of Mixed Methods Research I*

6. Finkel, Evgeny. *Ordinary Jews: Choice and Survival during the Holocaust*. Princeton University Press, 2017 – **February 15, 12:00pm – 1:30pm**
  - Please come to class having read the entire book. We will first discuss the author’s research design choice, and then evaluate the qualitative and quantitative data in isolation and in combination.

### *Components of Mixed Methods Research*

## 7. Case Studies in Mixed Methods Research – February 21

- Gerring, John. “What is a Case Study” and “What is a Case Study Good For?” in *Case Study Research: Principles and Practices* ed. John Gerring, Cambridge University Press, 2012, 17-64.
- Seawright, Jason. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. New York: Cambridge University Press, 2016, Chapter 8.
- Collier, David. 2011. “Understanding Process Tracing.” *PS: Political Science & Politics* (2011) 44 .4: 823-830.

## 8. Regression Analysis in Mixed Methods Research – February 28

- Seawright, Jason. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. New York: Cambridge University Press, 2016, Chapter 3.
- Coppedge, Michael. 1999. “Thickening Thin Concepts and Theories: Combining Large-N and Small in Comparative Politics.” *Comparative Politics* 31(4): 465-476.
- Lieberman, Evan. 2005. “Nested Analysis as a Mixed-Method Strategy for Comparative Research.” *American Political Science Review* 99(3):435-52.
- Achen, Christopher H. 2005. “Let’s put garbage-can regressions and garbage-can probits where they belong.” *Conflict Management and Peace Science* 22(4): 327-339.

## 9. Fieldwork, Interviews, Ethnography in Mixed Methods Research – March 7

- Wood, Elisabeth J. 2008. "Field Research" in *The Handbook of Comparative Politics*, edited by Carles Boix and Susan Stokes.
- Kapiszewski, Diana. 2015. "Interviews, Focus Groups, and Oral Histories" in *Field Research in Political Science*, eds Kapiszewski and MacLean. Cambridge University Press, 190-233.
- Fujii, Lee Ann. *Interviewing in Social Science Research: A Relational Approach*. Routledge, 2018. Chapter 1, skim 2 and 3.
- Kubik, Jan. 2009. "Ethnography of Politics," In *Political Ethnography*, Edward Schatz, ed. Chicago, University of Chicago Press: 25-52.
- Creswell, John W., et al. "How interpretive qualitative research extends mixed methods research." *Research in the Schools* 13.1 (2006): 1-11.

## 10. Experimental Evidence (Natural and Otherwise) in Mixed Methods Research – March 28

- Paluck, E.L. 2010. "The Promising Integration of Field Experimentation and Qualitative Methods." *Annals of the American Academy of Political and Social Science* 628: 59-71.
- Dunning, Thad. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge University Press. Chapters 1 and 11.
- Seawright, Jason. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. New York: Cambridge University Press, 2016, Chapter 7.
- Teele, Dawn Langan. "Reflections on the ethics of field experiments" in *Field Experiments and Their Critics: Essays on the Uses and Abuses of Experimentation in the Social Sciences* ed. Dawn Langan Teele (2014): 115-140.

### *Example of Mixed Methods Research I*

## 11. Melani Cammett, *Compassionate Communalism: Welfare and Sectarianism in Lebanon*. Cornell University Press, 2014 – **March 29, 12:00pm – 1:30pm**

- Please come to class having read the entire book. We will first discuss the author's research design choice, and then evaluate the qualitative and quantitative data in isolation and in combination.

## 12. Analyzing and Writing Up Mixed Methods Research – April 4

- Creswell, J. W., & Plano Clark, V. L. 2011. *Designing and Conducting Mixed Methods Research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications. Ch.6-8 (171-272).
- Fujii, Lee Ann. *Interviewing in Social Science Research: A Relational Approach*. Routledge, 2018. Chapter 5.

**Final design due: May 3, 2018**