



Universität zu Köln

## MA Lecture “Introduction to Qualitative Methods”

Module: CM Qualitative Methods // 14335.0700 (Lecture) 14335.0701 (Labs)

### Summer Term 2023

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**Lecturer:** Dr. Elifcan Çelebi

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**Office hours:** by appointment.

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**Office hours:** Wednesdays 11:00-12:00

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**Time:**

Lecture: Thursday, 14:00-15:30

First session: 06.04.2023

Lab 1: Thursday, 16:00-17:30

First session: 06.04.2023

Lab 2: Friday, 14:00-15:30

First session: 14.04.2023 (07.04.2023 is public holiday)

**Place:**

**Lecture:** Lecture hall H112, IBW Building / **Lab1:** Seminargebäude, S22 / **Lab2:** IBW, S105

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### 1. Course Description

The course comprises seven lectures followed by seven labs. The first part discusses the standard qualitative/quantitative distinction and the trade-offs in conducting qualitative research. Then, we will continue with research questions, sources, and data in qualitative research, by reflecting on the following questions: What makes a good research question? What are the advantages and

disadvantages of using different types of sources and data? Secondly, we will learn about the types of cases that are available for analysis, what they are good for and how they are related, and the comparative method. The third part covers process tracing, mechanisms, and interpretation of evidence for causal arguments. Qualitative research offers different ways to make conclusions and inferences based on available sources, and we will assess how to make sense of the evidence. The fourth part covers the interview technique and informs how to design interview guides and the challenges in implementing them. Finally, we will discuss generalization strategies for case studies and good practices to ensure transparency as a must component of good empirical research.

With the help of labs, the students will form groups to deliver individual tasks. These tasks include – but are not limited to – learning search strategies for research articles, discussing the research design of qualitative case studies, collecting and analyzing data, conducting qualitative coding exercises with MAXQDA, discussing coding strategies and schemes, and interpreting the evidence in qualitative research and conducting semi-structures interviews. Individual tasks are combined with group work; the students are expected to present scientific results in the classroom and submit their written assignments on time.

The course combines the foundations and elements of qualitative research design with hands-on applications. The reading list co-anchors classic and contemporary qualitative studies in political science while providing empirical studies from different subfields of Comparative Politics for illustrating good and not-so-good practices in qualitative research.

## 2. Course Objectives

The students visiting this course will...

- ... know the distinction between qualitative and quantitative research and the trade-offs involved in doing qualitative research
- ... learn the principles and practices of qualitative research design, case selection, the comparative method, and process tracing in single cases
- ... be able to apply the logic of a scientific method when evaluating a qualitative research study
- ... critically evaluate the methodological dimensions of a qualitative study, and construct a design of their own.

### 3. Course Requirements

This module follows the portfolio model of examination, meaning you will complete several assignments. You need to submit ALL assignments in order to receive a passing grade. The assignments will be returned to the participants with comments and a grading scheme.

During the course, the students will complete the following steps chronologically:

- (1) form a group of four during the first lab session and identify an article to work on as a group
- (2) the article needed to be approved by us because it must meet certain requirements to be useful for the assignments
- (3) write your individual part of the written assignment and submit it via ILIAS (check the deadlines in section 3-a)
- (4) identify the sources in the empirical part of the article
- (5) try to collect as many sources as possible and verify them during the labs
- (6) use MAXQDA to code sources and come to an assessment about the conclusions presented in the published case study
- (7) present your written assignment/results in the last session of the lecture (06.07.2023)
- (8) submit your coding results and a written evaluation of the evidence you use (25.07.2023)

Therefore, the portfolio exam has three elements: Written assignment, presentation, and coding submission.

#### **a- Written Assignment (15 points)**

Each student will submit a written assignment on the group article. The written assignment is a methods-focused discussion of one element from a published case study. The students will form groups in the first lab to work on a selected article. Until the end of the first lab session, each group should identified an article (and an alternative) that meets the following criteria and ask for approval. The articles need to be approved by us until 18.04.2023 to ensure that they are suitable for the course.

- Qualitative case study
- Theory centered: Either exploratory or testing a hypothesis
- Comparative case study: comparison of at least two cases

- Within-case analysis: Process tracing or, more generally, some process-related evidence
- Sources: Primary and secondary sources, interviews only as an addition to other two.

Each participant only has to submit one of the following four assignments below (with each assignment being covered by a different group member). All the assignments taken together should produce a bigger picture for the selected article. The members of a group should decide for themselves who will submit which assignment. It is not possible that two group members to work on the same topic for the same article. Regardless of the topic, each assignment should not be longer than 1.500 words. Details on the assignments will be shared later on ILIAS.

| <b>Task</b>   | <b>Deadline for submission</b> |
|---|--------------------------------|
| Substantive summary and theory (1.000-1.500 words, excluding references and title page) | 23.05.2023                     |
| Case selection (1.000-1.500, excluding references and title page)                       | 23.05.2023                     |
| Process tracing (1.000-1.500 words, excluding references and title page)                | 20.06.2023                     |
| Case comparison (1.000-1.500 words, excluding references and title page)                | 20.06.2023                     |

#### **b- Presentation (15 points)**

Each group should present the four assignments in the last lecture as a PowerPoint presentation. This gives each group the opportunity to present its work and others the chance to ask for details and clarification. For formal grading reasons, the presentation has to be partitioned into four parts – each being prepared under the responsibility of a different participant. Therefore, the presentations should be prepared together substantively and stylistically. Each group's presentation should not exceed 12 minutes. Please submit the presentations via ILIAS before the presentation date.

**Presentation date: 06.07.2023**

**c- Coding (15 points)**

Codings of evidence from a published case study plus an overall evaluation of the strength of evidence will be the last component of the portfolio. Each participant has to upload the codings for the selected article and a written overall evaluation of the strength of evidence from the empirical analysis of the article (1000 words max).

**Deadline for coding submission: 25.07.2023**

Grading is based on a 45-point scale:

| Points    | Grades     |
|-----------|------------|
| 42.5-45   | 1          |
| 40.5-42   | 1.3        |
| 38-40     | 1.7        |
| 36-37.5   | 2          |
| 33.5-35.5 | 2.3        |
| 31.5-33   | 2.7        |
| 29-31     | 3          |
| 27-28.5   | 3.3        |
| 24.5-26.5 | 3.7        |
| 22.5-24   | 4          |
| 0-22      | 5.0 (fail) |

**4. Prerequisites**

Attendance in the first session of lectures and labs is necessary since we will review the syllabus and organize the groups. The lecture and labs will be held in English. Students should register for the course and the examination via KLIPS2.

If you have a disability and need assistance during the course, please contact me at any time. If a problem arises during the course (illness, family, etc.) and you need a deadline extension or other assistance, please contact me immediately. Please remember that it is the joint responsibility of lecturers and students to create a respectful, inclusive and attentive atmosphere in the seminar.

Please also regularly check the CCCP information on teaching on the website: <http://www.cccp.uni-koeln.de/en/public/teaching/>

## 5. Course Material

Readings will be available as electronic articles through ILIAS.

## 6. Course Outline

### Session 1: Introduction

Lecture: 06.04.2023, Thursday, 14:00-15:30, Lecture hall H112, IBW Building

Readings:

What is qualitative research?

- Gerring, John (2004): What is a case study and what is it good for? *American Political Science Review* 98 (2): 341-354.
- Mahoney, J., Goertz, G. (2006): A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research. *Political Analysis*, 14(3), 227-49.

Causal analysis and inference

- Rohlfing, Ingo (2012): *Case Studies and Causal Inference*. Basingstoke: Palgrave Macmillan: chap. 1.

**Lab content:** Building groups and searching for a qualitative article. One element of the course is to work on a published qualitative article. In this lab session, students will form a group of four for the rest of the course and discuss search strategies for research articles.

Lab 1: 06.04.2023, Thursday, 16:00-17:30, Seminargebäude, S22

Lab 2: 14.04.2023, Friday, 14:00-15:30, IBW Building, S105

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*No lecture and lab on 13.04.*

*07.04 is a public holiday and the Lab2 replacement will take place on 14.04.*

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**Do not forget** to identify a qualitative article to work on for the rest of the course as a group and take our approval (please check part 5 section a).

## Session 2: Research Questions, Sources, and Data in Qualitative Research

Lecture: 20.04.2023, Thursday, 14:00-15:30, Lecture hall H112, IBW Building

Readings:

- King, Gary, Robert O. Keohane and Sidney Verba (1994): *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press: 14-19.
- Yin, Robert K. (2013): *Case Study Research: Design and Method*. Thousand Oaks: Sage: chap. 4.

Example of a qualitative reanalysis:

- Lieshout, Robert H., Mathieu L. L. Segers and Anna M. van der Vleuten (2004): De Gaulle, Moravcsik, and the Choice for Europe: Soft Sources, Weak Evidence. *Journal of Cold War Studies* 6 (4): 89-139.

**Lab content:** Identifying sources and getting started with MAXQDA will be the focus of the labs. For qualitative data analysis (QDA), you will work with MAXQDA. During the course, you will get from us a free MAXQDA license that is valid for 120 days. This will be enough for working on all assignments. In this lab, you will do the first steps with MAXQDA. Substantively, you will start identifying the sources used in the selected article and try to collect them for your reanalysis of the article.

- A reading on qualitative content analysis: Saldaña, Johnny. 2013. The Coding Manual for Qualitative Researchers. Chapter1: An Introduction to Codes and Coding (pp 1-40)

Lab 1: 20.04.2023, Thursday, 16:00-17:30, Seminargebäude, S22

Lab 2: 21.04.2023, Friday, 14:00-15:30, IBW Building, S105

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No lecture and labs on 27-28.04.2023

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### Session 3: Case Selection and Comparison

Lecture: 04.05.2023, Thursday, 14:00-15:30, Lecture hall H112, IBW Building

Readings:

- Eckstein, Harry (1975): Case study and theory in political science. Greenstein, Fred I. and Nelson W. Polsby (ed.): Strategies of inquiry. Handbook of Political Science, Vol. 7. Reading, Mass.: Addison-Wesley: 79-137.
- Levy, J.S. (2008): Case Studies: Types, Designs, and Logics of Inference. Conflict Management and Peace Science, 25, 1-18.
- Lijphart, Arend (1971): Comparative Politics and the Comparative Method. *American Political Science Review* 65 (3): 682-693.

**Lab content:** This week's lab focuses on intermediate report on collection of sources and the discussion of qualitative coding. Groups should discuss progress on collecting sources and possible problems and strategies to address them.

Introduction to coding with MAXQDA and coding strategies:

- Silver, Christina, and Ann Lewins (2014): Using Software in Qualitative Research: A Step-by-Step Guide. SAGE. (specific chapters will be advised later)

Lab 1: 04.05.2023, Thursday, 16:00-17:30, Seminargebäude, S22

Lab 2: 05.05.2023, Friday, 14:00-15:30, IBW Building, S105

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*No lecture and labs on 11-12.05.2023 & 18 (public holiday)-19.05.2023*

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### Session 4: Process Tracing and Interpretation of Evidence

Lecture: 25.05.2023, Thursday, 14:00-15:30, Lecture hall H112, IBW Building

Readings:

- Bennett, Andrew and Jeffrey Checkel (2014): Process tracing: From methodological roots to best practices. Bennett, Andrew and Jeffrey Checkel (ed.): Process tracing in the



social sciences: From metaphor to analytic tool. Cambridge: Cambridge University Press: 1-37.

- Trampusch, Christine, and Bruno Palier. (2016): *Between X and Y: how process tracing contributes to opening the black box of causality. New Political Economy* 21 (5): 437-454.
- Beach, D., Pedersen, R.B. (2013): *Process-Tracing Methods. Foundations and Guidelines*. Ann Arbor, MI: University of Michigan Press. 23-44 (Chapter 3).

Example articles for interested students:

- Elucidating causal mechanisms: Fairfield, Tasha and Candelaria Garay (2017): Redistribution under the right in Latin America: Electoral competition and organized actors in policymaking *Comparative Political Studies* 50 (4): 1871-1906 + appendix. (the appendix in particular)
- Theory testing process tracing: Löblová, Olga (2018): When epistemic communities fail: exploring the mechanism of policy influence. *Policy Studies Journal* 46(1): 160-189.
- Systematic process analysis: Wright, Chris F (2015): “Why do states adopt liberal immigration policies? The policymaking dynamics of skilled visa reform in Australia. *Journal of Ethnic and Migration Studies* 41 (2): 306-328.

**Lab content:** The lab will focus on interpreting evidence for the selected empirical article. Following the discussion in the lab, you will exercise the interpretation of evidence in your selected article. Goal until last session: Reevaluate the interpretation of all evidence that you have identified (use as example what is done in the article by Lieshout et al. (2004), see above).

Lab 1: 25.05.2023, Thursday, 16:00-17:30, Seminargebäude, S22

Lab 2: 26.05.2023, Friday, 14:00-15:30, IBW Building, S105

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*No lecture and labs on 01-02.06.2023.*

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## Session 5: Interviews

Lecture: 15.06.2023, Thursday, 14:00-15:30, Lecture hall H112, IBW Building

Readings:

- Fontana, Andrea & Frey, James H. 2005. The interview: From Neutral Stance to Political Involvement. In N. Denzin & Y. Lincoln (Eds.), *The Sage Handbook of Qualitative Research*, 3rd edition (pp. 695–727). Thousand Oaks, CA: Sage.
- Bailer, Stefanie. 2014. “Interviews and surveys in legislative research.” *The Oxford Handbook of Legislative Studies* (2014): Chapter 8, 167-193.

**Lab content:** Labs aim to work on updating the coding. Groups will discuss coding strategies and schemes developed for their own analysis. This includes the possibility for problem-fixing and discussions of coding approaches between groups. + Groups will discuss strategies for conducting interviews and designing an interview guide

- A reading on designing interview guides: Gerson, Kathleen, and Sarah Damaske. 2020. *The science and art of interviewing*. Oxford University Press, Chapter 4: Constructing an Interview Guide, 66-99.

Lab 1: 15.06.2023, Thursday, 16:00-17:30, Seminargebäude, S22

Lab 2: 16.06.2023, Friday, 14:00-15:30, IBW Building, S105

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*No lecture and labs on 22-23.06.2023.*

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## Session 6: Generalization and Transparency of Qualitative Research

Lecture: 29.06.2023, Thursday, 14:00-15:30, Lecture hall H112, IBW Building

Readings:

- Lieberson, S. (1991): Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases. *Social Forces*, 70(2), 307-20.

- Elman, Colin, Diana Kapiszewski and Arthur Lupia (2018): Transparent Social Inquiry: Implications for Political Science. Annual Review of Political Science 21 (1): 29-47.
- Ragin, Charles (2000): Fuzzy-set social science. Chicago: University of Chicago Press: chap. 2.

**Lab content:** Discussion of how generalization is addressed in your selected article.+ Update of groups on coding: Groups can share the progress that they made, problems that were confronted and strategies for addressing those problems +Information on presentations next week: In the final lecture (see below), each group should present its reanalysis of the selected article on a presentation. In this lab session, guidelines for designing the presentations will be discussed.

Lab 1: 29.06.2023, Thursday, 16:00-17:30, Seminargebäude, S22

Lab 2: 30.06.2023, Friday, 14:00-15:30, IBW Building, S105

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## Session 7: Presentation Session

Lecture: 06.07.2023, Thursday, 14:00-15:30, Lecture hall H112, IBW Building

- Groups will present their written assignments, a methods-focused discussion of elements from a published case study. (Please check part 5, sections a and b)

**Lab content:** Share the codings for your article as a pdf file and upload to ILIAS under your group folder. The repository folder you create will be private and not accessible to anyone but you and us (Elifcan Celebi and Friedrich Kersting). Details will be discussed in this session.

Lab 1: 06.07.2023, Thursday, 16:00-17:30, Seminargebäude, S22

Lab 2: 07.07.2023, Friday, 14:00-15:30, IBW Building, S105

### **Additional readings for interested students:**

#### Social science concepts and conceptualization

- Goertz, Gary. 2006. *Social science concepts: A user's guide*. Princeton University Press. (Introduction pp. 1-24)
- *Example*: Collier, David, and Steven Levitsky. 1997. "Democracy with adjectives: Conceptual innovation in comparative research." *World Politics* 49(3): 430-451.

#### Causes-of-effects vs. Effects-of-causes

- "Chapter 3. Causes-of-Effects versus Effects-of-Causes". *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Mahoney and Goertz), Princeton: Princeton University Press, 2013, pp. 41-50.

#### Counterfactuals

- "Chapter 9. Counterfactuals". *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Mahoney and Goertz), Princeton: Princeton University Press, 2013, pp. 115-124.

#### Paradigms in theory of science

- Lincoln, Yvonna S., Susan A. Lynham, and Egon G. Guba. 2017. "Paradigmatic Controversies, Contradictions, and Emerging Confluences" *The Sage handbook of qualitative research* (5<sup>th</sup> Edition) Chapter 5, pp. 213-263.

#### Case Selection

- Geddes, B. (1990): *How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics*. *Comparative Analysis*, 2(1), 131-50.