Ph.D. Seminar on Advanced Research Design

Course Information:

Professor: Adam Auerbach
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SIS-809-02
Office: SIS 344
Tuesdays, 2:30-5:20PM, SIS 348

Course Description:

This course enables doctoral students to create methodologically sound research designs in the social sciences. It examines a range of methodologies and research design strategies, with particular attention to their strengths and limitations, in isolation and combination.

The course is designed for doctoral students in the School of International Service entering their third year of coursework. It starts with themes that are central to research design, including concept formation, case selection, and comparison. It then examines techniques for data collection—ethnography, archival research, interviews, focus groups, survey research, and experimental design—as well as practical considerations in writing a dissertation prospectus. The seminar ends with student presentations of their research designs.

Overall, the sequence of readings and writing assignments are designed to guide students through the development of their dissertation prospectus. The coursework should be related to a concrete research project. Students should enter the course with an idea of the research topic they would like to pursue and then use the course to refine that topic into a dissertation prospectus.

Course Objectives

This course will:
- Explore the strengths and weaknesses of various research designs and methodologies.
- Encourage you to become a reflective and systematic researcher.
- Provide opportunities to apply a range of research methods to your research interests.

Learning Outcomes

- Students who successfully complete the course will be able to:
- Create methodologically sound social science research designs.
- Complete a written draft of a dissertation proposal.

- Evaluate the tradeoffs involved in various research designs.

Elements of the Course

Attendance and Participation: 20%
- Regular attendance and active participation are required, and you should come to each class prepared to discuss the assigned readings. Mastery of the assigned material will be demonstrated through active participation in seminar discussions.
- As part of the course attendance and participation requirement, each student will provide a brief (~2 minute) update on the progress made in researching and developing his/her dissertation topic and proposal at the beginning of each class session. These brief updates are designed to elicit continuing assistance and feedback from all members of the seminar.

Research Question Paper: 10%
- The research question paper should outline the puzzle or question that you are interested in pursuing for your dissertation prospectus. You should state it in the form of an explicit question and provide a brief background statement on the topic with selected literature references to justify both the empirical and the theoretical aspects of the puzzle. Your paper should be a maximum of 3 double-spaced pages. This memo is due on October 3.

Mid-Term Research Proposal: 10%
- Halfway through the term each student will provide a detailed research proposal stating the puzzle or question, justifying the substantive and theoretical significance of the problem through a succinct review of relevant scholarship, and advancing tentative thoughts on questions of case selection and the proposed methods of investigation. The mid-term proposal should be a maximum of 6 double-spaced pages, not counting the bibliography or footnotes/endnotes. The mid-term proposal is due on October 30.

Data Sources Paper: 10 %
- The data sources paper should provide an outline of the specific data sources for the dissertation research, along with a justification for why each data source is being considered and a discussion of the methods that will be used to interrogate this evidence. It should be approximately 4 double-spaced pages in length. The data sources paper is due on October 31.

Research Design Presentation: 14%
- The research design presentation will be approximately 30 minutes (15 minute presentation, 3-5 minutes for discussant comments, and 10 minutes Q&A). The presentation should summarize the research design and pose questions concerning unresolved issues in the project. The discussant will deliver a set of comments and suggest additional discussion questions for the Q&A portion. Presentations will take place during the last regular course meeting and during the scheduled final exam period.

Research Design Paper: 20%

- Each student will submit a research design paper that articulates a planned approach for the dissertation research. This assignment is based on the dissertation prospectus guidelines in the SIS Ph.D. Program Handbook. The paper should address the following questions: What question will the dissertation address? What do we know about this issue now? What is the proposed research methodology and what are the proposed forms of evidence? What will the proposed research contribute to the field? The paper should include: a bibliography of works cited, an appendix with a timeline detailing a schedule for completion of the dissertation, and a brief summary of the main topic of the dissertation (150 words or less). Final research design papers are due on December 17.

Thought Exercise Memos: 16 %

- For four of the field research methods examined in this course (ethnography, interviews and focus groups, archival research, and survey research), students will reflect on the readings and class discussion and then write a 2-page memo (double-spaced) that briefly outlines how that method might contribute to their dissertation research (memo prompts below). These memos are due before the class that immediately follows the one that discussed the method.
- How might ethnography contribute to your dissertation research? Where would you conduct the ethnography? What actors, organizations, or institutions would you observe?
- How might interviews be incorporated into your dissertation research? What set(s) of actors would you interview? What are the broad themes you would examine with each set of actors?
- How might historical research enhance your dissertation project? What archival sources could you consult as the basis of this historical work? Where might such materials be located?
- How might a survey contribute to your dissertation? Given your study setting(s), research question(s), and a reasonable budget ($15,000), how would you go about conducting a sample survey that would be useful for data analysis? Discuss all of the major elements of sampling—describe the population of inference, define the sampling frame, state a desired sample size, and specify the method of selecting respondents and other units if clustering or stratification are used.

Grading

Grades are as follows:

- ➢ A: 93-100
- ➢ A-: 90-93
- ➢ B+: 87-90
- ➢ B: 83-87
- ➢ B-: 80-83
- ➢ C+: 77-80
- ➢ C: 73-77

- ➢ C-: 70-73
- ➢ Grades bellow C- will be a D or an F
  Five Percentage points will be deducted each day an assignment is late.

Office Hours

My office hours during the Fall 2017 semester will be held on Tuesdays from 1:00 to 2:00PM and Thursdays from 3:30 to 5:00PM. I am also available by appointment.

Academic Integrity

Standards of academic conduct are set forth in the Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

Emergency Preparedness for Disruption of Class

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/ or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, which students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU Website (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

Early Warning Notifications

Students may receive Early Warning Notices within the first month of classes. These notices are designed for you to contact your faculty, receive assistance, and develop strategies to improve your performance. Please note that you should seek help throughout the semester when you have questions, fail to submit an assignment, fail to attend class, or receive an unsatisfactory grade.

Students with Disabilities

If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely

notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or asac@american.edu.

Required Books (available at the AU bookstore)

1. Bennett, Andrew and Jeffrey Checkel. 2015. Process Tracing. NY: Cambridge University Press.
2. Kapiszewski, Diana, Lauren MacLean, and Benjamin Read. 2015. Field Research in Political Science. NY: Cambridge University Press.

Course Schedule:

Week One: Research Questions, Research Ethics, and Literature Reviews

➢ Fujii, Lee Ann. 2012. "Research Ethics 101: Research Dilemmas and Responsibilities." PS: Political Science & Politics 45, no. 4 (October): 717-23.

➢ Lupia, Author and Colin Elman. 2014. "Openness in Political Science: Data Access and Research Transparency." PS: Political Science and Politics 47, no. 1: 19-24.

➢ Elman, Colin and Diana Kapiszewski. 2014. "Data Access and Research Transparency in the Qualitative Tradition." PS: Political Science and Politics 47, no. 1: 43-47.

➢ Knopf, Jeffrey. 2006. "Doing a Literature Review." PS: Political Science and Politics 39, no. 1 (January): 127-132.

—Other Recommended Readings—

➢ Alderman, Harold, Jishnu Das, and Vijayendra Rao. 2013. "Conducting Ethical Economic Research: Complications from the Field." Oxford Handbook on Professional Economic Ethics. New York: Oxford University Press.

➢ Curran, Sara. 2006. "Research Ethics are Essential." Handbook for Social Science Field Research. Thousand Oaks: Sage.

➢ Ethics in the Middle East Symposium: <http://pomeps.org/2014/06/11/the-ethics-of-research-in-the-middle-east-memos/>

➢ McMurtrie, Beth. 2014. "Secrets from Belfast: How Boston College's Oral History of the Troubles Fell Victim to an International Murder Investigation." Chronicle of Higher Education, January 26.

➢ Stark, Laura. 2012. Behind Closed Doors: IRBs and the Making of Ethical Research. Chicago: University of Chicago Press.

➢ Walford, Geoffrey. 2005. "Research Ethical Guidelines and Anonymity." International Journal of Research & Method in Education 28, no. 1: 83-93.

➢ Wood, Elizabeth. 2006. "The Ethical Challenges of Field Research in Conflict Zones." Qualitative Sociology 29: 373-86.

Week Two: Description, Interpretation, and Explanation

➢ King, Gary, Robert Keohane, Sidney Verba. 1996. Designing Social Inquiry. Princeton: Princeton University Press. **Read Chapters 1-3**

- Brady, Henry. 2008. "Causation and Explanation in Social Sciences." In Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier, eds., The Oxford Handbook of Political Methodology: 756-76.
- Gerring, John. 2012. "Mere Description." British Journal of Political Science 42: 721-46.
- Schwartz-Shea, Peregrine and Dvora Yanow. 2012. Interpretive Research Design: Concepts and Processes, New York: Routledge. **Chapters 6 and 8**

—Other Recommended Readings—
- Berger, Peter and Thomas Luckmann. 1967. The Social Construction of Reality. New York: Anchor.
- Bourdieu, Pierre. 1977. Outline of a Theory of Practice. New York: Cambridge University Press.
- Brady, Henry and David Collier. 2004. Rethinking Social Inquiry: Diverse Tools, Shared Standards. Lanham, MD: Rowman and Littlefield.
- Caporaso, James. 1995. "Research Design, Falsification, and the Qualitative-Quantitative Divide." American Political Science Review 89, no. 2: 457-60.
- Elster, Jon. 2007. Explaining Social Behavior. New York: Cambridge University Press.
- Foucault, Michel. 1982. The Archaeology of Knowledge. New York: Vintage.
- Jackson, Patrick Thaddeus. 2016. The Conduct of Inquiry in International Relations. New York: Routledge.
- Mahoney, James. 2003. Comparative Historical Analysis in the Social Sciences. New York: Cambridge University Press.
- Mearsheimer, John, and Stephen Walt. 2013. "Leaving Theory Behind: Why Simplistic Hypothesis Testing is Bad for International Relations." European Journal of International Relations 19, no. 3: 427-57.
- Popper, Karl. 2002. The Logic of Scientific Discovery. New York: Routledge Classics.
- Symposium. 2015. "Linking Interpretation and Causal Inference." Qualitative & Multi-Method Research Newsletter 13, no. 2: 3-28.

Week Three: Concepts and Measurement
- Gerring, John. 1999. "What Makes A Concept Good?" Polity 31, no. 3 (Spring): 357-93.
- Symposium on Concept Formation. 2009. APSA-CP Newsletter 20, no. 2 (Summer): 1-18.
- Adcock, Robert and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." American Political Science Review 95, no. 3 (September): 529-46.
- Jackman, Simon. 2009. "Measurement." Oxford Handbook on Political Methodology. New York: Oxford University Press.

—Other Recommended Readings—
- Abdelal, Rawi, Yoshiko Herrera, Alastair Iain Johnston, and Rose McDermott. 2009. Measuring Identity: A Guide for Social Scientists. NY: Cambridge University Press.
- Collier, David and James E. Mahon, Jr. 1993. "Conceptual 'Stretching' Revisited: Adapting Categories in Comparative Politics." American Political Science Review 87, no. 4: 845-55.
- Collier, David and Steven Levitsky. 1997. "Democracy with Adjectives: Conceptual Innovation in Comparative Research." World Politics 49 (April): 430-51.

- Gerring, John. 2010. "Causal Mechanisms: Yes, But…" Comparative Political Studies 43: 1499-1526.
- Gerring, John. 2012. Social Science Methodology. NY: Cambridge University Press.
- Goertz, Gary. 2006. Social Science Concepts. Princeton: Princeton University Press.
- Sartori, Giovanni. 1970. "Concept Misinformation in Comparative Politics." American Political Science Review 64, no. 4 (December): 1033-53.

Week Four: Comparison and Case Selection

- Gerring, John. 2004. "What is a Case Study and What is it Good for?" American Political Science Review 98, no. 2 (May): 341-54.
- Gerring, John. 2006. Case Study Research. Cambridge: Cambridge University Press, 2006
- Read Chapter 5: "Techniques for Choosing Cases" (with Jason Seawright).
- Lieberman, Evan. 2005. "Nested Analysis as Mixed-Method Strategy for Comparative Research." American Political Science Review 99, no. 3 (August): 435-52.
- Simmons, Erica and Nick Smith. 2017. "Comparison with an Ethnographic Sensibility." PS: Political Science and Politics 50, no. 1: 26-30.
- Slater, Dan and Daniel Ziblatt. 2013. "The Enduring Indispensability of the Controlled Comparison." Comparative Political Studies 46, no. 10: 1301-27.

—Other Recommended Readings—

- Bennett, Andrew. 2011. "Qualitative Research: Progress Despite Imperfection." Qualitative and Multi-Methods Newsletter 9, no. 1 (Spring): 24-30.
- Fearon, James. 1991. "Counterfactuals and Hypothesis Testing in Political Science." World Politics 43: 169-96.
- Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." Political Analysis 2, no. 1: 131-50.
- Gerring, John and Rose McDermott. 2007. "An Experimental Template for Case Study Research." American Journal of Political Science 51, no. 3 (July): 688-701.
- Gisselquist, Rachel. 2014. "Paired Comparison and Theory Development: Considerations for Case Selection." PS: Political Science and Politics 47, no. 2: 477-84.
- Mahoney, James and Gary Goertz. 2004. "The Possibility Principle: Choosing Negative Cases in Comparative Research." American Political Science Review 98, no. 4: 653-69
- Rohlfing, Ingo. 2007. "What you See and What you Get: Pitfalls and Principles of Nested Analysis in Comparative Research." Comparative Political Studies 20, no. 10: 1492-1514.
- Seawright, Jason and John Gerring. 2008. "Case Selection Techniques in Case Study Research." Political Research Quarterly 61, no. 2: 294-308.
- Sekhon, Jasjeet. 2004. "Quality Meets Quantity: Case Studies, Conditional Probability, and Counterfactuals." Perspectives on Politics 2, no. 2: 281-93.
- Tarrow, Sydney. 2010. "The Strategy of Paired Comparison: Toward a Theory of Practice." Comparative Political Studies 43, no. 2 (February): 230-259.

Week Five: Ethnography

- Kapiszewski, Diana, Lauren MacLean, and Benjamin Read. 2015. Field Research in Political Science. Cambridge UP. **Read Chapter 7**
- Schatz, Edward. 2009. Political Ethnography. Chicago: University of Chicago Press. **Read Chapter 1**

- Kondo, Dorienne. 1990. Crafting Selves: Power, Gender, and Discourses of Identity in a Japanese Workplace. Chicago: University of Chicago Press. **Read Chapter 1**
- Pachirat, Timothy. 2009. "Dispatches from the Kill Floor" in Edward Schatz (editor) Political Ethnography. Chicago: University of Chicago Press.
- Schaffer, Frederic. 1998. Democracy in Translation: Understanding Politics in an Unfamiliar Culture. Ithaca: Cornell University Press. **Read Chapter 3**

—Other Recommended Readings—

- Ashforth, Adam. 2005. Witchcraft, Violence, and Democracy in South Africa. Chicago: University of Chicago Press.
- Auyero, Javier. 2001. Poor People's Politics: Peronist Survival Networks and the Legacy of Evita. Durham: Duke UP.
- Emerson, Robert, Rachel Fretz, Linda Shaw. 1995. Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press.
- Geertz, Clifford. 2005. "Notes on the Balinese Cockfight." Daedalus 134, no. 4: 56-86.
- Le Blanc, Robin. 1999. Bicycle Citizen: The Political World of the Japanese Housewife. Berkeley: University of California Press.
- Parkinson, Sarah. 2013. "Organizing Rebellion: Rethinking High-Risk Mobilization and Social Networks in War." American Political Science Review 107, no. 3: 418-32.
- Scott, James. 1987. Weapons of the Weak. New Haven: Yale University Press.
- Wedeen, Lisa. 1999. Ambiguities of Domination. Chicago: University of Chicago Press.
- Willis, Paul. 1981. Learning to Labor: How Working Class Kids Get Working Class Jobs. NY: Columbia University Press.
- Wood, Elizabeth. 2003. Insurgent Collective Action and Civil War in El Salvador. NY: Cambridge University Press.

Week Six: Archival Research, Historical Narratives, and Process Tracing

- Kapiszewski, Diana, Lauren MacLean, and Benjamin Read. 2015. Field Research in Political Science. Cambridge University Press. **Read Chapter 5**
- Bennett, Andrew and Jeffrey Checkel. 2015. Process Tracing. New York: Cambridge University Press. **Read Chapters TBD in class**
- Lee, Alexander. 2011. "Who Becomes a Terrorist? Poverty, Education, and the Origins of Political Violence." World Politics 63, no. 2 (April): 203-45.

—Other Recommended Readings—

- Bates, Robert, Avner Greif, and Margaret Levi. 1998. Analytic Narratives. Princeton: Princeton University Press.
- Capoccia, Giovanni and Daniel Kelemen. 2007. "History, Narrative, and Counterfactuals in Historical Institutionalism." World Politics 59 (April): 341-69.
- George, Alexander and Andrew Bennett. 2005. Case Studies and Theory Development in the Social Sciences. Cambridge: MIT Press.
- Grzymala-Busse, Anna. 2010. "Time will Tell? Temporality and the Analysis of Causal Mechanisms and Processes." Comparative Political Studies 44, no. 9: 1267-97.

- Lustick, Ian. 1996. "History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias." American Political Science Review 90, no. 3: 605-18.
- Mahoney, James and Dietrich Rueschemeyer. 2003. Comparative Historical Analysis in the Social Sciences. New York: Cambridge University Press.
- Pierson, Paul. 2004. Politics in Time: History, Institutions, and Social Analysis. Princeton: Princeton University Press.
- Slater, Dan and Erica Simmons. 2012. "Informative Regress: Critical Antecedents in Comparative Politics." Comparative Political Studies 45 (December): 1572-97.
- Soifer, Hillel. 2012. "The Causal Logic of Critical Junctures." Comparative Political Studies 45, no. 12: 1572-1597.

Week Seven: Interviews and Focus Groups

- Kapiszewski, Diana, Lauren MacLean, and Benjamin Read. 2015. Field Research in Political Science. Cambridge UP. **Read Chapter 6**
- Goldstein, Kenneth. 2002. "Getting in the Door: Sampling and Completing Elite Interviews." Political Science and Politics 35, no. 4 (December): 669-72.
- Rivera, Sharon, Polina Kozyreva, Eduard Sarovskii. 2002. "Interviewing Political Elites: Lessons from Russia." Political Science and Politics 35, no. 4 (December): 683-88.
- Straus, Scott. 2008. The Order of Genocide: Race, Power, and War in Rwanda. Ithaca: Cornell University Press. **Read Chapters 1 and 5**

—Other Recommended Readings—

- Leech, Beth. 2002. "Asking Questions: Techniques for Semi-Structured Interviews." Political Science and Politics 35, no. 4 (December): 665-68.
- Mosley, Layna. 2013. Interview Research in Political Science. Ithaca: Cornell University Press.
- Rubin, Herbert and Irene Rubin. 2005. Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage.
- Stewart, David and Prem Shamdasani. 2014. Focus Groups: Theory and Practice. NY: Sage.
- Walsh, Katherine Cramer. 2004. Talking about Politics: Informal Groups and Social Identity in American Life. Chicago: University of Chicago Press.
- Weiss, Robert. 1995. Learning from Strangers. New York: The Free Press.

Week Eight: Surveys and Survey Sampling

- Kapiszewski, Diana, Lauren MacLean, and Benjamin Read. 2015. Field Research in Political Science. Cambridge University Press. **Read Chapter 8.**
- Groves, Robert. 2009. Survey Methodology. NY: Wiley. **Read Selections.**
- Tsai, Lily. 2007. Accountability without Democracy: Solidary Groups and Public Goods Provision in Rural China. NY: Cambridge University Press. **Read Chapter 1 and Survey Appendix.**
- Grossman, Shelby. 2017. The Politics of Order in Informal Markets. Book Manuscript. **Read Selections.**

—Other Recommended Readings—

➢ Deaton, Angus. 1997. The Analysis of Household Surveys: A Microeconometric Approach to Development Policy. Washington, DC: World Bank and Johns Hopkins University Press.

➢ Gile, K. J. 2001. "Improved Inference for Respondent-Driven Sampling Data with Application to HIV Prevalence Estimation." Journal of the American Statistical Association 106: 135–46.

➢ Weisberg, Herbert. 2005. The Total Survey Error Approach. Chicago: UC Press.

Week Nine: Questionnaires

➢ Bradburn, Norman, Seymour Sudman, and Brian Wansink. 2004. Asking Questions. San Francisco: John Wiley and Sons. **Read Chapters 1, 3, and 11.**

➢ Groves, Robert. 2009. Survey Methodology. NY: Wiley. **Read Chapter TBD**.

➢ Tourangeau, R. and T. Yan. 2005. "Sensitive Questions in Surveys." Psychological Bulletin 133, no. 5: 859-83.

➢ Gonzalez-Ocantos, Ezequiel, Chad Kiewiet de Jonge, Carlos Melendez, Javier Osorio, and David Nickerson. 2012. "Vote Buying and Social Desirability Bias: Experimental Evidence from Nicaragua." American Journal of Political Science 56, no. 1: 202-17.

—Other Recommended Readings—

➢ Chauchard, Simon. 2013. "Using MP3 Players in Surveys: The Impact of a Low-Tech Self-Administration Reporting of Sensitive Attitudes." Public Opinion Quarterly 77: 220-31.

➢ Glynn, Adam. 2013. "What can We Learn with Statistical Truth Serum? Design and Analysis of the List Experiment." Public Opinion Quarterly 77: 159-72.

➢ Grosh, M. and P. Glewwe. 2000. Designing Household Survey Questionnaires for Developing Countries. Washington, DC: World Bank.

Week Ten: Experimental Research Design

➢ Kapiszewski, Diana, Lauren MacLean, and Benjamin Read. 2015. Field Research in Political Science. Cambridge University Press. **Read Chapter 9**

➢ Dunning, Thad. 2012. Natural Experiments in the Social Sciences: A Design-Based Approach. New York: Cambridge University Press. **Read Chapter 1**

➢ Morton, Rebecca and Kenneth Williams. 2009. "Experimentation in Political Science." Oxford Handbook of Political Methodology. New York: Oxford University Press.

➢ Auerbach, Adam and Tariq Thachil. 2017. "Capability, Connectivity, Co-Ethnicity: The Origins of Political Brokerage in India's Urban Slums." Working Paper.

➢ Blattman, Christopher, Alexandra Hartman, and Robert Blair. 2014. "How to Promote Order and Property Rights under Weak Rule of Law?" American Political Science Review 108, no. 1.

—Other Recommended Readings—

➢ Angrist, Joshua and Jorn Steffen Pischke. 2009. Mostly Harmless Econometrics: An Empiricist's Companion. Princeton: Princeton University Press.

➢ Banerjee, Abhijit and Esther Duflo. 2012. Poor Economics. NY: Public Affairs.

➢ Bhavnani, Rikhil. 2009. "Do Electoral Quotas Work after they are Withdrawn? Evidence from a Natural Experiment in India. American Political Science Review 103, no. 1: 23-35.

- Duflo, Esther and Abhijit Banerjee. 2009. "The Experimental Approach to Development Economics." Annual Review of Economics 1 (September): 151-78.
- Gerber, Alan and Donald Green. 2012. Field Experiments: Design, Analysis, and Interpretation. New York: W.W. Norton & Company.
- Humphreys, Macartan and Jeremy Weinstein. 2009. "Field Experiments and the Political Economy of Development." Annual Review of Political Science 29: 367-78.
- Olken, Benjamin. 2010. "Direct Democracy and Local Public Goods: Evidence from a Field Experiment in Indonesia." American Political Science Review 104, no. 2 (May): 243-67.
- Posner, Daniel. 2004. "The Political Salience of Cultural Difference." American Political Science Review 98: 529-45.
- Sekhon, Jasjeet S. and Rocio Titiunik. 2012. "When Natural Experiments Are Neither Natural nor Experiments." American Political Science Review 106, no. 1: 35-57.
- Teele, Dawn (ed.). 2014. Field Experiments and Their Critics: Essays on the Uses and Abuses of Experiments in the Social Sciences, Yale University Press.

Week Eleven: Multi-Method Research

- Seawright, Jason. 2016. Multi-Method Social Science: Combining Qualitative and Quantitative Tools. New York: Cambridge University Press. **Read Chapter 1**
- Fearon, James D., and David D. Laitin. 2008. "Integrating Qualitative and Quantitative Methods." In Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier, eds., The Oxford Handbook of Political Methodology, 756-76.
- Ahmed, Amel and Rudra Sil. 2013. "When Multi-Method Research Subverts Methodological Pluralism—or, Why We Still Need Single-Method Research." Perspectives on Politics 10, no. 4: 935-53.
- Gehlbach, Scott. 2015. "The Fallacy of Multiple Methods." Comparative Politics Newsletter 25, no. 2: 11-13.
- Vijayendra Rao, Kripa Ananthpur, and Kabir Malik. 2017. "Anatomy of Failure: An Ethnography of a Randomized Trial to Deepen Democracy in Rural India." World Development.

—Other Recommended Readings—

- Goertz, Gary and James Mahoney. 2012. A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. Princeton: Princeton University Press.
- Kauffman, Craig. 2012. "More than the Sum of the Parts: Nested Analysis in Action." Qualitative and Multi-Method Research 10, no. 2: 26-31.
- Laitin, David. 2002. "Comparative Politics: The State of the Sub-Discipline." Political Science: The State of the Discipline (New York: Norton).
- Rebolledo, Juan. 2012. "Using Formal Theory in Multi-Method Research." Qualitative & Multi-Method Research 10, no. 2: 36-40.
- Symposium: "Cautionary Perspectives on Multi-Method Research." Qualitative and Multi-Method Research Newsletter 7, no. 2 (2009): 2-22.

Week Twelve: Writing and Fieldwork Practicalities

- Kapiszewski, Diana, Lauren MacLean, and Benjamin Read. 2014. Field Research in Political Science. Cambridge UP. **Read Chapters 4 and 10**

- Munger, Michael. 2010. "10 Tips on How to Write Less Badly." The Chronicle of Higher Education: September 6.
- Przeworski, Adam and Frank Salomon. 1995. "The Art of Writing Proposals." SSRC Essay.
- Salmond, Rob and David Smith. 2011. "Cheating Death by PowerPoint: Effective Use of Visual Aids at Professional Conferences." PS: Political Science and Politics 44, no. 3 (July): 589-96.
- Smith, David and Rob Salmond. 2011. "Verbal Sticks and Rhetorical Stones: Improving Conference Presentations in Political Science." PS: Political Science and Politics 44, no. 3 (July): 583-88.

—Other Recommended Readings—

- Colburn, Forrest and Norman Uphoff. 2012. "Common Expositional Problems in Students' Papers and Theses." PS: Political Science and Politics 45, no. 2 (April): 291-97.
- Garand, James and Michael Giles. 2011. "Ranking Scholarly Publishers in Political Science: An Alternative Approach," PS: Political Science & Politics 44, no. 2 (April 2011): 375-384.
- Rich, Timothy. 2013. "Publishing as a Graduate Student: A Quick and Painless Guide to Establishing Yourself as a Scholar." PS: Political Science & Politics 46, no. 2 (April): 376-79.
- Van Cott, Donna Lee. 2005. "A Graduate Student's Guide to Publishing Scholarly Journal Articles." PS: Political Science and Politics 38, no. 4 (October): 741-743.
- Yoder, Stephen and Brittany Bramlett. 2011. "What Happens at the Journal Office Stays at the Journal Office: Assessing Journal Transparency and Record-Keeping Practices." PS: Political Science & Politics 44, no. 2 (April): 363-374.

Week Thirteen: Class Presentations

Week Fourteen: Class Presentations