

SIS 807 Quantitative Methods in International Relations

Course Information:

Professor: Carolyn Gallaher

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Office hours:

Tues: 10-11am, 2:30-3:30pm

Thurs: 10am-1pm

Other hours by appointment

Required Texts:

1. Ernesto LaClau and Chantal Mouffe. *Hegemony and Socialist Strategy: Towards a Radical Democratic Politics*. London: Verso
2. Alexander George and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: MIT Press.

All other readings will be posted on Blackboard

Goals and Objectives:

This course will introduce you to qualitative methods you can use in your dissertation research. It will also teach you how to use them. Indeed, because data collection and analysis is something best learned by doing, this course will be hands on. Through a series of low-stakes data collection and analysis exercises, you learn how to use the following four qualitative methods:

- a. participant observation
- b. Interviewing/Oral History
- c. Discourse Analysis
- d. Process Tracing

This course is also designed to introduce you to research ethics and protocols. You will learn how to navigate the University's IRB process in preparation for your dissertation research. We will also discuss ethical dilemmas qualitative researchers face in the field by examining classic and current ethical controversies.

Learning Outcomes:

At the end of this course students will:

- Be conversant in ethical guidelines for qualitative research
- Be Knowledgeable about key ethical controversies in the Social Sciences
- Be familiar with the IRB process at AU

- Learn how to do participant observation
- Learn how to interview someone for a research project
- Learn how to conduct a discourse analysis
- Learn how to do process tracings
- Be conversant with the different disciplinary traditions of qualitative research

Assignments:

4 Key analysis papers:

For each of the method listed above, you will be asked to collect and analyze data using that method. You will then write a substantial paper (~12 pages) where you describe how you collected your data and analyze what that data tell us. If you have a dissertation topic in mind you may want to consider selecting one topic and collecting and analyzing different sorts of qualitative data pertaining to it. If you are unsure of your dissertation topic, you should feel free to experiment with different topics. More details to come as the course progresses.

Participation:

I will divide the class into 3 teams. Each team will be responsible for leading discussion of readings for 3 class periods. Discussions should be light on summary and heavy on setting and running a conversation about the reading. Facilitations should also be collaborative rather than divided into parts (i.e. team member 1 covers x and team member 2 covers y). You have plenty of leeway on how to organize your discussions. For example, you may want to focus on mechanics (e.g. how would we operationalize this technique?) or you may choose to debate a topic (e.g. is the author right here?)

Grading:

Paper One	20%
Paper Two	20%
Paper Three	20%
Paper Four	20%
Participation	20%
TOTAL	100%

Grading Scale:

A	95
A-	92
B+	88
B	85
B-	82
C+	78
C	75
C-	72
D	65

Student Resources:

[Academic Support and Access Center](#)

(MGC 243, 202-885-3360)

Supports the academic development and educational goals of all AU students while also providing support to students with disabilities. We offer workshops on topics of interest to all students such as time management, note taking, critical thinking, memory skills, and test taking.

[Counseling Center](#)

(MGC 214, 202-885-3500)

Helps students make the most of their university experience, both personally and academically. They offer individual and group counseling, urgent care, self-help resources, referrals to private care, as well as programming to help you gain the skills and insight needed to overcome adversity and thrive while you are in college.

[Center for Diversity & Inclusion](#)

(MGC 201, 202-885-3651)

Is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy.

[OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence](#)

(202-885-7070)

Provides free and confidential advocacy services for anyone in the campus community who experiences sexual assault, dating or domestic violence or stalking. American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operated in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities. If you experience any of the above, you have the option of filing a report with the AU Department of Public Safety 202-885-2527 or the Office of the Dean of Students 202-885-3300 dos@american.edu. Please keep in mind that all faculty and staff - with exception of counselors in the Counseling Center, victim advocates in the Wellness Center, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center - who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

[International Student & Scholar Services](#)

(Batelle 4th Butler Pavilion, Room 410)

Has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources.

Classroom Policies

Academic Integrity

Standards of academic conduct are set forth in the University's 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 Classes

In the event of a declared pandemic (influenza or other communicable disease), 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, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (american.edu/emergency) 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.

No Laptop/Cellphone Policy

Students may not use laptops during class and cellphones should be kept on mute and out of site/reach during class. My policy is based on experience teaching classes in which students use laptops and cell phones during class. AU campus has automatic wi-fi for students, so your computer automatically connects to the web when you turn it. This creates obvious distractions. Studies also show that students recall handwritten notes better than typed one. Finally, Laptops also distract fellow students, who often find themselves pulled to stare at your screen. Exceptions may be made in special cases.

Class Calendar

1/17 Introduction

- Overview of Syllabus, Team Assignments, and Intro to Qualitative Methods

1/24 Research Ethics and Some Notable Controversies

- IRB Guidelines
- Blackboard 1: The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. 1979. The Belmont Report. Washington DC: Dept. of Health Education and Welfare.
- Controversy 1: Exposing People in the Closet?
 - Blackboard 2: Laud Humphreys. 1970. Tearoom Trade: Impersonal Sex in Public Places. New York: Aldine. Chapters 1, 2, and postscript.
- Controversy 2: In too deep?
 - Blackboard 3
 - Part 1: Alice Goffman. 2014. On the Run: Fugitive Life in an American City. New York: Picador. Selected Excerpt.
 - Part 2: Steven Lubet. 2015. Review, On the Run. The New Rambler. <http://newramblerreview.com/book-reviews/law/ethics-on-the-run>
 - Part 3: A reply to Professor Lubet's Critique <http://www.ssc.wisc.edu/soc/faculty/docs/goffman/A%20Reply%20to%20Professor%20Lubet.pdf>
 - Part 4: Steven Lubet. 2015. Alice Goffman's Denial of Murder Conspiracy Raises even More Questions. The New Republic, 3 June
- Controversy 3: Exposing Murderers?—Oral History and the Troubles.
 - Blackboard 4: Beth McMurtrie. 2014. Secrets from Belfast. Chronicle of Higher Education, January 26th.
- Controversy 4: Fixing an Election in Montana?
 - Blackboard 5:
 - Part 1: Dylan Scott. 2014. Profs Bumble into Big Legal Trouble after Election Experiment Goes Way Wrong. Talking Points Memo, 27 October. (<http://talkingpointsmemo.com/dc/montana-election-mailer-state-seal-stanford-dartmouth-professors>)
 - Part 2: McCulloch v. Stanford and Dartmouth. Decision Finding by Commissioner of Political Practices of the State of Montana
 - Part 3: Montana Cowgirl Blog. 2014. CrowdPAC's Mailergate Denial is Laughable. 31st October. <http://mtcowgirl.com/2014/10/31/crowdpacs-mailgate-denial-is-laughable/>
 - Part 4: Scott Desposato. 2014. Ethics and Research in Comparative Politics. The Washington Post. 3rd November. <https://www.washingtonpost.com/news/monkey-cage/wp/2014/11/03/ethics-and-research-in-comparative-politics/>

Teams 1 and 2

1/31 The Birth of Ethnography

- Cataloguing Difference

- Blackboard 6: Bronislaw Malinowski. 1922. Argonauts of the Western Pacific. E.P Dutton, Chapters 1 and 3.
- Blackboard 7: Bronislaw Malinowski. 1967. A Diary in the Strict Sense of the Term. Harcourt, Brace, and World. Selected Excerpts.
- The Crisis of Representation
 - Blackboard 8: Clifford Geertz. 1973. The Interpretation of Cultures. New York: Basic Books. Chapter 1.
 - Blackboard 9: Clifford Geertz. 2005. Deep play: notes on the Balinese cockfight. Daedalus 134(4): 56-86.

Team 3

2/7 Ethnography

- Contemporary Examples
 - Blackboard 10: Kathleen Blee. 2002. Inside Organized Racism: Women in the Hate Movement. Berkeley: University of California Press. Selected Excerpts.
 - Blackboard 11. Severine Autesserre. 2014. Peaceland: Conflict Resolution and the Everyday Politics of International Intervention. Cambridge: Cambridge University Press. Selected Excerpts
 - Blackboard 12: Carolyn Gallaher. 2003. On the Fault Line: Race, Class, and the American Patriot Movement. Lanham, MD: Rowman and Littlefield. Selected Excerpts.
 - Blackboard 13: Iver B. Neumann. 2006. To Be a Diplomat. International Studies Perspectives 6: 72–93
- Ethnography in IR
 - Blackboard 14: Joseph MacKay and Jamie Levin. 2015. Hanging Out in International Politics: Two Kinds of Explanatory Political Ethnography for IR. International Studies Review 17: 163–188

Team 1

2/14 Ethnography Workshop

- Student Presentations of data collection and analysis
- Feedback and Discussion

2/21 Interviewing/Oral History:

- Part 1: A Brief History of Interviewing in the Social Sciences
 - Blackboard 15: Andrea Fontana and James Frey. 1994. Interviewing: The Art of Science. In (N. Denzin & Y. Lincoln, Eds) The Handbook of Qualitative Research. Thousand Oaks: Sage, pp. 361-76.
- Part 2: Getting Specifics. Techniques for Interviewing
 - Blackboard 16: Marjorie Hunt. 2003. The Smithsonian Folklife and Oral History Interviewing Guide. Smithsonian Institution: Washington DC.

- Blackboard 17: Ken Metzler. 1997. Creative Interviewing. New York: Allyn and Bacon. Selected Excerpts.
- Part 3: Debate: What is the purpose of an interview?
 - Blackboard 18: Andrea Fontana and James Frey. 2005. The Interview: From Neutral Stance to Political Involvement. In (N. Denzin and Y. Lincoln, Eds) The Sage Handbook of Qualitative Research, 3rd ed. Thousand Oaks: Sage, pp.

Team 2

Paper 1 Due

2/28 Interview Analysis

- NVivo Tutorial

3/7 Interviewing Workshop

- Student Presentation of data collection and analysis
- Feedback and Discussion

3/14 Spring Break—No class

3/21 Discourse Analysis

- Ernesto LaClau and Chantal Mouffe. 1985. Hegemony and Socialist Strategy: Towards a Radical Democratic Politics. London: Verso.
- Blackboard 19: David Howarth. 2000. Discourse. Buckingham: Open University Press. Selected excerpts.

Team 3

Paper 2 Due

3/28 Discourse in International Relations

- Blackboard 20: Giles Moss and Ben O’Loughlin. 2008. Convincing Claims? Democracy and Representation in Post-9/11 Britain. Political Studies 56: 705-724.
- Blackboard 21: Alexander Wednt. 2008. Sovereignty and the UFO. Political Theory 36(4): 607-633.
- Blackboard 22: Jacob Stump and Priya Dixit. 2011. Toward a Completely Constructivist Critical Terrorism Studies. International Relations 26(2): 199–217.

Team 1

4/4 Discourse Workshop

- Student Presentations of data collection and analysis
- Feedback and Discussion

4/11 Process Tracing

- Part 1: Case Design and Selection

- Alexander George and Andrew Bennett. 2005. Case Studies and Theory Development in the Social Sciences. Cambridge: MIT Press. Chapters 1, 3, 4
- Part 2: Process Tracing in Case Study Research
 - Case Studies and Theory Development in the Social Sciences. Chapters 7 & 10

Team 2

Paper 3 Due

4/18 Doing Process Tracing in IR

- Blackboard 23: James Mahoney. 2015. Process Tracing and Historical Explanation, Security Studies. 24(2): 200-218.
- Blackboard 24: Nina Tannenwald. 2015. Process Tracing and Security Studies, Security Studies. 24(2): 219-227.
- Blackboard 25: David Waldner. 2015. Process Tracing and Qualitative Causal Inference, Security Studies. 24(2): 239-250.

Team 3

4/25 Process Tracing Workshop

- Student presentations of data collection and analysis
- Feedback and discussion

5/9 Tips for Making this Class relevant for next steps in the program.

- Final exam period meets 11:20am-1:50pm

Paper 4 Due