

**Qualitative Methods Training in Political Science Doctoral Programs:
A Disciplinary Crisis?
Supplemental Appendix**

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Identifying the Sample of Departments

To verify the representativeness of this sample, the authors compared the top 40 schools as ranked on three indices: the *US News and World Report*, the US National Research Council Index, and the Hix Productivity Index (2004). Comparatively, 35 schools appear on all three lists. Twenty-four of the twenty-five programs in our selected sample appear on all three top-40 indices; one school in our sample appears on the Hix index and the *US News* list, but not on the NRC list. Thus, we are confident that the sample of twenty-five is in fact a representative sample of the “top” programs in the country. Our specific sample cannot be directly compared to Bennett, Barth, and Rutherford (2003), for which no list of schools is available, but all of the programs on our list were in Schwartz-Shea’s (2003) study with the exception of University of California, Davis.

Table A1: 25 Top Political Science Doctoral Programs in Sample	
Harvard University	Washington University – St. Louis
Princeton University	New York University
Stanford University	Ohio State University
University of Michigan	University of Rochester
Yale University	University of Wisconsin – Madison
University of California – Berkeley	Cornell University
Columbia University	University of Minnesota – Twin Cities
Massachusetts Institute of Technology	Northwestern University
University of California – San Diego	University of California – Davis
Duke University	Emory University
University of California – Los Angeles	George Washington University
University of Chicago	Georgetown University
University of North Carolina – Chapel Hill	

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Course Inclusion/Exclusion Criteria

While both previous studies employ a separate category for “scope and methods,” we could find little substantive distinction between “scope and method” and “research design” courses, so combined all such courses into the “research design” category. Often this distinction simply reflects when the course is expected to be taken in the curriculum--during the first year or later in the program—and thus is not relevant to our analysis here. Schwartz-Shea’s “specialty methods category” includes both skills courses and subfield-specific courses. Our study separates these, because while skills courses are very narrowly focused, subfield methods courses are often identical to broad quantitative, formal, or qualitative methods material learned in explicit “methods” courses.

In subsuming subfield specific courses, we also adhered to coding decisions made by Bennett, Barth and Rutherford (2003). Twelve programs (48%) offer a total of 24 subfield specific courses. 14 are within IR, six within CP, and four within AP. Nine of these courses are formal modeling for a specific subfield, seven are mixed-methods research design courses, four are qualitative, and four are quantitative. None of these courses are mandatory. For more discussion of subfield-specific methods courses, see the 2007 *Comparative Political Studies* symposium on qualitative methods in the subfields specifically the pieces by Bennett and Elman, Mahoney, and Pierson.

Finally, while both Bennett, Barth and Rutherford (2003) and Schwartz-Shea (2003) pieces include philosophy of science courses, this type represented less than 2% of all methods course offerings in our data collection. We determined this small of an amount was insignificant to our overall understanding of the state of the field, and thus left philosophy of science courses out of our sample.

Typology of Course Components: Coding Rules

Each course component is coded along two dimensions: type of methodology and stage of research. Table A2 places each in the corresponding 3x4 grid, and descriptions of each individual component follow. These categories are non-exclusive. Table A2 duplicates items when appropriate. In the paper supported by this document, each item is coded only once. That coding is indicated by where the description is located in the list of components and its label: Qualitative (L), Quantitative (T), and Mixed-Method/General (M) indicated in parentheses.

Table A2: Typology of Course Components					
		STAGE OF RESEARCH			
		Research Design	Data Collection	Data Analysis	Presentation
TYPE OF METHOD	Qualitative	<ul style="list-style-type: none"> - Selecting a Qualitative Research Design - Case Studies 	<ul style="list-style-type: none"> - Secondary Sources - Primary Sources - Ethnography - Interviewing - Dealing with Qualitative Data - Archival Research 	<ul style="list-style-type: none"> - Counterfactual Analysis - Process Tracing - Content Analysis - Dealing with Qualitative Data - Discourse Analysis - Path Dependence - Historical Analysis - Comparative Case Studies - Configurational Analysis - Analytic Narrative - Event Analysis - Software 	<ul style="list-style-type: none"> - Data Transparency
	Quantitative	<ul style="list-style-type: none"> - Selecting a Quantitative Research Design 	<ul style="list-style-type: none"> - Dealing with Quantitative Data - Experiments - Surveys 	<ul style="list-style-type: none"> - Counterfactual Analysis - Formal Models - Text Analysis - Experiments - Surveys 	<ul style="list-style-type: none"> - Data Transparency
	General/ Mixed Methods	<ul style="list-style-type: none"> - Philosophy of Science - Research Ethics - Concept Formation and Measurement - Logic of Inference - Mixed Methods - Causal and Social Mechanisms - Selecting a Mixed-Method Research Design - Counterfactual Analysis - Set Theory 	<ul style="list-style-type: none"> - Conducting Field Research 	<ul style="list-style-type: none"> - Coding Data - Typologies - Software 	<ul style="list-style-type: none"> - Writing Skills - Professionalization - Data Transparency

Course Components: Descriptions

Basic Research Design. Broad choices of philosophy of science and methodology. The relationship of such choices to the sociology and practice of Political Science as a discipline. Ethical, legal, and logistical limitations on research. Basic concepts of measurement and causality.

1. *Philosophy of Science* (M): Epistemology and theories of knowledge, positivism/post-positivism/non-positivism, interpretivism and ethnography, and ontology. Causal and social mechanisms in theory. What is causality? Causality, description, interpretation. The pros and cons of pre-registration and other pre-commitment strategies in research. Different types of data. Debates in the field about the proper purposes of social science.
2. *Research Ethics* (M): Discussion of responsibilities to human subjects, copyright owners, other scholars, funders, and the public. How to design and execute proper IRB and research ethics procedures.
3. *Concept Formation and Measurement* (M): Concept formation. Concept stretching. The relationship of concepts to measurement. Construction of ideal types to organize research and data.
4. *Logic of Inference* (M): Causal and descriptive inference in general. External and internal validity. Definition and basic issues of measurement in general.
5. *Selecting a Qualitative Research Design* (L): When to use various qualitative methods most advantageously. The relationship between questions, puzzles, and theories, on the one hand, and the choice of a general type of methodology and research agenda, on the other. Distinction between process and dataset observations.
6. *Selecting a Quantitative Research Design* (T): Pros and cons of large-N approaches, Bayesian statistics, time series data/studies, factor analysis.
7. *Selecting a Mixed-Method Research Design* (M): Combining two or more methods in one study. Various types and sequences of nested analysis. Logic of combining methods. Epistemological/ontological challenges with combining methods.
8. *Counterfactual Analysis* (M): Pros and cons of the use of single counterfactuals as a primary mode of analysis. Types of permissible counterfactuals. Analysis of necessary, sufficient, INUS and other types of conditions for assessing counterfactuals.

Data Collection and Field Research. General logistical issues of field research. Specific techniques and methods of implementing secondary-source, primary-source/archival, interview, ethnographic, participant observation, survey and experimental forms of data collection.

1. *General Logistics of Field Research* (M): Logistics of planning a field research trip, keeping field notes. Preparation.

2. *Secondary Sources* (L): How to prepare for and design secondary-source research. How to select, assemble, and organize published secondary sources. Concrete constraints imposed by intellectual property concerns. Historiographical writing about competing historical interpretations.
3. *Primary Sources* (L): How to prepare for and design archival (and other primary-source) research. How to select, collect, and organize archival material. Concrete constraints imposed by human subject protection, copyright, confidentiality, and other ethical or legal concerns.
4. *Interviewing and Oral History* (L): How to prepare for, design, and approach interviews (as opposed to pure surveys), including the design of interview questions. How to select, assemble, and organize published interview/oral history materials. Various techniques for selecting interviewees. Relationship to human subject concerns. Focus groups. Concrete constraints imposed by human subject protection, confidentiality, copyright, and other ethical or legal concerns. Establishing a relationship with the interview subject.
5. *Ethnography* (L): How to design and approach ethnographic research, and how to select, assemble, and organize ethnographic observations. Close observation of political and social processes. The ideal and reality of thick description. Inclusive of methods of conducting these studies and data gathering or generation, such as participant observation. The form of ethnographic records. Concrete constraints imposed by human subject protection, politics, and other ethical concerns. Establishing a relationship with those one observes. Ways to discern and difficulties differentiating between collection and analysis.
6. *Surveys* (T): How to design surveys in general, and how to select, assemble, and organize survey evidence. Surveys are understood here as generally closed-ended questions posed to individuals, generally with a high n and the intent to convert them into quantitative data. Concrete constraints imposed by human subject protection, politics, and other ethical concerns.
7. *Experiments* (T): How to identify experiments, and how to select, assemble, and organize experimental evidence. Experiments includes survey, lab, or field experiments where either the researcher has control over the manipulation or subjects are randomized into the treatment and control groups. Natural experiments might be discussed, but are not the main concern. Qualitative methods and experiments.

Data Analysis and Interpretation. Measuring and coding data. Textual and discourse analysis, counterfactual analysis, process tracing, small-n comparative case studies, historical sequence analysis, content analysis, formal theory, and configurational analysis. The use of data analysis software.

1. *Measuring Phenomena and Coding Data* (M): Different specific strategies and techniques for using data to measure phenomena, descriptive inference, coding data and evidence, and

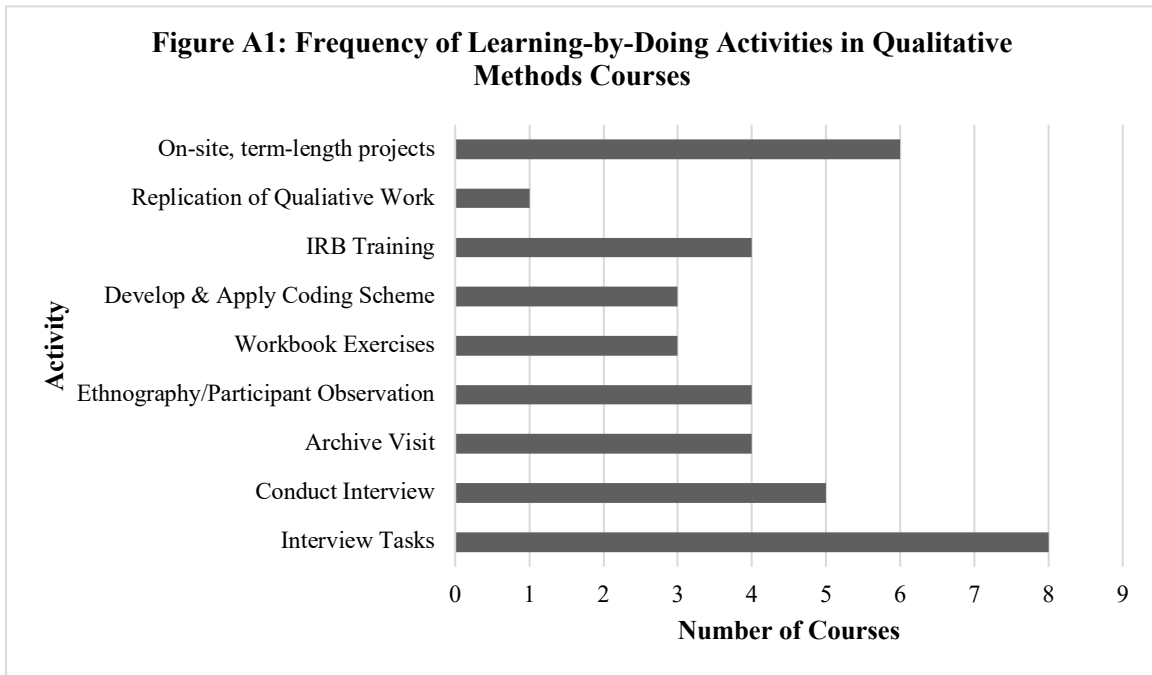
2. *Textual and Discourse Analysis* (L): Different non-quantitative strategies and techniques for reading, interpreting, and analyzing texts. Historiography, literary theory, discourse analysis, the study of communication and the interpretation of texts.
3. *Quantitative Text Analysis* (QT: Analysis by measuring use and repetition of words. Connection with mixed-method work.
4. *Process Tracing* (L): Pros and cons of process tracing. Tracing of pre-established steps predicted by alternative causal mechanisms within a social process of interest, without analysis of comparative case studies, as a primary mode of analysis. Analysis of necessary, sufficient, INUS and other types of conditions for assessing steps in causal chains. Examples. Weighting and incorporation of Bayes in process tracing.
5. *Historical Analysis* (L): Specific methods for testing claims about sequencing, path dependence, increasing returns, historical junctures, institutional lock-in, historical particularity, and other historically-grounded analyses of long-term causal pathways and historical change.
6. *Comparative Case Studies* (L): Pros and cons of small-N comparative case designs. Case selection and issues of bias. Logics of small-N comparative inference. Combining
7. *Configurational Analysis* (L): Substantive, theoretical and methodological conditions that define when and how to use crisp-set or fuzzy-set (QCA) analysis to structure analyses of the effect of different configurations of variables, generally with a small-N comparative design.
8. *Formal Models* (T): The role of formal game-theoretical models (“analytic narratives”) in theorizing and explaining causal processes. Combining game theory with historical models.
9. *Software* (M): Use and availability of computational tools, databases, analyses to aid qualitative text analysis. Whether to use free or proprietary software. E.g. NVivo, Atlas.ti, HyperRESEARCH, QDAMiner, Qiqqa, XSight, Quirkos, Dedoose, webQDA, f4analyse, Annotations, Raven’s Eye, SaturateApp, Focuss On, Endnote, Access.

Presentation. How to render research more transparent in a cost-effective manner, within the bounds of human subject, intellectual property, logistical, first use, and publication practice constraints. How to optimally present research in written and oral forms.

1. *Transparency in Principle and Practice* (M): Feasibility and importance of generating transparent and/or replicable work. Norms, rules, techniques and options for data transparency (active footnotes, archiving, appendices, software, etc.), analytical transparency, and process transparency. Concerns about human subject protection (IRB), intellectual property, logistics, first use, and journal practices. Debates in the field about emerging standards, funder practices, etc.
2. *Writing and Presentational Skills* (M): Style and persuasiveness of written research (as opposed to transparency per se). Grant writing for work. Publishing work. Optimal oral presentation of work. Working within word limits.

3. *Professionalization and Practice (M)*: Sociology and practice of political science as a discipline. Discourses within political science.

Pedagogical Techniques in Qualitative Methods Teaching



Note for Figure A1: Calculated based on analysis of 20 syllabi representing 13 departments.