

MY400/500
Fundamentals of Social Science Research Design

Course Syllabus:

MT
2013

Instructors: Jonathan Jackson, Alasdair Jones, Flora Cornish and Dominik Hangartner, all from the Department of Methodology

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Lectures: Friday 12:00pm – 2:00pm
Week 1: TW1.G.01
Weeks 2 to 10: CLM.G.02

Seminars: A series of seminars supports the MY400/500 lectures. Please sign up via Moodle if you are an MSc student or PhD student taking the course for examination. If you are auditing, please contact Esther Heyhoe (e.heyhoe@lse.ac.uk).

The discussion in each seminar is based around a specific paper (see below). All papers are available on the e-library and via the Moodle page. A requirement to attend each seminar is that you have read the paper. It is assumed that everyone will come with questions and comments. Indeed, marks are assigned not just for turning up but also for contributing to each seminar. Each week, a group of two or three students will be asked to give a short presentation on the paper set, to set the scene for discussion.

MY400 seminars: TW2.3.01 12PM TUE; TW2.3.01 1PM TUE;
TW1.1.03 4PM TUE; OLD.3.28 12PM WED; OLD.3.28 1PM WED;
OLD.3.28 2PM WED.

MY500 seminar: TW1.2.03 2PM TUE.

Course Description

This course introduces students to the theoretical and practical foundations of empirical social science research. One basic premise is that social research should investigate an empirically falsifiable claim about the observable world, be it social, political, legal, financial, or some other aspect of human behaviour or institutions. However, this premise is not the only foundation for good empirical methodology in social research, and the course will also cover approaches that derive from alternative theoretical and methodological perspectives. Throughout we will be focusing on the foundations of social scientific research designs. In short, scientific inquiry aims to be cumulative, evidence-based, systematic, sceptical, ethical, and based on rational argument.

This course is neither qualitative nor quantitative in focus. We will cover the logic of both strategies without taking sides as to which is in some sense 'better', since this will ultimately depend on the nature of the particular research question and the type and amount of data that is available. Indeed, the two approaches are most fruitfully used in a complementary fashion, since almost all quantitative data can be described numerically. There are strengths, weaknesses and usually trade-offs to most of the decisions we make when planning research.

This course is therefore designed to be a sort of primer in asking the right questions, exploring the options available to us and understanding the consequences of the design decisions that we make. Accordingly, this course treats research design as a practical rather than theological matter that is ultimately about turning good research questions into systematic projects that deliver interesting and worthwhile results.

Materials

The main text for this course is:

Robson, Colin (2011, 3rd edition). *Real World Research*. John Wiley.

Other readings are listed in this handout and available for download from the course Moodle site. Other useful texts:

King, Gary, Keohane, R. & Verba, Sydney (1994). *Designing Social Inquiry*. Princeton University Press.

Geertz, Gary and Mahoney, James (2012). *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton University Press.

Trochim, William and Donnelly, James (2008, 3rd edition). *The Research Methods Knowledge Base*. Atomic Dog.

Gerring, John (2012, 2nd edition). *Social Science Methodology: A Unified Framework*. Cambridge University Press.

Seale, Clive (ed.) (2004). *Social Research Methods: A Reader*. Routledge.

Dunleavy, Patrick (2003). *Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. Palgrave Study Guides.

Assessment

Reading: All course participants are expected to come to class each week having completed all the assigned readings and having thought about them carefully.

Class Participation (10%): Class sessions will mainly involve an active discussion of assigned examples of good research designs (from published literature) with a staff member. You will be expected to discuss these texts actively, a process that involves both talking to and listening to each other.

Outline Research Design (90%): This is a course about generic research design for empirical projects. As such the fairest and most productive method of assessment is to ask each participant to carve out a research question and produce an appropriate research design for a possible project. The good news is that this course has no final exam. The less good news is that developing a professional research design is not easy. It requires hard thinking, creativity, study and practice.

The main purpose of the course, then, is to discuss the range of possible research designs in order to help you produce one of your own.

You may use this time to start thinking about the design of your eventual MSc or PhD dissertation. Many (probably most) of you may not have settled on a final MSc topic as you begin to take this course. And even if you have you may change topic or approach later. This is not a problem and is in fact quite typical of the development of real world research projects. We learn how to do it better as we proceed. Thus the assignment for this course asks participants to submit a proposal for a (hypothetical) research project. You will not actually be ‘conducting’ the study during this course. We will evaluate this proposal according to the standards for research design that we cover in class. For this class, you will particularly emphasise the methods and data, rather than the substantive importance of the topic in question, which might otherwise require a lengthy literature review and substantive defence of the projects importance (although, despite this, at least some – and perhaps a great deal – of knowledge of previous work will be necessary to create a useful design on any topic). The class requires a project that is well-defined and specific, feasible, and methodologically sound

An important disclaimer follows: each department has different methods and procedures for supervising MSc dissertations. Ultimate responsibility for your dissertation rests with you and your home department. Typically your topic and general approach must be agreed with your supervisor and your final dissertation will be marked by staff in your home department, not by the Methodology Institute. It might be useful to think of the project for this course as a ‘practice run’ a first attempt at producing a professional design. We are confident that all the effort that you put into this will be rewarded by your ability to create a better research design for your eventual final dissertation.

The research design will evolve in two stages:

1. **Research Proposal (30%):** Each student will be asked by Week 8 (due by Friday 29 November 2013 by 5pm) to identify a question that the proposed research project is expected to answer. Please put your assignments in the correct folder on Moodle. The paper, *not to exceed 1,000 words*, will include a research question, an indication of the proposed explanation, and a brief explanation as to why this is an important question.

Try to pick a feasible research question. This assignment is required, and you will receive some feedback.

2. **Provisional Research Design (60%):** Due in week 1 of the Summer term (by Monday 28 April 2014 by 5pm). This proposal will define the problem to be investigated, identify the variance to be explained, outline alternative explanations, and address issues of testing, data collection and analysis. There should be a statement of the research topic and brief 'state of the art' (slightly expanded literature review if appropriate), and a clear research question. This should now include a concrete statement of your 'point of departure' (i.e what you would propose to do), and early identification of any difficulties that may arise, be they methodological or data related. This provisional research design should be *no more than 5000 words* (excluding bibliography, but including all tables etc). A template will be provided with sections to guide you in addressing each required component.

All assignments must be submitted via Moodle.

Schedule

Week 1 – Introduction: research questions and research designs

This lecture introduces the aims, objectives and structure of the course. Particular attention is given to the coursework: namely, to develop a research proposal that specifies a research question and appropriate research design.

Required reading

Robson. Chs 1-4.

King, Keohane and Verba. Ch 1.

Week 2 – Research questions: Theory, variation, description and causation

Formulating and answering research questions goes to the heart of the social sciences. Without posing interesting questions, we cannot develop knowledge about a particular subject, nor can we open up new research areas and new theories. This lecture considers how research questions are generated, how fixed and flexible designs (roughly speaking, large-n quantitative and small-n qualitative respectively) structure studies, and the differences between descriptive, relational and causal questions. Empirical studies document facts, meanings and patterns, building systematic evidence about the nature of social, psychological and political phenomena. But the social sciences also attempt to understand the world, and central here is the notion of causation. Causal inference allows us to go beyond ‘what?’ questions to ‘what-if?’ and ‘why?’ questions. What factors cause crime? What processes shape political action? What kinds of effects would different public policies have on society?

Required reading:

King, Keohane and Verba. Chs 1-3.

Robson. Ch. 3.

Further reading:

Alvesson, M. & Sandberg, J. (2013). *Constructing Research Questions: Doing Interesting Research*. London: Sage.

Papers discussed in the lecture:

Gaskell, G., Allansdottir, A., Allum, N., Castro, P., Esmer, Y., Fischler, C., Jackson, J., Kronberger, N., Hampel, J., Mejlgaard, N., Quintanilha, A., Rammer, A., Revuelta, G., Stares, S., Torgersen, H. and Wagner, W. (2011). ‘The 2010 Eurobarometer on the Life Sciences’, *Nature Biotechnology*, 29, 2, 113-114. [link](#)

Ayuero, J. (2000). ‘The Logic of Clientelism in Argentina: An Ethnographic Account’, *Latin American Research Review*, 35, 3, 55-81. [link](#)

Olken, B. A. (2007) ‘Monitoring Corruption: Evidence from a Field Experiment in Indonesia’, *Journal of Political Economy*, 115, 2, 200-249. [link](#)

Posner, D. (2004). ‘The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi’, *American Political Science Review*, 98, 4, 529-45. [link](#)

Week 3– Fixed designs and theory: Operationalisation and measurement

The goal of measurement is fundamental to social sciences, since social concepts cannot be compared unless they can in some way be measured. Any empirical research design, whether primarily descriptive or explanatory, must develop benchmarks by which to assess and compare the qualities of the phenomena being observed. Quantitative research strategies consist of designs that examine questions using numerically coded data analysed using descriptive or

statistical methods, primarily in large samples, requiring an explicit measurement strategy. This week outlines the logic of conceptualisation, operationalization and measurement, and presents several key examples in applied fields.

Required readings:

Robson. Chs. 12 & 16

See also: Gerring. Chs. 5-7.

Papers and books discussed in the lecture:

Saylor, R. (2013). 'Concepts, Measures, and Measuring Well: An Alternative Outlook', *Sociological Methods & Research*, 42, 3, 354-391. [link](#)

European Social Survey (2012). 'Policing by consent: Understanding the dynamics of police power and legitimacy', ESS Country Specific Topline Results Series Issue 1 (UK). By Jackson, J., Hough, M., Bradford, B., Hohl, K. and Kuha, J. Available at SSRN: <http://ssrn.com/abstract=2168702>.

Benoit, K. (1996). "[Democracies Really Are More Pacific \(In General\): Reexamining Regime Type and War Involvement.](#)" *Journal of Conflict Resolution* 40(4): 636-657. [Replication dataset.](#)

Coppedge, M. (2012). *Democratization and Research Methods*. Cambridge University Press.

Bartholomew, D. J. (2004) *Measuring Intelligence: Facts and Fallacies*. Cambridge, UK: Cambridge.

Class exercise for the seminar in week 4:

Gerardo L. Munck and Jay Verkuilen (2002), "Conceptualizing And Measuring Democracy Evaluating Alternative Indices". *Comparative Political Studies*, 35(1, February): 5-34. [link](#)

Week 4 – Fixed designs and causal inference: Experimental versus observational methods

This lecture continues the theme of causal inference that was introduced in week 2. The meaning of causality and causal effects is discussed, starting with a formal definition and considering what it means in the context of research questions in the social sciences. The definition of effects suggests a research design for testing causal claims, the experimental design of comparing units which differ only in the proposed causal factor. The gold standard experimental design, at least for internal validity, is the *randomized experiment* where conditions are allocated to units at random. The use of randomized experiments in the social sciences, and the advantages and problems associated with them, is discussed. In very many cases it is not possible or appropriate to carry out randomized experiments. Causal questions may then be examined using *observational studies* which have the same apparent structure as randomized experiments but without the random allocation of conditions. Drawing convincing causal conclusions from observational studies usually requires stronger assumptions about the data and more involved methods of analysis than is the case for randomized experiments. Design and analysis of observational studies is discussed, including questions of confounding, matching and statistical adjustment.

Basic Readings:

Trochim. Chs. 9-10.

Robson. Ch. 5.

Papers and books discussed in the lecture:

Rubin, D. R. (2005). 'Causal inference using potential outcomes: Design, modeling, decisions', *Journal of the American Statistical Association*, 100, 322–331. [link](#)

- Petitti, D. B. and Freedman, D. A. (2005). 'How Far Can Epidemiologists Get with Statistical Adjustment?', *American Journal of Epidemiology*, 162, 1–4. [link](#)
- Anderson et al. (2003). "Exposure to violent media: The effects of songs with violent lyrics on aggressive thoughts and feelings". *Journal of Personality and Social Psychology*, 84, 960-971. [link](#)
- Dolan, P., Peasgood, T. and White, M. (2008). 'Do We Really Know What Makes Us Happy? A Review of the Economic Literature on the Factors Associated with Subjective Well-Being', *Journal of Economic Psychology*, 29, 1, 94-122. [link](#)
- Diener, E., Suh, E. M., Lucas, R. E., and Smith, H. L. (1999). 'Subjective well-being: Three decades of progress', *Psychological Bulletin*, 125, 276-302. [link](#)
- Gould, E, Lavy, V. and Paserman, D. (2004). 'Immigrating to Opportunity: Estimating the Effect of School Quality Using a Natural Experiment on Ethiopians in Israel', *Quarterly Journal of Economics*, 119, 2, 489-526. [link](#)
- Lee, D. S. and McCrary, J. (2009). 'The Deterrence Effect of Prison: Dynamic Theory and Evidence', *Princeton University, Department of Economics, Industrial Relations Section, Working Paper 01/2009*. [link](#)
- Lykken, D., Tellegen, A. (1996). 'Happiness is a stochastic phenomenon' *Psychological Science*, 7, 186–189. [link](#)
- Dunning, T. (2012). *Natural experiments in the social sciences: A design-based approach*. Cambridge: Cambridge University Press.
- Angrist, J. D., and Pischke, J-S. (2009). *Mostly Harmless Econometrics: An Empiricists Companion*. Princeton: Princeton University Press.

Class exercise for the seminar in week 5:

- Olken, B. A. (2007) 'Monitoring Corruption: Evidence from a Field Experiment in Indonesia', *Journal of Political Economy*, 115, 2, 200-249. [link](#)

Week 5 – Fixed versus flexible designs: quantitative versus qualitative

Required Reading

Robson Ch. 6.

Additional Reading

- Abramson, C.M. 2011. '[Qualitative Research in the Positivist-Behavioral Tradition: Resources for Addressing Type I and Type II Errors in Code Associations Using ATLAS.ti](#),' in *The QDA Newsletter* 3: 5-9.
- Bryman, A. (2006) 'Paradigm peace and the implications for quality,' in *International Journal of Social Research Methodology* 9: 111-126.
- Creswell, J.W. (2007) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* [2nd edition]. Thousand Oaks, CA: Sage.
- Graham, H. (1987) 'Women's smoking and family health', in *Social Science & Medicine* 25: 47-56.
- Law, J. (2004) *After Method: mess in social science research*. London: Routledge.
- Low, S. (2000) *On the Plaza: The Politics of Public Space and Culture*. Austin: University of Texas Press.
- Sanchez-Jankowski, M. (1991) *Islands in the Street: Gangs and American Urban Society*. Berkeley: University of California Press.
- Sanchez-Jankowski, M. (2002) 'Representation, Responsibility, and Reliability in Participant-Observation,' in May, T. [ed.] (2002) *Qualitative Research in Action*. London: Sage. pp.144-159.

- Sanchez-Jankowski, M. (2008) *Cracks in the Pavement: Social Change and Resilience in Poor Neighborhoods*. Berkeley: University of California Press.
- Stoppard, J. (2002) 'Navigating the hazards of orthodoxy: introducing a graduate course on qualitative methods into the psychology curriculum, in *Canadian Psychology* 43: 143-153.
- Strauss, A. and Corbin, J. (1998) *Basics of Qualitative Research: Grounded Theory Procedures and Techniques* [2nd edition]. London: Sage.

Class exercise for the seminar in week 6:

- Ní Bhrolcháin, Máire (2001) 'Divorce effects' and causality in the social sciences. *European Sociological Review*, 17, (1), 33-57. ([doi:10.1093/esr/17.1.33](https://doi.org/10.1093/esr/17.1.33)).
- Goldthorpe, John H. (2001). "Causation, Statistics, and Sociology.", *European Sociological Review* 17 (March): 1-20. [link](#)

Lecture 6 – Grounded theory: an approach to systematising qualitative social research

Qualitative social scientific studies are often subject to the accusation that their methods are obscure and hard to unpack. This lecture introduces 'grounded theory' as one of the more established approaches to systematising the procedures that inform qualitative analysis. Developed by two American sociologists (Barney Glaser and Anslem Strauss) in the mid-1960s (Glaser and Strauss, 1967), grounded theory (and its constituent techniques) has emerged as the 'go to' approach for much qualitative research. The lecture will set out Glaser and Strauss's 'rules of thumb' for the development of theory grounded in empirical data as well as the key analytical principles described by this approach. The lecture will also use a number of worked examples of the operationalisation of grounded theory in the social scientific literature to illustrate the ways that researchers have used this approach and the types of questions these researchers have sought to answer through their respective analyses.

Required reading

- Strauss, A. and Corbin, J. (1998a) 'Grounded theory methodology: an overview,' in Denzin, N.K. and Lincoln, Y.S. [eds.] (1998) *Strategies of qualitative inquiry* [1st edition], pp. 158-183. Thousand Oaks, Calif.: Sage.

Additional reading

- Bryant, A. and Charmaz, K. (2010) *The SAGE Handbook of Grounded Theory*. London: Sage.
- Glaser, B.G. and Strauss, A.L. (1967) *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago: Aldine.
- Green, J. and Thorogood, N. (2009) *Qualitative Methods for Health Research* [2nd edition]. London: Sage.
- Lofland, J. (1995) 'Analytic Ethnography: Features, Failings, and Futures,' in *Journal of Contemporary Ethnography* 24(1): 30-67
- Matavire, R. and Brown, I. (2013) 'Profiling grounded theory approaches in information systems research,' in *European Journal of Information Systems* 22: 119-129
- Ortega-alcázar, I. and Dyck, I. (2011) 'Migrant narratives of health and well-being: Challenging 'othering' processes through photo-elicitation interviews, in *Critical Social Policy* 32(1): 106-125
- Strauss, A. and Corbin, J. (1998b) *Basics of Qualitative Research: Grounded Theory Procedures and Techniques* [2nd edition]. London: Sage.
- Urquhart, C. (2013) *Grounded Theory for Qualitative Research: A Practical Guide*. London: Sage.

Applied examples

- Charmaz, K. (1991) 'Discovering chronic illness: Using grounded theory,' in *Social Science & Medicine* 30: 1161-1172.
- Free, C. et al (2003) 'Bilingual young people's experiences of interpreting in primary care: a qualitative study,' in *British Journal of General Practice* 53: 530-535.

Class exercise for the seminar in week 7:

- Charmaz, K. (1983) 'Loss of self: a fundamental form of suffering in the chronically ill,' in *Sociology of Health and Illness* 5(2): 168-195.

Lecture 7 – Case studies and the extended case method

The first part of this session will pick up on the end of last week's lecture by introducing students to the 'extended case method.' The extended case method, developed by the British sociologist Michael Burawoy (Burawoy, 1998), has been developed as an alternative to grounded theory. Rather than orient itself towards the discovery of theory, the extended case method looks to provide a methodological framework through which researchers can empirically test existing theories. Examples of the application of the 'extended case method' will be discussed. In the second half of the lecture we will consider the premises of research using case studies more broadly, before reviewing other research design approaches that have been developed for studies concerned with tracking people, objects and processes through space and beyond the confines of geographically-defined 'cases.'

Required reading

- Burawoy, M. (1998) 'The Extended Case Method,' in *Sociological Theory* 16: 1: 4-33.
Available at: <http://burawoy.berkeley.edu/Methodology/ECM.ST.pdf>.

Additional reading

- Buscher, M. and Urry, J. (2009) 'Mobile Methods and the Empirical,' in *European Journal of Social Theory* 12 (1): 99-116.
- Burawoy, M. (2000) 'Introduction: Reaching for the global,' in Burawoy et al. (2000) *Global Ethnography: Forces, Connections, and Imaginations in a Postmodern World*. Berkeley: University of California Press, pp.1-40.
- Duneier, M. (1999) *Sidewalk*. New York: Farrar, Strauss & Giroux
- Marcus, G.E. (1995) 'Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography,' in *Annual Review of Anthropology* 24: 95-117.
- Merrimam, P. (2013) 'Rethinking Mobile Methods,' in *Mobilities* [published online]. DOI: <http://dx.doi.org/10.1080/17450101.2013.784540>
- Vennesson, P. (2008) 'Case studies and process tracing: theories and practices,' in della Porta, D. and Keating, M. (2008) *Approaches and methodologies in the social sciences: a pluralist perspective*. Cambridge: Cambridge University Press, pp. 223-239

Applied examples

- Burawoy, M., Burton, A., Ferguson, A.A., Fox, K.J., Gamson, J., Gartrell, N., Hurst, L. et al. (1991) *Ethnography Unbound: Power and Resistance in the Modern Metropolis*. Berkeley: University of California Press. [A selection of applications of the extended case method available to download from: [http://burawoy.berkeley.edu/books.htm#Ethnography Unbound](http://burawoy.berkeley.edu/books.htm#Ethnography%20Unbound)]
- Spinney, J. (2006) 'A Place of Sense: A Kinaesthetic Ethnography of Cyclists on Mont Ventoux,' *Environment & Planning D: Society & Space*, 24(5): 709–732.

Class exercise for the seminar in week 8:

Burawoy, M. (2012) 'The Roots of Domination: Beyond Bourdieu and Gramsci,' in *Sociology* 46(2): 187–206

Lecture 8 – Observational methods in qualitative research

Using 'observational methods' has different meanings for quantitative and qualitative researchers. The uses of 'observational studies' by quantitative researchers to examine causal questions was explored in Lecture 3. In this lecture, we will consider the various uses of more literally 'observational' methods in qualitative research. Using Raymond Gold's (1958) classic paper on 'roles in sociological observations' as a starting point, this lecture will elaborate the various ways that qualitative researchers observe and record social phenomena with a particular emphasis on the ways that the observational mode adopted can vary by study 'realm' or setting. The use of observational methods in qualitative research has generated a number of ethical debates, and this lecture will conclude with a discussion of such instance.

Required reading

Gold, R. (1958) 'Roles in Sociological Observations,' in *Social Forces* 36: 217-223.

Additional reading

Goffman, E. (1959) *The Presentation of Self in Everyday Life*. London: Penguin.

Lofland, J., Snow, D., Anderson, L. and Lofland, L.H. (2004) *Analysing Social Settings: A Guide to Qualitative Observation and Analysis* [4th Edition]. Wadsworth, Belmont.

Robson, C. (2011) 'Observational Methods,' in Robson, C. (2011) *Real World Research* [3rd Edition]. Chichester: Wiley, pp.315-344.

Leo vs Kai controversy (chronological order)

Leo, R.A. (1995) 'Trials and Tribulations: Courts, Ethnography, and the Need for an Evidentiary Privilege for Academic Researchers,' in *The American Sociologist*, Spring 1995: 113-134.

Kai, E. (1995) 'Commentary,' in *The American Sociologist*, Summer 1995: 4-11.

Leo, R.A. (1996) 'The Ethics of Deceptive Research Roles Reconsidered: A Response to Kai Erikson,' in *The American Sociologist*, Spring 1996: 122-128.

Kai, E. (1996) 'A response to Richard Leo,' in *The American Sociologist*, Spring 1996: 129-130.

Applied examples

Low, S. (2000) *On the Plaza: The Politics of Public Space and Culture*. Austin: University of Texas Press.

Whyte, W.H. (1988) *City: Rediscovering the Center*. New York: Doubleday.

Wilson, H.F. (2011) 'Passing propinquities in the multicultural city: the everyday encounters of bus passengering,' in *Environment and Planning A* 43(3): 634 – 649.

Class exercise for the seminar in week 9:

Anderson, E. (2004) 'The Cosmopolitan Canopy,' in *The ANNALS of the American Academy of Political and Social Science* 595: 14-31.

Lecture 9 – Comparable cases and mixed methods research

Drawing on John Stuart Mill's (1843) classic dual approach to social research, the 'method of difference' and the 'method of agreement,' this lecture considers the underlying principles of comparative research in the social sciences. The lecture will set out four categories of comparative research in the social sciences with a particular emphasis on the process of selection of cases for comparison. With reference to real world research projects, the second

part of the lecture will explore the ways that qualitative and quantitative techniques have been, and might be, combined to complement one another in mixed methods studies.

Required reading

Robson Ch 7

Additional reading

Bryman, A. (1992) 'Quantitative and Qualitative Research: Further reflections on their integration,' in Seale, C. [ed.] (2004) *Social Research Methods: A Reader*. London: Routledge, pp.505-509

della Porta, D. (2008) 'Comparative analysis: case-oriented versus variable-oriented research,' in della Porta, D. and Keating, M. [eds.] (2008) *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective*. Cambridge: Cambridge University Press, pp.198-222.

Mill, J.S. (1843) *System of Logic*. London: Longman

Pickvance, C.G. (2001) 'Four varieties of comparative analysis,' in *Journal of Housing and the Built Environment* 16: 7-28.

Applied examples

Bowden, A. et al. (2002) 'Methods for pre-testing and piloting survey questions: illustrations from the KENQOL survey of health-related quality of life,' in *Health Policy and Planning* 17: 322-330.

Degen, M. (2003) Fighting for the Global Catwalk: Formalising Public Life in Castlefield Manchester and Diluting Public Life in Raval Barcelona, in *International Journal of Urban and Regional Research* 274: 867-80.

Poobalan et al. (2012) 'Physical activity attitudes, intentions and behaviour among 18–25 year olds: A mixed method study,' in *BMC Public Health* 12: 640.
<http://www.biomedcentral.com/1471-2458/12/640>

Class exercise for the seminar in week 10:

Posner, Daniel. (2004). "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi," *American Political Science Review*, 98(4): 529-45.

Week 10 - Endgame: Writing, Finishing and Publishing

Basic Readings:

Seminars

There are seven seminars. Each relates to material covered in the preceding week(s).

Lecture date	Seminar week	Lecture topic	Paper(s) to be discussed in the seminar
25 October (week 3)	Week 4	Fixed designs and theory: Operationalisation and measurement	Gerardo L. Munck and Jay Verkuilen (2002), "Conceptualizing And Measuring Democracy: Evaluating Alternative Indices". <i>Comparative Political Studies</i> , 35 (1, February): 5-34.
1 November (week 4)	Week 5	Fixed designs and causal inference: Experimental versus observational methods	Olken, Benjamin A. (2007) Monitoring corruption: evidence from a field experiment in Indonesia. <i>Journal of Political Economy</i> , Vol. 115(2): 200-249
8 November (week 5)	Week 6	Fixed versus flexible designs: quantitative versus qualitative	Ní Bhrolcháin, Máire (2001) 'Divorce effects' and causality in the social sciences;. <i>European Sociological Review</i> , 17(1): 33-57. Goldthorpe, John H. (2001). "Causation, Statistics, and Sociology." <i>European Sociological Review</i> 17 (March): 1-20.
15 November (week 6)	Week 7	Grounded theory: an approach to systematising qualitative social research	Charmaz, K. (1983) 'Loss of self: a fundamental form of suffering in the chronically ill,' in <i>Sociology of Health and Illness</i> 5(2): 168-195.
22 November (week 7)	Week 8	Case studies and the extended case method	Burawoy, M. (2012) 'The Roots of Domination: Beyond Bourdieu and Gramsci,' in <i>Sociology</i> 46(2): 187–206.
29 November (week 8)	Week 9	Observational methods in qualitative research	Anderson, E. (2004) 'The Cosmopolitan Canopy,' in <i>The ANNALS of the American Academy of Political and Social Science</i> 595: 14-31.
6 December (week 9)	Week 10	Comparable cases and mixed methods research	Posner, Daniel. (2004). "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi," <i>American Political Science Review</i> , 98(4): 529-45.