

POSC 39063
Michael Strausz

Interviews and Ethnography in Political Science
Fall 2021

course time: Tuesdays and Thursdays, 3:30-4:50

classroom: SCHAR 1011

in-person office hours: Thursdays 9:30-11:30 or by appointment

office: Scharbauer 2007F

virtual office hours: Tuesdays 2:30-3:20 (zoom link on D2L) or by appointment

e-mail: michael.strausz AT tcu.edu

response time: I will do my best to respond to emails within 24 hours during the week, and within 48 hours during weekends and holidays.

Final Paper Due Date

For non-degree candidates (i.e., everyone except graduating seniors), final research papers are due on Tuesday, **December 14 at 4:30pm**. For degree candidates (graduating seniors), final research papers are due on Monday, **December 13 at 4:30**.

Course Description

This course introduces you to two related qualitative research methodologies—interview research and ethnography—as used in social sciences in general and in political science in particular. Although these two research methodologies differ in a number of important way, what unites them is that in order to use both techniques well, the researcher is required to have long, open-ended conversations with research subjects.

Surveys requires the researcher to ask a research subject questions like “would you describe yourself as very liberal, liberal, moderate, conservative, or very conservative?” and to then represent the research subjects’ answers in a manner that can be analyzed statistically. However, interview research and ethnography both require researchers to ask questions like “what are your most important political beliefs and why?” and then to *carefully listen to the research subject’s answer*. Indeed, as one develops skill as an ethnographer and/or interview researcher, one also becomes a better listener.

Course Objectives

After taking this class you will be able to:

1. Summarize and critically evaluate political science research written for professional political scientists, including research that uses ethnography and interviews
2. Develop good empirical research questions
3. Design an original research project that uses either interview research or ethnography
4. Conduct research using either interview research or ethnography
5. Draw valid interferences from social science research
6. Write a research report that combines review of others’ research on your topic, discussion of your contribution to that topic, discussion of your research methodology, and discussion of your research findings.

7. Speak confidently and clearly before an audience of your peers about your research project

Required Texts / Materials

All required readings are available on the course's D2L page. I encourage you to print up that day's reading and bring it to class. If you have run out of free prints from TCU and/or don't have another way to print, please come to my office!

Course Policies and Requirements

Assignments:

Reading discussion questions (5% of final grade): Every day with an assigned reading students are required to post a discussion question about the reading on the relevant threaded discussion on D2L. Discussion questions are due at 9am on the morning that we discuss that reading. Late discussion questions will receive no credit.

Satisfactory discussion questions will earn you a 100 for that assignment. A discussion question is satisfactory when it demonstrates that you have done the reading and thought about it a bit. Satisfactory questions might be about the overall theme of the reading, about a specific example or quote from the reading, about the implications of the findings and/or methods, etc. Anything is on the table, as long as it is thoughtful, based on the reading, and demonstrates you are thinking critically about the issues raised by the reading and the course. If you find yourself struggling to understand the reading, you are always welcome to come to my office hours or make an appointment!

If your discussion questions suggest that many of you are not doing the assigned reading, I will give pop quizzes on the readings that will be averaged into this grade. On days without assigned readings, you may have other short homework assignments that will be averaged into this grade.

You can skip up to two days of posting questions/notes without penalty, but after that, late submission of questions/notes and failure to submit questions/notes at all will result in a grade of zero for that day.

On each of the days when you and your classmates are presenting your research (between November 18 and December 3), you will receive a 100 toward your discussion question grade for showing up and listening attentively.

In-class reflections (5% of final grade): At the end of each class session, students will have a few minutes to write one to three sentences on one of these questions:

1. What is something that you learned today?
2. What is the muddiest point for you from today's class?
3. What is something that we touched on today that you want to learn more about?

If students miss a class, they should log in to D2L before the next class to give a brief explanation of why they missed class. These explanations might include "I was sick," "my sister got married," "I was having some family issues," etc. I respect your privacy,

so I do not need details in your explanations (no need to tell me about what kind of illness or doctor's appointment, for example).

For each day that a student fills out a genuine reflection on the class or explanation for why he or she missed class, that student will get full credit (a 100). Failure to complete a day's prompt will result in a grade of 0 for that day.

Two review essays (each worth 10% of final grade): Throughout the course, we will read a number of articles and chapters by professional political scientists that use interviews or ethnographic methods. You will be required to write two papers of approximately 500 words in which you review the use of those methods in those readings. These papers will be due at the beginning of the class in which we discuss that reading. You will have to turn in your first paper by **October 5**, and your second by **November 9**. You are welcome to write both papers before October 5 if you would like to get done early. A specific assignment and grading rubric will be distributed early in the semester.

CITI Training for Human Subjects Researchers (2.5% of your final grade): All students in this class are required to complete CITI Training for Human Subjects Researchers online. This is due by the beginning of class on **Tuesday, September 21**. To prove that you have completed the training, upload your Completion Certificate to the relevant assignment submission folder. Late uploads will be accepted with penalty (10 points per day late), but even if students wait more than 10 days to upload the Completion Certificate, and thus earn no credit for the upload, students must upload a Completion Certificate in order to be permitted to turn in a research design, "raw data," the evidence/analysis section of your paper, your final paper, and to make an oral presentation of your research findings. In other words, if you do not take the CITI training for Human Subjects Researchers, you will not be able to pass the class. There is information about how to access the training on the course's D2L site.

Research project: the majority of your grade for this class will be a research project in which you use either interview research or ethnography to examine a political science topic that interests you. The research project has seven components (specific assignments for each will be distributed as the semester progresses):

<i>Item</i>	<i>Deadline</i>	<i>Percent of course grade</i>	<i>Length</i>
An introduction that specifies the research question you will be answering and why it is important	9/23	5%	1-2 pages
A literature review that discusses what other scholars have said about your topic	10/7	5%	4-6 pages
A research design that specifies what you will do and why	10/21	5%	3-5 pages
"Raw data" (field notes or interview transcripts; due Monday, March 30): 2.5%	11/2	2.5%	2-5 pages

<i>Item</i>	<i>Deadline</i>	<i>Percent of course grade</i>	<i>Length</i>
Evidence/analysis of your raw data (along with your introduction, literature, review, and research design)	11/16	10%	8-12 pages
Final paper	12/14 ¹	30%	15-25 pages
Oral presentation of research findings	11/16-12/2	10%	5-9 minutes

Grade Breakdown:

Reading discussion questions: 5%

In-class reflections: 5%

First review essay: 10%

Second review essay: 10%

Complete the CITI training for Human Subjects Researchers (due **Tuesday, September 21**): 2.5%

Research project (worth a total of 67.5% of your final grade):

Introduction (due **Thursday, September 23**): 5%

Literature review (due **Thursday, October 7**): 5%

Research design (due **Thursday, October 21**): 5%

"Raw data" (due **Tuesday, November 2**): 2.5%

Evidence/analysis (due **Tuesday, November 16**): 10%

Final paper (due **Tuesday, December 14 at 4:30pm**)²: 30%

Oral presentation of research findings: 10%

If you feel that you have been graded unfairly on any course assignment, please wait 24 hours after the assignment is returned and then contact me with a typed statement about why you believe you were graded unfairly. This statement must provide substantive reasons why you believe that you were graded unfairly. The appeal process must be started one week after the material was returned.

Late Work:

In general, late assignments lose 10 points (out of 100) per 24 hours late. So, if a paper is due at 3:30pm on Tuesday and you turn it in at 4:00pm, you will lose 10 points. And if you turn it in after 3:30pm on Wednesday, you will lose 20 points, (and after 3:30 on Thursday, you will lose 30 points... etc.). However, if you miss or are late in submitting any assignment because of an Official University Absence, an illness, or a personal or family emergency, please communicate with me as soon as you can we can discuss rescheduling your work. You don't have to tell me the nature of the illness or emergency; just let me know that you are dealing with an illness or an emergency and we can discuss an alternate deadline for your work.

¹ The paper is due at 4:30pm. For graduating seniors the deadline is Monday, December 13 at 4:30pm.

² For graduating seniors the deadline is Monday, December 13 at 4:30pm.

Office Hours:

I encourage students to take advantage of my office hours in order to ask questions about the course materials or to chat about issues related to the course or political science more generally. No appointment is necessary to come to my office hours. If you have classes or other obligations during my office hours and like to meet with me, I encourage you to email me to make an appointment.

Relevant TCU Policies**Campus Life and the Student Experience**

The health and safety of students, faculty, and staff is Texas Christian University's highest priority. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

Health and Wellness

Have you gotten the COVID-19 vaccine? Let TCU know. →
Fill out the vaccine survey by scanning the QR code to the right.

Are you feeling unwell? Let TCU know.

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.



In addition, you must notify the Campus Life Office immediately at 817-257-7926 or use the TCU COVID-19 Self-Report Hotline, 817-257-2684 (817-257-COVI). Campus Life will inform your professors that you are unable to attend class and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

Face Mask Statement

Face masks are currently required in TCU classrooms, per the TCU Campus Readiness Task Force: Face Mask Policy. Students not complying with classroom face mask requirements may be referred to Dean of Students Mike Russel.

If TCU lifts the face mask requirement before the end of Fall 2021, the instructor may continue to require face masks in their classrooms. At that point, the instructor will notify the students of their decision and update their syllabus accordingly.

TCU Policy for Religious Observations & Holidays

Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University. For more information, please visit the TCU Policy for Religious Observations & Holidays webpage.

Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

Audio Recording Notification:

Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), and may also constitute Academic Misconduct or Disruptive Classroom Behavior (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Statement on TCU's Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The Office of Institutional Equity (OIE) is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation or to review TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

To make a report, you may call OIE at 817-257-8228, email oiie@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

To learn about the Campus Community Response Team (CCRT) and Report a Bias Incident click here: <https://inclusion.tcu.edu/campus-community-response-team/>

Title IX

TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oiie@tcu.edu or a.vircks@tcu.edu, or make a report here. Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

Mandatory Reporters

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Confidential On-Campus Resources

Campus Advocacy, Resources & Education, www.care.tcu.edu, 817-257-5225

Counseling & Mental Health Center, www.counseling.tcu.edu, 817-257-7863

Religious & Spiritual Life, www.faith.tcu.edu, 817-257-7830

TCU Police, www.police.tcu.edu
817-257-8400 Non-emergency
817-257-7777 Emergency

Emergency Response Information

Please review TCU's "L.E.S.S. is More" public safety video to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

TCU's Public Safety website provides maps that show our building's rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>). In the event of an emergency, call the TCU Police Department at 817-257-7777. Download the Frogshield Campus Safety App on your phone. (<https://police.tcu.edu/frogshield/>)

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the TCU Code of Student Conduct): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the Undergraduate Catalog and the Graduate Catalog.

Schedule:

Date	Theme and assigned reading
24-Aug	<i>Introduction</i> No assigned reading.
	Unit 1: Qualitative research in a quantitative world
26-Aug	<i>The cult of KKV</i> King, Gary, Robert O. Keohane, and Sidney Verba. 1994. "The Science in Social Science." In <i>Designing Social Inquiry: Scientific Inference in Qualitative Research</i> . Princeton, N.J.: Princeton University Press.
31-Aug	<i>A reply to KKV</i> Collier, David, Henry E. Brady, and Jason Seawright. 2004. "Sources of Leverage in Causal Inference: Toward an Alternative View of Methodology." In <i>Rethinking Social Inquiry: Diverse Tools, Shared Standards</i> , edited by Henry E. Brady and David Collier, Lanham, Md.: Rowman & Littlefield.
2-Sep	<i>Asking the right questions</i> Baglione, Lisa A. 2012. "Getting Started: Finding a Research Question." In <i>Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods</i> . 2nd ed. Thousand Oaks, Calif.: CQ Press.
7-Sep	<u>CLASS CANCELLED FOR ROSH HASHANAH</u>
9-Sep	<i>An example of ethnography</i> Cramer, Katherine J. 2016. "The Contours of Rural Consciousness." In <i>The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker</i> . Chicago: University of Chicago Press.

Date	Theme and assigned reading
14-Sep	<p><i>An example of interview research</i> Strausz, Michael. 2019. "The Crow is White: Foreign Labor and the Japanese State." In <i>Help (Not) Wanted: Immigration Politics in Japan</i>. Albany, NY: SUNY Press.</p>
16-Sep	<u>CLASS CANCELLED FOR YOM KIPPUR</u>
Unit 2: Ethical issues in qualitative research on human subjects	
21-Sep	<p><i>Ethics in research</i> Daku, Mark. 2018. "Ethics beyond ethics: the need for virtuous researchers." <i>BMC medical ethics</i> 19 (1):42. <u>Take online CITI training by the beginning of class (see D2L for link)</u></p>
23-Sep	<p><i>Reviewing the literature</i> <u>Required reading:</u> Baglione, Lisa A. 2012. "Making Sense of the Scholarly Answers to Your Research Question." In <i>Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods</i>. 2nd ed. Thousand Oaks, Calif.: CQ Press.</p> <p><u>Recommended reading:</u> Baglione, Lisa A. 2012. "Learning Proper Citation Forms, Finding the Scholarly Debate, and Classifying Arguments: the Annotated Bibliography." In <i>Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods</i>. 2nd ed. Thousand Oaks, Calif.: CQ Press. <u>Research project introduction due at the beginning of class</u></p>
28-Sep	<p><i>Ethics in interview research</i> Kvale, Steinar, and Svend Brinkmann. 2009. "Ethical Issues of Interviewing." In <i>InterViews: Learning the Craft of Qualitative Research Interviewing</i>. 2nd ed. Los Angeles: Sage Publications.</p>
30-Sep	<p><i>Ethics in ethnography</i> Ellis, Carolyn. 1995. "Emotional and Ethical Quagmires in Returning to the Field." <i>Journal of Contemporary Ethnography</i> 24 (1):68-98.</p>
Unit 3: How to do ethnographies and interviews	
5-Oct	<p><i>An example of interview research</i> Simpson, Andrea Y. 1998. "The Conservatives, Part 1: The Republican Race Men." In <i>The Tie That Binds: Identity and Political Attitudes in the Post-Civil Rights Generation</i>. New York: New York University Press, pp. 29-54.</p>

Date	Theme and assigned reading
7-Oct	<p><i>How do write a research design and take field notes</i> Emerson, Robert M, Rachel I Fretz, and Linda L Shaw. 2011. "In the Field: Participating, Observing, and Jotting Notes." In <i>Writing Ethnographic Fieldnotes</i>. Chicago: University of Chicago Press. <u>Literature review due at the beginning of class</u></p>
12-Oct	<p><i>Field notes at a desk</i> Emerson, Robert M, Rachel I Fretz, and Linda L Shaw. 2011. "Writing Fieldnotes I: At the Desk, Creating Scenes on a Page." In <i>Writing Ethnographic Fieldnotes</i>. Chicago: University of Chicago Press.</p>
14-Oct	<u>FALL BREAK</u>
19-Oct	<p><i>Designing an interview study</i> Kvale, Steinar, and Svend Brinkmann. 2009. "Thematizing and Designing an Interview Study." In <i>InterViews: Learning the Craft of Qualitative Research Interviewing</i>. 2nd ed. Los Angeles: Sage Publications.</p>
21-Oct	<p><i>Conducting an interview</i> Kvale, Steinar, and Svend Brinkmann. 2009. "Conducting an Interview." In <i>InterViews: Learning the Craft of Qualitative Research Interviewing</i>. 2nd ed. Los Angeles: Sage Publications. <u>Research design due at the beginning of class</u></p>
26-Oct	<p><i>Ethnography at the Paris Summit</i> Marion Suiseeya, Kimberly R, and Laura Zanotti. 2019. "Making Influence Visible: Innovating Ethnography at the Paris Climate Summit." <i>Global Environmental Politics</i> 19 (2):38-60.</p>
28-Oct	<p><i>Interviews and drone strikes</i> Shah, Aqil. 2018. "Do US Drone Strikes Cause Blowback? Evidence from Pakistan and Beyond." <i>International Security</i> 42 (04):47-84.</p>
Unit 4: Becoming Qualitative Researchers	
2-Nov	<p><i>Field notes/interview transcript workshop</i> No assigned reading. <u>Field notes/interview transcript due at the beginning of class</u></p>
4-Nov	<p><i>Meaning and measurement in qualitative research</i> Gallagher, Mary. 2013. "Capturing Meaning and Confronting Measurement." In <i>Interview Research in Political Science</i>, edited by Layna Mosley, Ithaca: Cornell University Press.</p>

Date	Theme and assigned reading
9-Nov	<i>Using interviews to assess sexual misconduct training</i> Domiguez, Melanie Sayuri, "Assessing the Effects of Sexual Misconduct Training," Working Manuscript.
11-Nov	<i>An ethnography of defense intellectuals</i> Cohn, Carol. 1987. "Sex and Death in the Rational World of Defense Intellectuals." <i>Signs</i> 12 (4):687-718.
16-Nov	<i>Salad and cigarettes for breakfast</i> LeBlanc, Robin M. 2009. "Salad and Cigarettes for Breakfast, or How to Find Democracy by Losing Your Sense of Perspective." In <i>The Art of the Gut: Manhood, Power, and Ethics in Japanese Politics</i> . Berkeley: University of California Press. <u>Evidence/analysis due at the beginning of class (along with revised versions of previous sections)</u>
18-Nov	<i>Student presentations of research projects</i> No assigned reading.
23-Nov- 25-Nov	<u>THANKSGIVING BREAK</u>
30-Nov	<i>Student presentations of research projects</i> No assigned reading.
2-Dec	<i>Student presentations of research projects</i> No assigned reading
7-Dec	<i>Qualitative research in a quantitative world: reprise</i> No assigned reading, bring paper drafts to class
14-Dec	<u>Final draft of research paper due at 4:30pm for non-degree candidates (degree candidate papers due on December 13 at 4:30pm)</u>