

POLS 878 Conducting and Analyzing Fieldwork in Developing Countries, Fall 2018

Instructor: John Kennedy
Classroom: Blake 114
Time: 1:00-3:50 Mondays
Course Number: 27781

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Course Description:

This course is designed to teach graduate students (you) how to conduct fieldwork in developing countries and evaluate the results of other scholars who collected data in non-traditional settings. In this class, we will cover practical topics such as a research design, basic data analysis, applying for funding and how to establish collaborative relationships with local researchers. In addition, we will examine the conceptual as well as concrete problems associated with data collection and analysis (quantitative and qualitative) in developing countries. This course will be useful to students at any stage of their research. You will not only learn how to conduct fieldwork, but you will also learn how to better evaluate the research findings of other scholars and published works.

This course will cover five general areas of fieldwork and analysis. One is writing a clear research design that can be realistically carried out in the field. This includes a testable theory, clear research question (that can be answered) and identifying the measures and type of data needed to answer the question. Only *after* we have a clear question, can you address the appropriate method (quantitative or qualitative or both). The main point is that we let the research question guide the method. Second is evaluating data and analysis. This includes organizing data and descriptive analysis. Third is applying for funding. You will learn how to use your research design for grant writing. The key is to convince granting institutions that your research is important and the fieldwork can be completed within the allotted time. Fourth is demonstrating how to establish initial contacts and developing long-term collaborative relationships. It is important to identify people from your host country who are interested in the same field of study or topic whether they are in universities, non-government organizations or government offices. Finally, collecting data in the field. There are a number of elephant traps and pitfalls when conducting fieldwork in developing countries and especially in new or non-democracies. American textbooks provide examples of applying data collection techniques, such as surveys, in the most conducive and cooperative settings such as North America or Western Europe. However, unique problems arise when applying these methods in developing countries. The fifth part will evaluate the research findings of other scholars and published works. Given the problems associated with training local researchers, data collection and the translation issues in cross-national surveys, how do we evaluate the data results from other studies (beyond the statistical significance of their variables)?

Course Work: You will write two papers and complete several smaller written exercises. One paper is a complete research design. The other paper will be a grant proposal that will include an in-class presentation. The smaller written exercises are based on simple analysis of quantitative and qualitative data and review of the readings for select weeks.

Course Requirements:

Grading:

Participation: 15%

Data Analysis Qualitative: 10% (Due October 29th)

Data Analysis Quantitative: 10% (Due November 5th)

Research Design: 25% (Due November 12th)

Proposal Presentation: 15% (Due November 26th & December 3rd)

Final Grant Proposal: 25% (Due December 14th)

Participation and Week Presentation (15%):

In this seminar, all students will be expected to participate in weekly discussions. In the first few weeks of the course we will focus on fieldwork issues and research design. After the first week, we will assign specific readings (weeks) for student presentations. Depending on the size of the class, each of you will provide at least two summary presentations this semester. The purpose is to help you practice writing a professional literature review. In the presentations, students will provide a *brief* summary of the selected readings and address the agreements (or disagreements) in this literature review. In addition, explain how the method or material relates to your own research/proposed fieldwork. Each presenter will write one to two page summary/analysis, and in the conclusion of summary/analysis, the presenter must provide two additional questions regarding the readings. *The presenter must send an e-mail copy (or attachment) of the analysis and at least two additional questions to the whole class the Sunday **before** the seminar meets.*

Data Analysis Qualitative (10%)

You are required to evaluate a qualitative data set and provide a descriptive analysis of the data. This is a 3-5 page paper that will present a conceptual and operational definition of the variable or themes, and then descriptive analysis of the data identifying emergent patterns in the data. The goal of this assignment is to learn how to “get to know your data” and evaluate a qualitative data. The professor will provide a choice of data sets. This assignment is due October 29th.

Data Analysis Quantitative (10%)

You are required to evaluate a quantitative data set and provide a descriptive analysis of the data. This is a 3-5 page paper that will present a conceptual and operational definition of the variables, and then descriptive analysis of the data identifying emergent patterns in the data. The goal of this assignment is to learn how to “get to know your data” and evaluate a quantitative data set. The professor will provide a choice of data sets. This assignment is due November 5th.

Research Design (25%)

You will be required to write a 10-15 page research design on any topic related to your current or future research. This is a narrow and focused paper. The design must have a clear research question and you need to demonstrate how you plan to answer it. I will

provide an outline for the research design. The paper is due **November 12th**. Make an appointment with me before 10/1.

Grant Proposal (25%) and Presentation (15%)

The grant proposal is filling out an actual application, such as Fulbright, National Science Foundation (NSF), National Endowment for the Humanities (NEH) or Social Science Research Council (SSRC), including a full budget and justification for the project. The grant proposals are due on first day of finals **December 14th**. One of the requirements for the grant proposal is that you make an appointment to see me and discuss the funding organization you have an interest in applying, your topic and research question (i.e. turning your research design into a professional proposal). On **November 26th** and **December 3th**, each student will make a professional 10 minute Power Point presentation of their proposals to the class.

ALL Readings are posted on Blackboard

Suggested Texts:

Robert Emerson, *Contemporary Field Research: Perspectives and Formulas*, (Long Grove, IL.: Waveland Press, 2001)

Janet Harkness, Fons Van De Vijver and Peter Mohler, *Cross-Cultural Survey Methods* (Hoboken, NJ.: John Wiley & Sons, 2003)

Regina Scheyvens and Donovan Storey, *Development Fieldwork: a Practical Guide* (Sage Publications, 2003)

Wayne Fife, *Doing Fieldwork: Ethnographic Methods for Research in Developing Countries and Beyond*, (Palgrave Macmillan, 2005)

Stephen Devereux and John Hoddinott, *Fieldwork in Developing Countries* (New York, NY.: Harvester Wheatsheaf, 1992)

Week 1 (August 20th): Introduction to the Course

We will discuss the course objectives and an overview of the readings and assignments as well as an overview of research design and methodology. We will also discuss each of your research interests and reasons for taking the course.

What are your general research goals for your MA or PhD? What are your career goals after the graduate degree? What do you hope to gain from this course?

Week 2 (August 27th): No Class

Week 3 (September 3rd): No Class Labor Day

Week 4 (September 10th): The Limitations of Social Science Research in General

Required Reading:

Martin Shipman, "Introduction", "Chapter 1: Social Research", "Chapter 2: Scientific social research" and "Chapter 3: Interpretive social Research" in *The Limitations of Social Research* (New York, NY.: Longman, 1997), pp. 1-45.

Harkness et. al. "Chapter 1: Comparative Research" in *Cross-Cultural Survey Methods*, pp. 3-16.

Sandra Harding, "New Feminist Approaches to Social Science Methodologies: An Introduction," *Signs: Journal of Women in Culture and Society*, vol. 30, no. 4 (2005) pp. 1-7

Short Introductions

Kenneth Shepsle and Mark Boncheck, "Introduction" in *Analyzing Politics: Rationality, Behavior and Institutions*, pp. 5-14

Daniel Little, "Introduction" in *Varieties of Social Explanation: An introduction to the Philosophy of Social Science*, pp. 1-9

W. Phillips Shively, "Chapter 1: Doing Research" in *The Craft of Political Research*, pp.1-11

Questions for the Readings (to be discussed in class):

(1) What is social science? Can it be objective? Given the readings and your own experience, is there a universal social science or can it be country/cultural/gender specific?

(2) How do the three "short introductions" compare to each other and the Shipman chapters and Harding? (hint: assumptions about human behavior, complexity of society, scientific vs. interpretive and objectivity)

(3) Can social theories (developed in North America and Western Europe) explain ALL human behavior? What are the consequences for social science research for a "yes" or "no" answer?

Suggested Readings:

Henry E. Brady and David Collier, eds. *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (Lanham, MD: Rowman and Littlefield 2004)

Gabriel A. Almond and Stephen J. Genco, "Clouds, Clocks, and the Study of Politics," *World Politics*, Vol. 29, No. 4 (Jul., 1977), pp. 489-522

John Law, *After Method: Mess in Social Science Research*, (Routledge, 2004)
Andrew Sayer, *Method in Social Science: a Realist Approach* (Routledge, 2002)
“Feminist Epistemology and Philosophy of Science,” *Stanford Encyclopedia of Philosophy* at <http://plato.stanford.edu/entries/feminism-epistemology/>
Sandra Harding, “Introduction: Is There a Feminist Method?” in *Feminism and Methodology: Social Science Issues*, (Indiana University Press, 1987)

Week 5 (September 17th): From the Textbook to the Field: Applied Theories and Approaches to Fieldwork in Developing Countries (Inductive *versus* Deductive or Inductive *and* Deductive)

Required Reading:

Gary King et al., “The Science in Social Science” in *Designing Social Inquiry: Scientific Inference in Qualitative Research*, (Princeton University Press, 1994), pp. 1-33

Angela Mathee, “Overcoming Fieldwork Challenges in Urban Health Research in Developing Countries: a Research Note,” *International Journal of Social Research Methodology* Vol. 13, No. 2, April 2010, 171–178

Emerson, “Introduction” and Chapter 1 “The Face of Contemporary Ethnography” in Robert Emerson, *Contemporary Field Research*, pp. 1-53

Stephen Devereux and John Hoddinott, “Part 1 Overview: Fieldwork from Start to Finish” in *Fieldwork in Developing Countries*, pp. 1-40

Gokah, “The Naive Researcher: Doing Social Research in Africa”, *International Journal of Social Research Methodology*, Vol. 9, No. 1, (February, 2006), pp. 61-73

Questions for the Readings (to be discussed in class):

(1) How do the different (inductive vs. deductive) approaches vary for fieldwork? Do you agree that inductive is more qualitative and deductive is more quantitative (i.e. Emerson and Geertz)? (1a) Can and should all “scientific” research (qualitative and quantitative) be deductive (i.e. King et al.)?

(2) How do the assumptions of deductive qualitative (as well as quantitative) fit with issues and problems that researchers face in the field especially in developing countries? (hint: comparing King et al. with Devereux and Hoddinott)—Also is there a clear definition of a developing country?

(3) What approach best fits with your research? What are the possible challenges you see at this point (given your interest and the readings so far)?

(4) What is the theory you plan to discover or test? (If you do not have one yet, then how might you approach applying a theory to empirical field work?)

(5) What comes first the approach/method or theory and research question? Do you have a research question? (If not you can use this opportunity to bounce around some ideas)

Suggested Readings:

- Clifford Geertz, "Thick Description Towards an Interpretive Theory of Culture" in Robert Emerson, *Contemporary Field Research*, pp. 55-75
- Ian Dey, *Grounding Grounded Theory: Guidelines for Qualitative Inquiry* (Academic Press, 1999)
- Gary King, Robert Keohane and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, (Princeton University Press, 1994)
- Wayne Fife, *Doing Fieldwork: Ethnographic Methods for Research in Developing Countries and Beyond*, (Palgrave Macmillan, 2005)
- Allen Carlson, Mary Gallagher, Kenneth Lieberthal, and Melanie Manion (Ed.) *Contemporary Chinese Politics: New Sources, Methods, and Field Strategies*, (Cambridge University Press, July 2010)
- Alan Bryman, "The Research Question in Social Research: What is its Role?" *International Journal of Social Research Methodology*, Vol. 10, No. 1, (February, 2007), pp. 5-20

Week 6 (September 24th): Primary Qualitative Methods: Interviews, Participant Observer and Action Research

Required Reading:

- Tansey, Oisín. "Process tracing and elite interviewing: a case for non-probability sampling," *PS: Political Science & Politics* 40.04 (2007): 765-772.
- Ross, Karen. "Political elites and the pragmatic paradigm: Notes from a feminist researcher-in the field and out to lunch," *International Journal of Social Research Methodology* Vol 4, No 2 (2001): 155-166.
- Warren, "Gender and Fieldwork", in Robert Emerson, *Contemporary Field Research*, (Chapter 9), pp. 203-223
- Emerson and Pollner, "Constructing Participant/Observer Relations", in Robert Emerson, *Contemporary Field Research*, (Chapter 11), pp. 239-259
- William F. Whyte, "Advancing Scientific Knowledge Through Participatory Action Research" *Sociological Forum*, Vol. 4, No. 3 (Sep., 1989), pp. 367-385
- Matthew David, "Problems of Participation: the Limits of Action Research" *International Journal of Social Research Methodology*, vol. 5, no. 1 (2002)

Questions for the Readings (to be discussed in class):

- (1) What are the advantages and disadvantages of an “outsider” observations and interviews?
- (2) What are the advantages and disadvantages of participant observer?
- (3) What is the difference between a “regular” interview with an “average citizen” and an “elite” interview? What additional considerations are necessary when conducting elite interviews?
- (4) Can gender differences between interviewer and participant influence the interview? If so, how (think about the Feminist Methodologies from last week)? What about other differences interviewer and participant such as economic class, religion and race?
- (5) When is participatory action research (PAR) appropriate? When is it inappropriate? That is, what kind of problems can arise with PAR in countries with authoritarian or semi-authoritarian regimes?
- (5a) Does social or political advocacy influence the research method and results? If so, then how? If not, then why not?
- (6) Which one of these methods is best for your research? How would you apply these qualitative methods in your research?

Suggested Readings:

- *National Science Foundation, “Workshop on Interdisciplinary Standards for Systematic Qualitative Research” (2005) http://www.nsf.gov/sbe/ses/soc/ISSQR_workshop_rpt.pdf
- Robert M. Emerson, Rachel I. Fretz and Linda L. Shaw, *Writing Ethnographic Fieldnotes* (The University of Chicago Press, 1995)
- Steinar Kvale, *Interviews: An Introduction to Qualitative Research Interviewing*, (Sage Publishing, 2008: second edition)
- Spradley, James P. *The Ethnographic Interview* (Waveland Press, 2016)
- Robin McTaggart, *Participatory action research: international contexts and consequences* (State University of New York Press, 1997)
- Coralie McCormack, “Storying stories: a narrative approach to in-depth interview conversations” *International Journal of Social Research Methodology*, Vol. 7, No. 3, July 2004, pp. 219 - 236 (15 pages).
- Judith Lapadat, “Problematizing Transcription: Purpose, Paradigm and Quality” *International Journal of Social Research Methodology*, Vol. 3, No. 3, (2000), pp. 203-219
- Karen Ross, “Political Elites and the Pragmatic Paradigm” *International Journal of Social Research Methodology*, Vol. 4, No. 2, (2001), pp. 155-166
- William F. Whyte, *Learning From the Field: A Guide from Experience* (Sage, 1984)

Week 7 (October 1st): Case Studies, Focus Groups and Secondary Qualitative Data such as Other researcher's Interviews, Local History and Documents

Required Reading:

Mabry, "Case Study in Social Research" Chapter 13 in Alasuutari, Bickamn and Brannen ed., *Social Research Methods* (Sage Publications, 2008), pp. 214-227

Janet Smithson "Using and analyzing focus groups: limitations and possibilities," *International Journal of Social Research Methodology*, Vol. 3, No. 2, (2000), pp. 103-119

Heaton, "Secondary Analysis in Qualitative Data" Chapter 30 in Alasuutari, Bickamn and Brannen ed., *Social Research Methods* (Sage Publications, 2008), pp. 506-519

Prior, "Documents and Action" Chapter 28 in Alasuutari, Bickamn and Brannen ed., *Social Research Methods* (Sage Publications, 2008), pp. 479-492

White and Marsh, "Content Analysis: A Flexible Methodology," *Library Trends* 55.1 (2006) 22-45

Kalu, Felicity Agwu. "What makes qualitative research good research? An exploratory analysis of critical elements." *International Journal of Social Science Research* 5, no. 2 (2017): 43-56.

Taylor-Powell and Renner, "Analyzing Qualitative Data" Program Development and Evaluation Workshop, University of Wisconsin, 2003

Questions for the Readings (to be discussed in class):

(1) Why are there some many "misconceptions" about case study research? How can this be resolved?

(2) When is the case study approach appropriate? How would you choose a case for your research? How would you analyze the case?

(3) When would you choose to use the focus group method? What are some of the challenges using focus groups in developing countries? Would this fit in your research? If so how? How would you analyze the data?

(4) What are the general challenges in collecting and analyzing secondary qualitative data? Are there a different set of challenges for this research method in developing countries? How do you plan to use secondary data in your research?

(5) How do specific national, cultural and linguistic differences influence the collection and interpretation of secondary data? (i.e. analysis of news media, documents and formal interviews in the host county's native language)

(6) Is there a difference between “Documents in Action” and “Content Analysis”? If so, what is the difference?

(7) Think about and discuss the issues surrounding reliability and validity for qualitative methods such as interviews, case studies and focus groups (this is related to research design).

Suggested Readings:

- Robert K. Yin, *Case study research: design and methods* (Thousand Oaks, Calif.: Sage Publications, 2003)
- Charles Ragin and Howard Becker, *What is a Case Study? Exploring the Foundations of Social Inquiry*, (Cambridge University Press, 1992)
- Philipp Mayring, “Qualitative Content Analysis” *Forum: Qualitative Social Research*, Vol 1, No 2 (2000), pp. 1-9
- Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology* (2nd edition) (Sage Publications, 2004)
- Janet Smithson, “Focus Groups” Chapter 21 in Alasuutari, Bickamn and Brannen ed., *Social Research Methods* (Sage Publications, 2008), pp. 358-370
- Silverman, David, ed. *Qualitative Research* (Sage, 2016)
- Taylor, Steven J., Robert Bogdan, and Marjorie DeVault. *Introduction to qualitative research methods: A guidebook and resource* (John Wiley & Sons, 2015)
- Thomas, Gary, *How to do your case study* (Sage, 2015)
- Brent Flyvbjerg, “Five Misunderstandings about Case Study Research” *Qualitative Inquiry*, Vol. 12, No. 2 (15 pages)

Week 8 (October 8th): Quantitative Methods and Surveys in Developing Countries: Data Collection and Data Analysis

The reading and discussion for this section are meant for using and evaluating cross-national surveys or surveys conducted by someone else in your specific country. We will also cover basic descriptive statistics. This is helpful for your data analysis assignment.

Required Reading:

Harkness et. al. Chapters 9-13 in *Cross-Cultural Survey Methods*, pp. 137-204 (Bias and Equivalence, non-response and data collection).

Li, Chung-Yi, “Assessment of non-response bias in a survey of residential magnetic field exposure in Taiwan” *Bioelectromagnetics*, vol. 28, no. 5 (2007), pp. 340-348

James Lepkowski “Non-observation error in household surveys in developing countries”, *Household Sample Surveys in Developing and Transition Countries* (2005)

Lockwood, “Facts or Fictions? Fieldwork Relationships and the Nature of Data Collection” (Chapter 11) in Devereux and Hoddinott, *Fieldwork in Developing Countries*, pp. 164-178

Devereux, Stephen, “Observers are Worried: Learning the Language and Counting the People in Northeast Ghana” (Chapter 3) in Devereux and Hoddinott, *Fieldwork in Developing Countries*, pp. 43-56

Berinsky, Adam J. and Joshua A. Tucker, “”Don’t knows” and public opinion towards economic reform: Evidence from Russia,” *Communist and Post-Communist Studies* 39 (2006), pp. 73-99

Questions for the Readings (to be discussed in class):

(1) How does interviewer training (or lack of training) influence the quality of the survey data? What kind of questions do we need to ask (as consumers of the secondary survey data) to determine the interviewer quality as well as the overall survey quality?

(2) Does interviewer training vary across countries and cultures? If so how? Also can the differences between interviewer and respondent, such as gender, race or regional, influence the interview process?

(3) What are the reasons for non-response rates? Can these reasons vary across countries, and cultures? What about with a single country across class, regional and ethnic division? How can we deal with non-response rates in the analysis?

(4) How do we treat “do not knows” (DNK) in the survey especially line item DNKs? How significant are DNKs in developing countries and especially authoritarian regimes?

(5) How well does the use of secondary survey data (national or cross national) fit with your research? Do you plan to use or compare your results with a published survey?

Suggested Readings:

Holbrook, Allyson L., et al. “Do Interviewer Errors Help Explain the Impact of Question Characteristics on Respondent Difficulties?” *Survey Practice*, 9.2 (2016)

Moll, Terence (1992), “Mickey Mouse numbers and inequality research in developing countries”, *Journal of Development Studies*, Volume 28, Issue 4 (July), 689-704

Ronald F. Inglehart and Pippa Norris, *Sacred and Secular: Religion and Politics*

Worldwide, (Cambridge University Press, 2004) [using the World Values Surveys]

Groves et al. *Survey Non-Response* (John Wiely, 2002)

Lesser, et al. *Non-Sampling Error in Surveys* (John Wiley, 1992)

Week 9 (October 15th): Fall Break No Classes

Week 10 (October 22nd): Professor Out of Town No Class

Week 11 (October 29th): Quantitative Methods and Surveys in Developing Countries: Questionnaire Design, Translation and Sampling in the Field (Qualitative Analysis Due)

Required Reading:

Anthony Heath, Stephen Fisher, and Shawna Smith, “The Globalization of Public Opinion Research” *Annual Review of Political Science* Vol. 8 (2005), pp. 297-333

Harkness et. al. Chapters 2-8 in *Cross-Cultural Survey Methods*, pp. 19-134 (questionnaire design, translation and sampling).

Wendy Olsen, “Random Sampling and Repeat Surveys in South India” (Chapter 4) in Devereux and Hoddinott, *Fieldwork in Developing Countries*, pp. 57-72

Giampietro Gobo “Glocalizing methodology? The Encounter Between Local Methodologies,” *International Journal of Social Research Methodology*, Vol. 14, No. 6, November 2011, 417–437

Questions for the Readings (to be discussed in class):

(1) Do Chapters 2-8 in Harkness et. al. fully address problems associated with attitudinal (public opinion) surveys that Heath et al. raised? Given that the book and article were written over 10 years ago and there are many more cross national data sets available in 2016, has the social sciences resolved these key problems?

(2) What are the issues associated with questionnaire translations? How can they be resolved? Are the problems related to questionnaire design and translation country specific, or are the general problems the same across most countries and cultures?

(3) What are the potential problems with political and social concepts, such as ‘democracy’, ‘representation’ and ‘satisfaction’, in surveys conducted in non-western countries? For example, is the definition of Human Rights universally accepted by leaders and citizens around the globe? If it is universally accepted, then translation of the UN Declaration of HR is a matter of linguistics. However, if it county or culturally specific, then how can we identify the “correct” translation/definition?

(4) What are the potential problems with sampling in developing countries? Do these problems vary by regime type (authoritarian or semi-authoritarian)? How can we resolve the sampling problems within various regimes?

(5) In the broader picture, is the global survey trend a form of methodological colonialism (i.e. the Gobo article)? Are the problems that Heath et al. raised associated with this broader issue? Why or why not?

Suggested Readings:

Durand-Morat, Alvaro, Eric J. Wailes, and Rodolfo M. Nayga, "Challenges of Conducting Contingent Valuation Studies in Developing Countries," *American Journal of Agricultural Economics* 98.2 (2016): 597-609.

Seligson, Mitchell, and Daniel E. Moreno Morales, "Improving the Quality of Survey Data Using CAPI Systems in Developing Countries," *The Oxford Handbook of Polling and Polling Methods* (2015)

Fink, Arlene. *How to conduct surveys: A step-by-step guide* (Sage Publications, 2015)

Blair, Graeme, "Survey methods for sensitive topics," *Comparative Politics Newsletter* (2015): 12.

William Foddy, *Constructing Questions for Interviews and Questionnaires: Theory and Practice in Social Research* (Cambridge University Press, 1993)

Martin Bulmer and Donald Warwick (ed.), *Social Research in Developing Countries: Surveys and Censuses in the Third World*, (John Wiley & Sons Limited, 1983)

Week 12 (November 5th): Access to the Field, Research Designs and Mixed Methods (Quantitative Data Analysis Due)

In the research design, we need to think about the choice of theory, approach and appropriate methods including triangulation and mixed methods. In addition, it is important to consider how you plan to get *access* to the field. This includes making personal and institutional ties before you leave for the field. Access to the field is directly related to the feasibility of your research.

Required Reading:

Review/Reread: Devereux and Hoddinott, "Part 1 Overview: Fieldwork from Start to Finish" in *Fieldwork in Developing Countries*, pp. 1-40

National Science Foundation, "Qualitative Research Design and Methods: Strengths, and Shared and Unique Standards" and "Defining Excellence in Qualitative Research" (pages 8-18)

Kern, Florian G. "The trials and tribulations of applied triangulation: weighing different data sources." *Journal of Mixed Methods Research* 12, no. 2 (2018): 166-181.

Mertens, Donna M. "Mixed methods and wicked problems." *Journal of Mixed Methods Research* 9.1 (2015): 3-6.

Julia Brannen, "Mixing Methods: The Entry of Qualitative and Quantitative Approaches into the Research Process," *International Journal of Social Research Methodology*, Vol. 8, No. 3, (July 2005), pp. 173-184

Alan Bryman, "Integrating quantitative and qualitative research: how is it done?" *Qualitative Research*, Vol. 6, No. 1, 97-113 (2006)

Questions for the Readings (to be discussed in class):

(1) What is the theory, research question and method for your project (grant proposal)?

(2) What is the literature on the subject? Here you need to have a clear idea about the "state of the field" in your specific area of study. Has your chosen theory already been tested or developed? Has others conducted the same fieldwork? If so, how does your study differ or expand previous studies? That is, what is the gap (or extension) in the literature you are attempting to fill? **This will help you clearly identify *your* contribution to the field.

(3) Can your research question be feasibly answered? How do you know when you have answered the question?

(4) How can you get access to the field? What are the possible challenges you might face and how do you plan to overcome these challenges?

(5) What are "mixed methods"? Why and how would you apply this combination? Also does it matter if you approach the mixed method from a quantitative position (Gary King, Robert Keohane and Sidney Verba) or a qualitative position (Mason and Collier)?

Suggested Readings:

Hay, M. Cameron, ed. *Methods that Matter: Integrating Mixed Methods for More Effective Social Science Research*. (University of Chicago Press, 2016)

John Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (Sage Publications, 2003)

Jennifer Mason, "Mixing methods in a qualitatively driven way" *Qualitative Research*, Vol. 6, No. 1, 9-25 (2006)

Vicki Plano Clark and John Creswell (ed.), *The Mixed Methods Reader* (Sage Publications, 2007)

Abbas Tashakkori and Charles Teddlie, *Foundations of Mixed Methods Research Integrating Quantitative and Qualitative Techniques in the Social and Behavioral Sciences* (Sage Publications, 2008)

Harriss, "Talking to Traders about Trade" (Chapter 9) in Devereux and Hoddinott, *Fieldwork in Developing Countries*, pp. 138-151 (*pay close attention to the letters of introduction in the appendix)

Hoddinott, "Fieldwork Under Time Constraints" (Chapter 5) in Devereux and Hoddinott, *Fieldwork in Developing Countries*, pp. 73-85

Week 13 (November 12th): Small Scale Surveys and Random Control Trials (RCT)
(Research Design Due)

We will explore the idea of small surveys and experimental field designs. Even if you do not plan to conduct a RCT, many scholars in the field are discussing the use of experimental designs and it is important to learn how these are conducted.

** We will also start the discussion on grant applications you need for the next class. Professor will provide a handout with a list of possible foundations.

Required Readings:

Ian Parker “The Poverty Lab (Esther Duflo)” *The New Yorker*, (May 17, 2010)
Also see Poverty Action Lab (<http://www.povertyactionlab.org/>)

Luo, Renfu, et al. "The limits of health and nutrition education: evidence from three randomized-controlled trials in rural China." *CESifo Economic Studies* 58.2 (2012): 385-404.

Howard White, “An Introduction to the use of Random Control Trials to Evaluate Development Interventions” International Conference on Policy Evaluation, Beijing Academy of Science, September 2010

Brendon R. Barnes, “The Hawthorne Effect in Community Trials in Developing Countries” *International Journal of Social Research Methodology*, Vol. 13, No. 4, October 2010, 357–370

Glenn W. Harrison, “Randomisation and Its Discontents” *Journal of African Economies*, Vol. 20, number 4, pp. 626–652

Questions for the Readings (to be discussed in class):

- (1) Why are Random Control Trials (RCTs) so attractive for policy evaluation? What are the advantages of using RCTs?
- (2) What are some of the methodological problems with RCTs? Can these be easily resolved in the field or in a post-survey analysis?
- (3) What are some of the criticisms towards RCTs in development economics?
- (4) Do you see any advantages for RCTs in Political Science? Do the same criticisms of the method apply? Think of at least one example where an RCT could apply to political science.
- (5) Could a RCT method apply to your research topic? If so, how would it apply?

Suggested Readings

- Stecklov, Guy, Alexander Weinreb, and Paul Winters. "The exclusion from welfare benefits: Resentment and survey attrition in a randomized controlled trial in Mexico." *Social Science Research* (2016)
- Martyn Denscombe, *The Good Research Guide: for Small-Scale Social Research Projects* (McGraw Hill Press, 2014)
- Esther Duflo, Rachel Glennerster and Michael Kremer, "Using Randomization in Development Economics Research: A Toolkit" at <http://www.povertyactionlab.org/>
- Leonard Wantchekon and Jenny Guardado "Methodology Update: Randomised Controlled Trials, Structural Models and the Study of Politics" *Journal of African Economies*, Vol. 20, number 4, pp. 653–672

Week 14 (November 19th): Part 1—Collaboration and Ethical/Political Issues in the Host Country and Part 2—Research Funding and Writing Applications

Everyone will need to bring an actual application to fund your future research such as a Fulbright, Fulbright-Hays or Social Science Research Council. Also think about institutional affiliations for your research and application.

Required Reading (Grants):

Porter, Robert "Why Academics Have a Hard Time Writing Good Grant Proposals," *The Journal of Research Administration*, Vol. 38, No. 2, (2007), pp.

Maria Carlson "Submitting A Grant Proposal: Risks, Benefits, and How to Succeed" <http://www.hallcenter.ku.edu/grants/development/pdf/SubmittingGrantProposal.shtml>

Required Reading (Collaboration and Ethics)

Morris, Nina, "Providing ethical guidance for collaborative research in developing countries," *Research Ethics*, vol 11, no. 4 (2015), pp. 211

Birgit Jentsch, "Making Southern realities count: research agendas and design in North-South collaborations" *International Journal of Social Research Methodology*, Vol. 7, No. 3, July 2004 , pp. 259-269 (11 pages)

Ken Wilson, "Thinking about the ethics of fieldwork" in Stephen Devereux and John Hoddinott, *Fieldwork in Developing Countries*, pp. 179-199 (19 pages)

KU Human Subjects in Research at <http://www.rcr.ku.edu/hscl/index.shtml>

*Read over the "Forms" sections and the "Application for Approval"

Questions for the Readings (to be discussed in class):

- (1) What are some of the collaborative advantages and challenges in the field? How would you approach a collaborative relationship for your research? How would you start?
- (2) What are some of the general ethical issues that all field researcher encounter including work in the United States?
- (3) What are the ethical issues that researchers face in developing countries? Also how are collaborative relationships in the field related to ethical issues?
- (4) How can you identify socially or politically sensitive issues in the field?
- (5) What are the potential ethical issues for your own fieldwork? How do you plan to deal with these potential problems?

Suggested Readings:

- Maria da Gloria, M. Wright, and Mary de Chesnay. "Research with Vulnerable Populations: Implications for Developed and Developing Countries." *Caring for the Vulnerable* (2015): 183.
- Emma Head, "The Ethics and Implications of Paying Participants in Qualitative Research," *International Journal of Social Research Methodology* Vol. 12, No. 4, October 2009, 335–344
- Graham Crow, Rose Wiles, Sue Heath, Vikki Charles, "Research Ethics and Data Quality: The Implications of Informed Consent" *International Journal of Social Research Methodology*, Vol. 9, No. 2. (April 2006), pp. 83-95.
- Suruchi Thapar-Björkert and Marsha Henry, "Reassessing the research relationship: location, position and power in fieldwork accounts" *International Journal of Social Research Methodology*, Vol. 7, No. 5 (2004), pp. 363-381
- Dale Whittington, "Ethical Issues with Contingent Valuation Surveys in Developing Countries: A Note on Informed Consent and other Concerns." *Environmental and Resources Economics* (2004), Vol. 28, No. 4. pp. 507-515 (10 pages)
- Chapter 8, "Ethical Issues" in Regina Scheyvens and Donovan Storey, *Development Fieldwork: a Practical Guide*, p. 139
- Chapter 24, "The Politics and Ethics of Field Research" in Martin Bulmer and Donald P. Warwick, *Social Research in Developing Countries*, p. 315

Week 15 (November 26th): Student Final Grant Presentations

Week 16 (December 3rd): Finish Final Presentations: Final Discussion

Final Proposals are due Friday, December 14th.