

1. Course:

DAT501—Data Collection & Methods

2. Instructor:

Amir ABDUL REDA

I am an Assistant Professor in computational political science at Mohammed VI Polytechnic University (Rabat, Morocco). My research focuses on public opinion, social movements, and migration using big data and Natural Language Processing. In the past, I did my PhD at the University of Toronto and my work is published (or forthcoming) with *Sociological Method and Research*, *Comparative Sociology*, and *Middle Eastern Studies*.

3. Learning Objectives:

The scientific study of politics has evolved considerably through the years. Starting as a largely qualitative endeavor, it has, over the last few decades of the 20th century, grown to encompass a statistic heavy enterprise. In this class, we will introduce key qualitative and quantitative methods of data collection—the course starts by introducing qualitative approaches and then ends with quantitative ones. By the end of this course, students should have a good theoretical foundation on the qualitative and quantitative approaches to data collection that are available to researchers, policymakers, and the industry, along with their upsides and drawbacks.

4. Evaluation:

4.1 Qualitative Research Proposal (30%)

Students will be required to write a 5 to 7 double spaced pages qualitative research proposal paper made up of a clear research question, theory, causal mechanism (if any), testable hypotheses (if any), qualitative research method expected to be used. Scientific secondary sources are expected to be found/used for this assignment—please use the Chicago style for in text citation (whether [Author-Date](#) or [end of page notes](#)) and bibliography formatting. You can read more on the subject [here](#). If you have any technical questions on the subject, please write them on the appropriate discussion board. Students will be encouraged to explore questions of relevance to Africa and the Middle East.

4.2 Quantitative Research Proposal (30%)

A quantitative research proposal of 5-7 double spaced pages will be required from students at the end of the class. It should also be made up of a clear research question, theory, causal mechanism, testable hypotheses, but should this time include a clear quantitative research method expected to be used. Scientific secondary sources are expected to be found/used also for this assignment—please use the Chicago style for in text citation (whether [Author-Date](#) or [end of page notes](#)) and bibliography formatting. You can read more on the subject [here](#). If you have any technical questions on the subject, please write them on the appropriate discussion board. Students will again be encouraged to explore questions of relevance to Africa and the Middle East.

4.3 Oral Presentations (20%)

Students will be given a grade out of 10% for an oral presentation of the readings of their choice for one of the course's classes. A brief, 5-minute presentation is expected per group whereby each student is expected to present an equivalent part of the readings in question.

4.4 Quantitative Proposal Presentation (10%)

Students will be given a grade out of 10% for an oral presentation of their quantitative proposal during the

last class of this course. The presentation will be evaluated based on the following elements: respect of allocated time, clarity of the presentation and visualization of the theory and mechanism of the paper, quality of the PowerPoint slides and visualizations of the quantitative analyses. The specific time allocated to each student will be announced during the semester and commensurate with the number of students registered in the course.

4.5 Student Participation (10%)

Course attendance is mandatory and to encourage both assiduity and in-class participation 10% of the final grade for the course will be allocated to student's active participation in the course. Engaging in class discussions and attending the course on time will ensure a good evaluation on this component of the final grade.

5. Textbooks:

We will not use a textbook for this course—articles and book chapters of both mandatory and recommended readings will be designated at the appropriate section for each class.

6. Software:

The techniques introduced in this class will be taught using the R programming language. R is one of the most popular programming languages and [freely available for download online](#)—as a result, it has a very large support community online through which students should be able to find answers for any problem they encounter while coding. Of course, the course will introduce the language and tutorials will focus on reinforcing students' proper command of the language. We will also use the free R interface called R studio which you should download at this [link](#) and which you should familiarize yourself with.

7. Final Grade Breakdown:

- Qualitative Proposal: 30%
- Quantitative Proposal: 30%
- Oral Presentation: 20%
- Quantitative Proposal Presentations: 10%
- Student Participation: 10%

8. Late assignments:

Late assignments will receive a 2% lateness penalty for each 24 hours of lateness unless the lateness is justified with a doctor's note and/or discussed with the tacit approval of the professor. Students are warmly encouraged to approach the professor should they have extraordinary circumstances that prevent them from successfully submitting their assignment in time, in particular because of the extraordinary circumstances of our current times.

9. Detailed Course Outline:

Classes	Detailed Contents & evaluations
Session 1 (2 hours)	<p>Class Title: Introduction</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Concept formation, Measurement: Qualitative & Quantitative Language and precision: an epistemological observation • Outline of the Class: Qualitative then quantitative classes <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Syllabus

- Tarrow, Sidney. "Progress Outside of Paradise: Old and New Comparative Approaches to Contentious Politics." *Comparative Political Studies* 54, no. 10 (September 1, 2021): 1885–1901. <https://doi.org/10.1177/00104140211024297>.
- Henry Brady and David Collier, eds., *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (Lanham: Rowman and Littlefield, 2004). Chapter 3, pp. 62-67 (Measurement). Chapter 12, pp. 202-09 ("Conceptualization and Measurement")

Recommended Readings

- [Gerring, John. 1999. "What makes a concept good? A Criterial Framework for Understanding Concept Formation in the Social Sciences." *Polity* 31, 3: 357-393.](#)
- [Sartori, Giovanni. 1970. "Concept Misformation in Comparative Politics." *The American Political Science Review* 64\(4\): 1033–1053.](#)
 - [Collier, David, and James E. Mahoney, "Conceptual 'Stretching' Revisited: Alternative Views of Categories in Comparative Analysis," *American Political Science Review* 87:4 \(December 1993\): 845-55.](#)
- [Sambanis, Nicholas. 2004. "What is Civil War?" *Journal of Conflict resolution* 48 \(6\): 814-858](#)
- [David Collier and Steven Levitsky, "Democracy with Adjectives: Conceptual Innovation in Comparative Research," *World Politics*, Vol. 49, No. 3 \(April 1997\) pp. 430-451. \(skim\)](#)

Session 2
(3 hours)

Class Title:

Qualitative Methods: Case Study I

Class Objectives:

- Case Selection and Selection Bias

Mandatory Readings:

- [Barbara Geddes, "How the Cases you Choose Affect the Answers You Get: Selection Bias in Comparative Politics," *Political Analysis* 2, 1990: 131-150](#)

Recommended Readings

- John Gerring, *Case Study Research*, Chapters 2, and 5.
- George, Alexander & Andrew Bennett. 2005. *Case Study and theory development in the social sciences*. Cambridge: MIT Press. Ch. 1, 4.
- King, Keohane, and Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton, 1994), Chapters 4 (especially section 4.3 on selection bias)
- [Collier, David, and James Mahoney, "Insights and Pitfalls: Selection Bias in Qualitative Research." *World Politics* 49 \(October 1996\), pp. 56-91](#)
- Collier, Mahoney and Seawright, Chapter 6 "Claiming too Much: Warnings about Selection Bias" in Brady and Collier ed. *Rethinking Social Inquiry*.

Class Title:

Qualitative Methods: Case Study 2

Class Objectives:

- The Comparative Method (Mill's Method), Necessary and Sufficient Conditions, Fuzzy Set/ QCA (Ragin)

Mandatory Readings:

- [Slater, D & Ziblatt, D. \(2013\). "The Enduring Indispensability of the Controlled Case Comparison." *Comparative Political Studies*, 46\(10\):1301-1327.](#)

Recommended Readings

- Ragin, Charles (1987) *The Comparative Method* (University of California Press), Chapter 3 (Case Oriented Comparative Methods) and Chapter 4 (The Variable Oriented Approach). Also skim Preface (pages vii – xv).
- George, Alexander & Andrew Bennett. 2005. *Case Study and theory development in the social sciences*. Cambridge: MIT Press. Ch. 8 ("Comparative Methods: Controlled Comparison and Within-Case Analysis")

	<ul style="list-style-type: none"> • Mahoney, James, Erin Kimball, and Kendra Koivu (2009) 'The Logic of Historical Explanation in the Social Sciences' <i>Comparative Political Studies</i> • (Fuzzy set QCA): Timothy P. Wickham-Crowley, "A Qualitative Comparative Approach to Latin American Revolutions", <i>International Journal of Comparative Sociology</i> March 1991 32: 82-109 (skim) • Maya Tudor. "Explaining Democracy's Origins: Lessons from South Asia", <i>Comparative Politics</i>, April 2013.
<p>Session 3 (2 hours)</p>	<p>Class Title: Qualitative Methods: Comparative Historical Analysis (1.5 hours)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Path dependency, contingency, Process Tracing <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Paul Pierson, "Increasing Returns, Path Dependence, and the Study of Politics," <i>American Political Science Review</i> 94(2), June 2000: 251-267 <p>Recommended Readings</p> <ul style="list-style-type: none"> • Evan Lieberman, "Nested analysis: towards the integration of comparative-historical analysis with other social science methods. " Chapter 9 in Mahoney and Thelen (eds.) 2015. <i>Advances in Comparative-Historical Analysis</i> • James Mahoney and Dietrich Rueschemeyer, eds., <i>Comparative Historical Analysis in the Social Sciences</i> (New York: Cambridge University Press, 2003) , Chapters 1, 6. • Mahoney, James. 2000. "Path dependence in historical sociology." <i>Theory and Society</i>, 29. <p>Class Title: Qualitative Methods: Interviewing I (1/2 hour)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Field research • Access and getting into the field • Interviewing <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Wood, Elisabeth Jean. 2007. "Field Research." In Handbook of Comparative Politics, edited by Carles Boix and Susan Stokes (Oxford University Press). <p>Recommended Readings:</p> <ul style="list-style-type: none"> • John Lofland, et al. 2006. Introduction and Chapters 1-3 from Analyzing Social Settings. • Robert Emerson, Rachel Fretz and Linda Shaw. 1995. Writing ethnographic fieldnotes. Chicago: University of Chicago Press. Chapters 1 and 2. • H. Russell Bernard. 2002. "Interviewing: Unstructured and Semistructured." Chapter 9 of <i>Research Methods in Anthropology. Qualitative and Quantitative Approaches</i>, 3rd edition. Altamira Press. • Wood, Elisabeth Jean. 2003. Chapters 1 & 2 of <i>Insurgent Collective Action and Civil war in El Salvador</i>.
<p>Session 4 (2 hours)</p>	<p>Class Title: Qualitative Methods: Interviewing I (1 hour)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Field research • Access and getting into the field • Interviewing <p>Mandatory Readings:</p>

- Wood, Elisabeth Jean. 2007. "Field Research." In *Handbook of Comparative Politics*, edited by Carles Boix and Susan Stokes (Oxford University Press).

Recommended Readings:

- John Lofland, et al. 2006. Introduction and Chapters 1-3 from *Analyzing Social Settings*.
- Robert Emerson, Rachel Fretz and Linda Shaw. 1995. *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press. Chapters 1 and 2.
- H. Russell Bernard. 2002. "Interviewing: Unstructured and Semistructured." Chapter 9 of *Research Methods in Anthropology. Qualitative and Quantitative Approaches*, 3rd edition. Altamira Press.
- Wood, Elisabeth Jean. 2003. Chapters 1 & 2 of *Insurgent Collective Action and Civil war in El Salvador*.

Class Title:

Qualitative Methods: Interviewing 2 (1 hour)

Class Objectives:

- Taking field notes
- Coding interviews
- Managing Interview data
- Challenges of interpretation & analysis

Mandatory Readings:

- [Fujii, Lee Ann. 2010. "Shades of Truth and Lies: Interpreting Testimonies of War and Violence." *Journal of Peace Research* 47\(2\): 231-41.](#)
- H. Russell Bernard. 2002. "Field Notes: How Take Them, Code Them, Manage Them." Chapter 14 of *Research Methods in Anthropology. Qualitative and Quantitative Approaches*, 3rd edition, 365-89. Altamira Press.

Recommended Readings:

- Robert Emerson, Rachel Fretz and Linda Shaw. 1995. *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press. Chapters 3, 4 and 6.
- Herbert Rubin and Irene Rubin, *Qualitative Interviewing: The Art of Hearing Data* (Sage, 2005), chapters 4-5.

Session 5
(2 hours)

Class Title:

Qualitative Methods: Interviewing 2 (1/2 hour)

Class Objectives:

- Taking field notes
- Coding interviews
- Managing Interview data
- Challenges of interpretation & analysis

Mandatory Readings:

- [Fujii, Lee Ann. 2010. "Shades of Truth and Lies: Interpreting Testimonies of War and Violence." *Journal of Peace Research* 47\(2\): 231-41.](#)
- H. Russell Bernard. 2002. "Field Notes: How Take Them, Code Them, Manage Them." Chapter 14 of *Research Methods in Anthropology. Qualitative and Quantitative Approaches*, 3rd edition, 365-89. Altamira Press.

Recommended Readings:

- Robert Emerson, Rachel Fretz and Linda Shaw. 1995. *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press. Chapters 3, 4 and 6.
- Herbert Rubin and Irene Rubin, *Qualitative Interviewing: The Art of Hearing Data* (Sage, 2005), chapters 4-5.

Class Title:

Qualitative Methods: Participant Observation/Ethnography (1.5 hours)

Class Objectives:

- Definition
- What are they? When to use them?
- Literature

Mandatory Readings:

- [Wedeen, Lisa. "Reflections on Ethnographic Work in Political Science." *Annual Review of Political Science* 13, no. 1 \(2010\): 255–272.](#)
- H. Russell Bernard. 2002. "Participant Observation" Chapter 13 of *Research Methods in Anthropology. Qualitative and Quantitative Approaches*, 3rd edition. Altamira Press.

Recommended Readings:

- Edward Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power* (Chicago, 2009), chapters by Schatz, Kubik, Pachirat, Walsh.
- James Scott. 1998. *Weapons of the weak*. New Haven: Yale University Press. Chapter 1, 15.

Session 6
(2 hours)

Class Title:

Qualitative Methods: Discourse/Textual Analysis (1 hour)

Class Objectives:

- Definition
- What are they? When to use them?
 - Literature

Mandatory Readings:

- [Rodney Bruce Hall. "The Discursive Demolition of the Asian Development Model," *International Studies Quarterly* 47, 2003: 71-99](#)
- [Lisa Weeden, "Conceptualizing Culture," *APSR* 96\(4\), 2002](#)

Recommended Readings:

- David Howarth, Aletta Norval, Yannis Stavrakakis, eds., *Discourse Theory and Political Analysis* (Manchester, 2000), introduction
- [Jennifer Milliken, "The Study of Discourse in International Relations: A Critique of Research and Methods," *European Journal of International Relations* 5\(2\), 1999: 225-54.](#)
- [Justin Grimmer and Brandon Stewart. 2013 "Text as Data: The Promise and Pitfalls of automatic Content Analysis Methods for Political Texts." *Political Analysis*](#)
- Some discussion on how to use software like NVivo or QDA to analyze text or interviews.
http://download.qsrinternational.com/Document/Website/Qualitative-Data-Analysis-with-NVivo_Chapters-1-and-2.pdf

Class Title:

Qualitative Methods: Ethics (1 hour)

Class Objectives:

- Challenges during field work: Sensitive topics, researcher identity, ethics of fieldwork

Mandatory Readings:

- [Wood, Elisabeth. 2006. "The ethical challenges of field research in conflict zones." *Qualitative Sociology* 29 \(3\): 373-86.](#)
- Sluka, Jeffrey A. 2007. "Reflections on Managing Danger in Fieldwork: Dangerous Anthropology in Belfast," in *Ethnographic Fieldwork: An Anthropological Reader*. Antonius C. G. M. Robben and Jeffrey A Sluka eds: Blackwell, pp. 259-70.

Recommended Readings:

- [Fujii, Lee Ann, 2014. "Five stories of accidental ethnography: Turning unplanned moments in the field into data." *Qualitative research*.](#)

<p>Session 7 (3 hours)</p>	<p>Class Title: Quantitative Methods: Introduction to Statistical Theory (1.5 hours)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Why Quantitative Methods? <ul style="list-style-type: none"> ○ Ontology & Epistemology ○ Theories & hypotheses ○ Positivism in the study of politics • Can we test socio-political theories? <ul style="list-style-type: none"> ○ The Paradox of Social Science Data • Population & Samples • Statistical theory, • Repeated sampling and CLT <p>Mandatory Readings:</p> <ul style="list-style-type: none"> ○ Lane. 1996. "Positivism, Scientific Realism and Political Science". ○ Kellstedt & Whitten Chapter 6 <ul style="list-style-type: none"> ▪ Sections 6.1, 6.2 <p>Recommended Readings:</p> <ul style="list-style-type: none"> ○ Ann Chih Lin. 2005. "Bridging Positivist and Interpretivist Approaches to Qualitative Methods". <p>Assignments:</p> <ul style="list-style-type: none"> • Qualitative Research Proposal due! <p>Class Title: Quantitative Methods: Research Design (1.5 hours)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Experiment vs. Observational Methods • Priming vs control • Cross section, cross time cross section <p>Mandatory Readings:</p> <ul style="list-style-type: none"> ○ Kellstedt & Whitten <ul style="list-style-type: none"> ▪ Chapter 1 ▪ Chapter 4, section 4.1, 4.2 & 4.4 only
<p>Session 8 (3 hours)</p>	<p>Class Title: Quantitative Methods: Field Experiments (1.5 hours)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Logic of the method • Literature using such data • In tutorials: practice experimental design <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Kellstedt and Whitten, Chapter 4.1-4.2 • Leonard Wantchekon. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." World Politics 55. <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Andrew Beath, Fotini Christia, and Ruben Enikolopov. 2013. "Empowering Women through Development Aid: Evidence from a Field Experiment in Afghanistan." American Political Science Review 107(3). • Alan S. Gerber and Donald P. Green. 2000. "The Effects of Canvassing, Direct Mail, and Telephone Contact on Voter Turnout: A Field Experiment." American Political Science Review 94

	<p>Class Title: Quantitative Methods: Lab Experiments (1.5 hours)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Logic of the method • Literature using such data • In tutorials: practice experimental design <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Kellstedt and Whitten, Chapter 4.1-4.2. (reread) • Stephen Ansolabehere, Shanto Iyengar, Adam Simon, and Nicholas Valentino. 1994. "Does Attack Advertising Demobilize the Electorate?" American Political Science Review 88(4). <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Gina M. Garramone, Charles K. Atkin, Bruce E. Pinkleton, and Richard T. Cole. 1990. "Effects of Negative Political Advertising on the Political Process." Journal of Broadcasting & Electronic Media 34(3).
<p>Session 9 (2 hours)</p>	<p>Class Title: Quantitative Methods: Survey Experiments</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Logic of the method • Literature using such data • In tutorials: practice experimental design <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Kellstedt and Whitten, Chapter 4.1-4.2. (Reread) • Michael C. Horowitz and Matthew S. Levendusky. 2011. "Drafting Support for War: Conscription and Mass Support for Warfare." Journal of Politics 73(2). <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Michael R. Tomz and Jessica L. P. Weeks. 2013. "Public Opinion and the Democratic Peace." American Political Science Review 107(4).
<p>Session 10 (3 hours)</p>	<p>Class Title: Quantitative Methods: Observational Survey Data (1.5 hours)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Different Types of observational studies <ul style="list-style-type: none"> ○ Single case ○ Cross time single case ○ Cross time cross section • Internal vs External Validity in observational studies • Applications on Observational Studies • Literature and survey data of interest today: Arab barometer, Afrobarometer, WVS, etc. <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Kellstedt & Whitten Chapter 4 <ul style="list-style-type: none"> ○ Section 4.3 and 4.5 only • Menaldo, Victor. "The Middle East and North Africa's Resilient Monarchs." Journal of Politics 74(3). <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Anderson et al. 2017 <ul style="list-style-type: none"> ○ P. 12 • Andrew Gelman and Gary King. 1990. "Estimating Incumbency Advantage without Bias." American Journal of Political Science 34 (4) — Introduction and Sections 1, 5 (pp.1150-1152 only), 6 and 8 only

- [Anderson, Cameron D. 2008. "Economic Voting, Multilevel Governance and Information in Canada." Canadian Journal of Political Science 41\(2\)](#)

Class Title:

Social Media Data (1.5 hours)

Class Objectives:

- Twitter Data
- Facebook Data
- Google Data

Mandatory Readings:

- For streaming Twitter
 - Have a brief look at [Steinert-Threlkeld 2018](#) chapters 1-4.
 - [Steinert-Threlkeld & al. 2015. Online Social Networks and Offline Protest.](#)
- For Facebook
 - Have a brief look at [CrowdTangle](#)
- Have a brief look at [Beriche & Altay 2020](#)

Recommended Readings:

- [Gonzalez Bailon et al. 2011. The dynamics of Protest Recruitment through an Online Network](#)
- [Barbera & Steinert-Threlkeld. 2019. How to Use Social Media Data for Political Science Research.](#)

Assignments:

- Quantitative Paper Proposal presentations around this date.
- Quantitative paper proposal due a few days later—on the date of the final exam.

10. Complementary activities:

Activities	Detailed Contents & evaluations
Tutorial # 1: Reading tutorials	<p>Objective(s): The objective of this activity is to offer a formal timeframe through which students can sit down in groups—on MS Teams—to go through the readings for the next planned class(es). This formal timeframe should help students better organize their reading schedule for the class.</p> <p>Detailed Plan: Students will be required to log in to the tutorial on MS Teams and do the readings for the next class(es).</p> <p>Teaching Method: The students will be required to engage with the readings personally (either individually or in group) to absorb and get used to learning new material by themselves. The professor will be available for questions and any other help during this tutorial.</p> <p>Evaluations: Some of these tutorials will require reading notes upon completion.</p>
Tutorial # 2: Final Paper Presentations	<p>Objective(s): The objective of this activity is to offer a formal timeframe through which students can present their final papers. We will use the last tutorial of this class to this end.</p> <p>Detailed Plan: Students will be required to log in to the tutorial on MS Teams or be present physically to present their</p>

paper.

Evaluations:

The final paper presentation will be graded, as per the description of this assignment found in the “Evaluation” section of this syllabus.