



Национальный исследовательский университет «Высшая школа экономики»
Программа дисциплины «Теоретические и методологические проблемы качественных исследований
(Theoretical and Methodological Problems of Qualitative Research)» для направления 41.06.01
«Политические науки и регионоведение» подготовки аспиранта

**Федеральное государственное автономное образовательное
учреждение высшего образования
"Национальный исследовательский университет
"Высшая школа экономики"**

Аспирантская школа по политическим наукам

**Рабочая программа дисциплины «Теоретические и методологические
проблемы качественных исследований (Theoretical and Methodological
Problems of Qualitative Research)»**

для образовательной программы «Политические науки»
направления подготовки 41.06.01 Политические науки и регионоведение
уровень: аспирантура

Разработчик программы

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Утверждена Академическим советом аспирантской школы по политическим наукам
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Академический директор

О.Ю. Малинова _____

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Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения разработчика программы.



1. Область применения и нормативные ссылки (Course description)

Настоящая программа учебной дисциплины устанавливает минимальные требования к знаниям и умениям аспиранта по направлению подготовки 41.06.01 Политические науки и регионоведение, образовательная программа «Политические науки» и определяет содержание и виды учебных занятий и отчетности.

Программа предназначена для преподавателей, ведущих данную дисциплину и аспирантов направления 41.06.01 «Политические науки и регионоведение».

Программа разработана в соответствии с:

- Образовательным стандартом НИУ ВШЭ подготовки научно-педагогических кадров по направлению 41.06.01 Политические науки и регионоведение
- Образовательной программой «Политические науки»
- Учебным планом образовательной программы «Политические науки»

2. Цели освоения дисциплины (Course goals)

The course explores theoretical and methodological problems of qualitative political research. It is focused on designing a research based on qualitative methods, not on methods as such. It discusses special ways of formulating research questions for qualitative research, reveals appropriate ways of dealing with concepts, theories and hypothesis, explores the main theoretical approaches elaborated or adapted for qualitative design. It makes a particular focus on analysis of design of the research projects based on different theoretical frames and research technics.

The course seeks to enhance methodological skills of PhD students interested in doing qualitative research. In particular, it aims at development of the following skills:

- designing a research project (PhD dissertation research) based on qualitative methods
- choosing appropriate methods
- developing methodologies based on multiple methods of text analysis
- presenting results of qualitative research
- writing reports about qualitative research

The course is taught in English.

3. Компетенции обучающегося, формируемые в результате освоения дисциплины (Learning outcomes)

By the end of the course the students should:

Know:

the main approaches and methodologies of qualitative political science research
specific ways of working with concepts, theories, hypothesis, models in such research
a broad spectrum of methods of collection and analysis of qualitative data
the principles of interpreting qualitative data
how a qualitative research can deal with the principles of reliability, validity and generalizability

Be able to:

design a credible qualitative research project
elaborate adequate principles of data selection and collection
select appropriate methods



use appropriate theoretical framework
develop coherent and persuasive argumentation

Gain experience in:

analysis of the texts resulting from political research
professional communication

The course is aimed at giving students the following skills:

Компетенция	Код по ОС НИУ ВШЭ	Дескрипторы – основные признаки освоения (показатели достижения результата)	Формы и методы обучения, способствующие формированию и развитию компетенции
Способность к критическому анализу и оценке современных научных достижений, в том числе в междисциплинарных областях	УК-1	<i>is able to formulate a research question for qualitative research</i>	<i>Lectures and seminars, analysis of the published reports</i>
Способность генерировать оригинальные теоретические конструкции, гипотезы и исследовательские вопросы	УК-2	<i>is able to elaborate a design of qualitative research (including PhD dissertation)</i>	<i>Lectures and seminars, analysis of the published reports , preparing presentation of a method / strategy of inquiry</i>
Способность выбирать и применять методы исследования, адекватные предмету и задачам исследования	УК-3	<i>is able to choose and apply qualitative research methods that are adequate to the research question</i>	<i>Lectures and seminars, analysis of the published reports , preparing presentation of a method / strategy of inquiry</i>
Способность проводить теоретические и экспериментальные исследования в области политических наук и регионоведения, с использованием современных методов исследования, в том числе с использованием новейших информационно-коммуникационных технологий	ОПК-1	<i>is able to elaborate a design of qualitative research (including PhD dissertation)</i>	<i>Lectures and seminars, analysis of the published reports , preparing presentation of a method / strategy of inquiry</i>
Способность к разработке новых методов исследования и их применению в самостоятельной научно-исследовательской деятельности в области политических наук и регионоведения	ОПК-2	<i>is able to select and prove relevant methods; is able to use them in practice</i>	<i>Studying research materials, discussions in the class</i>

4. Место дисциплины в структуре образовательной программы (Course placement in the Program)



The course is delivered to the second year PhD students, as a part of their professional development. The course is selective.

The course is closely tied to the following disciplines:

- Research Seminar
- Writing PhD dissertation

It is designed to teach knowledge and skills necessary for designing dissertation research.

5. Тематический план учебной дисциплины (Course syllabus)

№	Название темы	Всего часов	Аудиторные часы			Самостоятельная работа
			Лекции	Семинары	Практические занятия	
1	What is qualitative research? One term – different research practices	16	4	-	-	12
2	Designing qualitative research	26	6	-	-	20
3	Choosing theoretical framework and methods	16	4	-	-	12
4	Text as Data. Coding in Qualitative Research.	16	4	-	-	12
5	Traditional Text Analysis / традиционный анализ текстов Grounded Theory / восходящая (обоснованная) теория Content Analysis (qualitative, quantitative) / контент-анализ (количественный, качественный)	16	-	4	-	12
6	Biographic Method / биографический метод Frame Analysis / анализ фреймов Narrative Analysis / нарративный анализ Rhetorical Analysis / риторический анализ Event-analysis / ивент-анализ Cognitive Mapping / когнитивное картирование	16	-	4	-	12
7	Critical Discourse Analysis / критический дискурс-анализ Cognitive Analysis of Metaphor / когнитивный анализ метафор Methods of Empirical Analysis of Myths / методы эмпирических исследований мифов	16	-	4	-	12
8	Qualitative Comparative Analysis (QCA)	16	-	4	-	12
9	Computer Text Analysis Methods / методы компьютерного анализа текстов	14	-	2	-	12
		152	18	18	-	116

6. Формы контроля знаний студентов (Forms of assessment)

Тип контроля	Форма контроля	Полугодие	Параметры
		1	



Ongoing assessment	<ul style="list-style-type: none">• <i>Class participation</i>• <i>Presentation of the method / strategy of inquiry</i>	1	<ul style="list-style-type: none">• discussion based on learning materials distributed for the course• oral 30 minutes presentation based on the structure described in 9
Final assessment	Written exam	1	2 academic hours, the language is English or Russian. For a sample of the task see 9

6.1. Критерии оценки знаний, навыков (criteria of assessment)

Ongoing assessment is based on the work in the class, in particular, on presentations of the method / inquiry strategy and participation in discussion.

Final assessment is based on the written exam. *The students whose cumulative ongoing grade is 8 and higher can take their cumulative grade as the final assessment.*

7. The content of the course.

Part 1. Methodological problems of designing qualitative research

Unit 1. What is a qualitative research? One term – different research practices

Research methods or research approaches / paradigms? Development of social sciences and the opposition quantitative vs. qualitative. Methods of data collection or type(s) of research design? Descriptions of quantitative, qualitative and mixed research in the literature.

Qualitative strategies of inquiry: ethnographic research, grounded theory, case studies, phenomenological research, narrative research and their applicability in political science.

Different model of research inside the “qualitative” field. Qualitative methods in analytic research design. Qualitative methods in constructivist / interpretivist research design. Positivist vs. interpretivist presuppositions. Interpretative empirical research.

Unit 2. Designing qualitative research

Is qualitative research “scientific”. The problems of reliability, validity, generalizability.

Qualitative research design – 1: Qualitative & “positivist” (qualitative methods + realist / objectivist ontological assumptions + analytic research design). Variable-centered, descriptive, typological designs. Inductive and deductive research strategy. Constructing research questions for Qualitative research design – 1. How to meet the requirements of “good” research.

Qualitative research design – 2: Interpretative empirical research (qualitative methods + constructivist / interpretivist ontological assumptions). Designing interpretative empirical research. Abductive research strategy. The work with concepts and theories in an interpretative empirical research.

Case studies and their types. Selection of cases for different types of research questions. What is special about designing a case study? Triangulation.

Writing a report about qualitative research. How to succeed with publication of article.

Unit 3. Choosing theoretical framework and methods

Concepts and theories in qualitative political research. Theories and theory frames (D. Rueschemeyer). Theoretical frameworks as a combination of theoretical assumptions, concepts, typologies, models etc. for analysis of a particular aspect of social reality.



Fitting research question into an appropriate theory. Why under-theorizing of qualitative research is a wrong practice? How theoretical ideas shape research questions? The role of the theory in an inductive qualitative research. How to escape over-theorizing? How to prepare an effective literature review for a qualitative research?

Unit 4. Text as Data. Coding in Qualitative Research.

Text as data in political research. Collecting texts as data: a plenty of methods and opportunities.

Coding as the basic technic of text analysis. Different approaches to coding.

Qualitative content analysis. Difference from quantitative content analysis. The procedures of qualitative content analysis. Standard steps: formulating research question, selecting sample, defining categories to be applied, outlining the coding process and the coder training, implementation of coding process, determining trustworthiness, analyzing the results of coding process. Conventional, directive, summative coding.

Coding in grounded theory approach: open coding, axial coding and selective coding.

Narrative analysis approach to coding.

Computer-assisted text analysis.

Part 2. Qualitative methods and strategies of inquiry: analysis of research practices. Units 5-9.

Is conducted in the format of seminars with discussion of presentations prepared by students (see 9).

Topics to be considered:

- Traditional Text Analysis / традиционный анализ текстов
- Grounded Theory / восходящая (обоснованная) теория
- Content Analysis (qualitative, quantitative) / контент-анализ (количественный, качественный)
- Biographic Method / биографический метод
- Critical Discourse Analysis / критический дискурс-анализ
- Frame Analysis / анализ фреймов
- Narrative Analysis / нарративный анализ
- Rhetorical Analysis / риторический анализ
- Event-analysis / ивент-анализ
- Cognitive Mapping / когнитивное картирование
- Cognitive Analysis of Metaphor / когнитивный анализ метафор
- Methods of Empirical Analysis of Myths / методы эмпирических исследований мифов
- Qualitative Comparative Analysis (QCA)
- Computer Text Analysis Methods / методы компьютерного анализа текстов



8. Образовательные технологии (Teaching methods and tools)

The course consists from lectures and seminars. To prepare their presentations for the seminars, students need to search, read and analyze a relevant research literature.

9. Оценочные средства для текущего контроля и аттестации студента (Assessment details)

The task for presentation at the seminar

You need to prepare one 30-minute presentation about a particular qualitative method / strategy of inquiry (selected by your choice). The presentation must consist of three parts:

- 1) description of method / strategy of inquiry based on relevant textbooks
- 2) discussion of research practice based on 3-4 publications (articles or books / book chapters describing relevant research projects)
- 3) suggestions about implementation of this method / strategy of inquiry to your own research; with details about a research procedure, if relevant

The list of suggested topics (can be added):

- Traditional Text Analysis / традиционный анализ текстов
- Grounded Theory / восходящая теория (теория, обоснованная в эмпирических данных)
- Content Analysis (qualitative, quantitative) / контент-анализ (количественный, качественный)
- Biographic Method / биографический метод
- Critical Discourse Analysis / критический дискурс-анализ
- Frame Analysis / анализ фреймов
- Narrative Analysis / нарративный анализ
- Rhetorical Analysis / риторический анализ
- Event-analysis / ивент-анализ
- Cognitive Mapping / когнитивное картирование
- Cognitive Analysis of Metaphor / когнитивный анализ метафор
- Methods of Empirical Analysis of Myths / методы эмпирических исследований мифов
- Qualitative Comparative Analysis (QCA)
- Computer Text Analysis Methods / методы компьютерного анализа текстов

A sample of the task for the written exam.

Imagine that you are involved in the research project studying the phenomenon of party activism in Russia. Your team is particularly interested in studying the attitudes of activists who take part in the electoral campaign. The research is supposed to be conducted in the region X during the electoral campaign to the regional legislature. You need to propose a research design based on qualitative methods.

1. Formulate several possible research questions
2. Select one and write a short research proposal; please, specify the units of analysis, indicate theory(ies) that can be used for elaborating the framework, determine research strategy, methods of data collection and analysis, describe the research procedure.
3. How the designed research fits to the research question? Is it credible? How you can support its credibility?



10. Критерии оценки знаний, навыков и порядок формирования оценок по дисциплине (Grade determination)

Final grade:

Final assessment is based on the ongoing assessment and written exam. The ongoing assessment is composed of the assessments of the work in class O_{aud} and of the presentation of a particular qualitative method / strategy of inquiry $O_{present}$. *The students whose cumulative ongoing grade is 8 and higher can take their cumulative grade for ongoing assessment as the final assessment.*

For students whose cumulative grade for ongoing assessment is below 7 the final grade is calculated according to the following formula:

$$Grade_{final} = 0,3 \cdot Grade_{presentation} + 0,5 \cdot Grade_{exam} + 0,2 \cdot Grade_{aud}$$

Criteria for the assessment of the presentation at seminar:

8-10 (Excellent)

To earn **Excellent**, an exam paper must meet all of the criteria below:

The presentation provides a consistent description of the selected qualitative method / strategy of inquiry. It is based on relevant examples of research implemented the method / strategy. The author gives critical analysis of this experience and proposes a strategy of using this method / strategy in her(is) PhD thesis (if relevant).

6-7 (Good)

To earn **Good**, a paper must meet all of the criteria below:

The presentation provides a fairly good description of the selected qualitative method / strategy of inquiry. It includes relevant examples of research implemented the method / strategy but does not provide their critical analysis. The author shares some ideas about using this method / strategy in her(is) PhD thesis (if relevant).

4-5 (Satisfactory)

To earn **Satisfactory**, a paper must meet all of the criteria below:

The presentation provides a fairly good description of the selected qualitative method / strategy of inquiry based on a textbook. It does not include relevant examples of research implemented the method / strategy. The author shares some ideas about using this method / strategy in her(is) PhD thesis (if relevant).

1-3 (Failing)

To earn **Failing**, a paper will exhibit one or more of the weaknesses below:

The presentation is not prepared.

Criteria for the assessment of the written exam:

8-10 (Excellent)

To earn **Excellent**, an exam paper must meet all of the criteria below:



The paper describes a fully elaborated and consistent research design. The research question is relevant for the research field, researchable and fits to suggested theory and methods. The research procedure is well elaborated and can bring interesting findings and credible answers to the research question.

6-7 (Good)

To earn **Good**, a paper must meet all of the criteria below:

The paper describes the research design that can be implemented after minor revision. The research question is researchable but not quite original and new. It fits to suggested theory and methods with some reservations. The research procedure is described but not in details and probably needs further revision.

4-5 (Satisfactory)

To earn **Satisfactory**, a paper must meet all of the criteria below:

The paper suggests some ideas about the way of doing the research but fails to provide a complete and consistent research design. The formulation of the research question needs improving. The research procedure is either not described or lacks some important details.

1-3 (Failing)

To earn **Failing**, a paper will exhibit one or more of the weaknesses below:

The paper fails to provide a realistic research design. It demonstrates that its author does not know or understand the nature of qualitative research, and cannot formulate a researchable question and propose a realistic research procedure.

11. Учебно-методическое и информационное обеспечение дисциплины (Teaching and learning materials: textbooks, designed materials, Internet resources)

Основная литература к курсу / Obligatory literature for all units

Approaches and Methodologies in the Social Sciences: A Pluralist Perspective / ed. by Donatella della Porta and Michael Keating. Cambridge: Cambridge University Press, 2008.

Creswell, John W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. London: Sage, 2014.

Silverman D. Interpreting Qualitative Data. A Guide to the Principles of Qualitative Research. Los Angeles etc.: Sage, 2013.

Дополнительная литература к курсу / Additional literature to all units

Polkinghorne D.E. Validity Issues in Narrative Research // Qualitative Inquiry. 2007. Vol. 13, no. 4. P. 471-486.

Schwartz-Shea P, Yanow D. Interpretative Research Design: Concepts and Process. N.Y. etc.: Routledge, 2012.

Wiedemann G. Opening up to Big Data: Computer-Assisted Analysis of Textual Data in Social Sciences // Historical Social Research / Historische Sozialforschung, 2013. Vol. 38, No. 4 (146) (2013). P. 332-357.

Ядов В.А. Современная теоретическая социология как концептуальная база для исследования российских трансформаций. СПб.: Интерсоцис, 2009.



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12. Материально-техническое обеспечение дисциплины (Required equipment)

Computer or laptop, multimedia projector, text editing software.