Advanced Methodology Course: Case Study Methods and Proces Tracing

About the course

subject	Forvaltning / Global Studies / Internationale udviklingsstudier / Politik og Administration / Socialvidenskab / International Public Administration and Politics
activitytype	master course
Teaching language	English
Registration	Tilmelding sker via stads selvbetjening indenfor annonceret tilmeldingsperiode, som du kan se på Studieadministrationens hjemmeside Når du tilmelder dig kurset, skal du være opmærksom på, om der er sammenfald i tidspunktet for kursusafholdelse og eksamen med andre kurser, du har valgt. Uddannelsesplanlægningen tager udgangspunkt i, at det er muligt at gennemføre et anbefalet studieforløb uden overlap. Men omkring valgfrie elementer og studieplaner som går ud over de anbefalede studieforløb, kan der forekomme overlap, alt efter hvilke kurser du vælger. Registration through stads self-service within the announced registration period, as you can see on the Studyadministration homepage. When registering for courses, please be aware of the potential conflicts between courses or exam dates on courses. The planning of course activities at Roskilde University is based on the recommended study programs, which do not overlap. However, if you choose optional courses and/or study plans that goes beyond the recommended study programs, an overlap of lectures or exam dates may occur depending on which courses you choose.
Detailed description of content	Case studies are currently experiencing an amazing revival, especially in comparative studies that examine diversity, single case studies that process-trace causal mechanisms, and studies that combine different case-study approaches. This new course takes you to the front of these new developments by investigating and discussing these three case study methodologies and critically assessing their application in concrete social science analyses. Case studies differ from quantitative studies by having a small number of cases, a large number of empirical observations per case, and a diversity of empirical observations for each case, as well as by reflecting on the relationship between empirical observations and abstract theoretical concepts. Besides this general definition, there is a variety of approaches to case studies which this course explores. The course consists of five parts. The first part gives a general introduction to different case study definitions and research designs. The following three parts go into detail with single case studies, comparative studies, and process-tracing studies. We will investigate their typical research goals and research questions; ontological and epistemological foundations and affinities; case selection strategies; relation to prior knowledge and theories; measurement; data collection and analysis; and direction of generalization. The final part, first, compares the various case study approaches, and, second, explains how these case study approaches may be combined in mixed method research designs. Students completing the course will gain: Knowledge of: ● The state-of-the-art of different case study approaches, i.e. single case, comparative case studies and process-tracing ● Scientific criteria with which to assess case studies ● How to combine different case study design in mixed method designs Skills to: ● Analyse and criticise existing case studies ● Design and implement different types of case study Compentences to: ● Reflect on, identify, design and implement various types of case study research designs ● Design case studies using mixed method designs ● E valuate the consequences of analytical choices
Expected work effort (ECTS-declaration)	Class teaching: 17.5 hours. Other teaching (assignments, peer review, etc.) 20 hours. Preparation: 80 hours. Examination: 20 hours. Total number of hours: 137.5.
Course material and Reading list	The course material consists of articles and book chapters designated for each session and communicated on the course site on moodle. The course text book is: - Blatter, J. and M. Haverland. 2012. Designing Case Studies: Explanatory Approaches in Small-N Research. Basingstoke: Palgrave Macmillan. (Available from Academic Books, RUC's campus book store)
Evaluation- and feedback forms	The course consists of lectures, class-based discussions, and peer reviewed exercises. During the course, students must write assignments which are peer evaluated.
Administration of exams	ISE Studieadministration (ise-studieadministration@ruc.dk)

Responsible for the activity	Line Engbo Gissel (lgissel@ruc.dk)
Type of examination	Individual portfolio consisting of written products and other types of products. The portfolio consists of 3 to 5 products that are prepared in whole or in part during the course. For example, products can be exercise responses, speech papers for presentations, feedback, reflection, written assignments, wiki contributions, sound productions and visual productions. The preparation of the products may be subject to time limits. The total size of the portfolio's written products must be between 24,000 - 31,200 characters in length, including spaces. The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices. The specific content and form of the portfolio, as well as any indicative size specifications for the various written products will be determined before the beginning of the course and published on the university's website. The portfolio is delivered collectively (uploaded at eksamen.ruc.dk). Any potential partial deliveries to the lecturer in order to get feedback are not a substitute for the collective delivery. The deadline for handing in the work will be published on the university's homepage before the course begins. An overall assessment of the portfolio is given. Assessment: 7-point grading scale. **Re-examination:** Same as ordinary
ECTS	5
Learning outcomes and assessment criteria	• Knowledge and understanding: Knowledge and understanding of academic and/or scientifically based practice-oriented methods and their application and relevance on an advanced level • Being able to understand and critically reflect upon academic and/or scientifically based practice-oriented methods in the field of social science research and how they are used in the students' future careers as, for example, lecturers, project managers, consultants, managers or researchers • Skills: Carrying out studies and analyses with the aid of academic and/or scientifically based practice-oriented methods • Evaluating and selecting methods from research-related and professional practices • Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued. • Competences: Working with colleagues in the application of various academic and/or scientifically based practice-oriented methods and forms of analysis in relation to relevant issues in research and professional contexts • Reflection on one's own learning and taking responsibility for one's own professional development
Overall content	• Research and professional premises for academic and scientifically based practice-oriented analyse • Approaches to the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively
Teaching and working methods	Lectures, exercises, student presentations, peer feedback and discussions. The course requires that the students contribute and participate actively. Handing in the assignments on an ongoing basis is not required in order to participate in the examination, but typically it would be an advantage to do so. Thus, part of the portfolio can contain elements related to the teaching and ongoing submissions, such as feedback.
Type of course	Optional course
Exam code(s)	Exam code(s) : U40846

Course days:

Hold: 1

Case Study Methods

time	10-02-2020 12:15 til 10-02-2020 14:00
forberedelsesnorm	ikke valgt
forberedelsesnorm D-VIP	ikke valgt
location	25.2-005 - teori (80)
Teacher	Jon Kvist (jkvist@ruc.dk)
Content	**Class 1. Introduction and Case Study Design** By Jon Kvist The class introduces the rationale of the course and different dimensions of case studies. First we demystify the learning objectives of the course and map out the various themes we will cover to reach those objectives. Secondly we give you knowledge about the conventional critique of case studies and about different dimensions of case studies. These dimensions are: different research goals and questions, ontological and epistemological aspects of different case study approaches, general case selection strategies, causal inference understandings and principles and view on generalization, as well as conventions for presentation of findings and conclusions.
Reading list	The course readings combine a textbook with academic journal articles. The text book is: • Blatter, Joachim and Markus Haverland (2012) *Designing Case Studies: Explanatory Approaches to Small-N Research* (ECPR and Palgrave Macmillan). The text book will be available at the campus book store, Academic Books. In due course the reading list will be available on the course site on Moodle.

Case Study Methods

time	17-02-2020 12:15 til 17-02-2020 14:00
forberedelsesnorm	ikke valgt
forberedelsesnorm D-VIP	ikke valgt
location	05.1-032 - teorirum (65)
Teacher	Carina Saxlund Bischoff (carinasb@ruc.dk)
Content	**Class 2. Comparative Case Studies I: Design and Control** By Carina Saxlund-Bischoff In this class, we start with discussing the meaning of 'comparison' of cases and how variation in their properties can form the basis of causal inference. We also discuss what causality is, and how different types of causality is supported by different kinds of co-variational patterns. Finally, we talk about the importance of control and how control can be incorporated in the research design.
Reading list	The course readings combine a textbook with academic journal articles. The text book is: Blatter, Joachim and Markus Haverland (2012) Designing Case Studies: Explanatory Approaches to Small-N Research (ECPR and Palgrave Macmillan). The text book will be available at the campus book store, Academic Books. In due course the reading list will be available on the course site on Moodle.

Case Study Methods

time	24-02-2020 12:15 til 24-02-2020 14:00
forberedelsesnorm	ikke valgt
forberedelsesnorm D-VIP	ikke valgt
location	05.1-032 - teorirum (65)
Teacher	Carina Saxlund Bischoff (carinasb@ruc.dk)
Content	**Class 3. Comparative Case Studies II: Causal Inference and Case Selection** By Carina Saxlund-Bischoff This lesson explores common assumptions of causal inferences, namely case and causal homogeneity, and their implications for the conclusions we can draw. Then we discuss the typical problems of too much/too little variation that can haunt real research projects. Finally, we focus on the role of case-selection in off-setting methodological problems when designing case-studies.
Reading list	The course readings combine a textbook with academic journal articles. The text book is: • Blatter, Joachim and Markus Haverland (2012) *Designing Case Studies: Explanatory Approaches to Small-N Research* (ECPR and Palgrave Macmillan). The text book will be available at the campus book store, Academic Books. In due course the reading list will be available on the course site on Moodle.

Case Study Methods

time	02-03-2020 12:15 til 02-03-2020 14:00
forberedelsesnorm	ikke valgt
forberedelsesnorm D-VIP	ikke valgt
location	05.1-032 - teorirum (65)
Teacher	Line Engbo Gissel (lgissel@ruc.dk)
Content	**Class 4. Rationalist Process Tracing** By Line Engbo Gissel This class discusses process tracing as practiced by rationalist scholars and as described by Blatter and Haverland (2012). The discussion is structured according to the seven dimensions of case study identified by Blatter and Haverland.
Reading list	The course readings combine a textbook with academic journal articles. The text book is: • Blatter, Joachim and Markus Haverland (2012) *Designing Case Studies: Explanatory Approaches to Small-N Research* (ECPR and Palgrave Macmillan). The text book will be available at the campus book store, Academic Books. In due course the reading list will be available on the course site on Moodle.

Case Study Methods

time	09-03-2020 12:15 til 09-03-2020 14:00
forberedelsesnorm	ikke valgt
forberedelsesnorm D-VIP	ikke valgt
location	05.1-032 - teorirum (65)

Teacher	Line Engbo Gissel (lgissel@ruc.dk)
Content	**Class 5. Interpretive Process Tracing** By Line Engbo Gissel In this class we will study a second variant of process tracing: interpretive process tracing. This method is used to understand a phenomenon as resulting from meaningful action by those involved and relies on an interpretive philosophy of science position.
Reading list	The course readings combine a textbook with academic journal articles. The text book is: • Blatter, Joachim and Markus Haverland (2012) *Designing Case Studies: Explanatory Approaches to Small-N Research* (ECPR and Palgrave Macmillan). The text book will be available at the campus book store, Academic Books. In due course the reading list will be available on the course site on Moodle.

Case Study Methods

time	16-03-2020 12:15 til 16-03-2020 14:00
forberedelsesnorm	ikke valgt
forberedelsesnorm D-VIP	ikke valgt
location	25.2-005 - teori (80)
Teacher	Jon Kvist (jkvist@ruc.dk)
External lecturer	**Class 6. Congruence Case Studies** By Jon Kvist This class is on case studies that despite being Small-N (often single case studies) they can nevertheless provide findings of a more general character because their cases are very close or central to existing theories or hypothetical statements, i.e. following a congruence case study approach. We apply this to criticise a short paper on the goal of achieving improved climate change adaptation (SDG 13).
Content	The course readings combine a textbook with academic journal articles. The text book is: • Blatter, Joachim and Markus Haverland (2012) Designing Case Studies: Explanatory Approaches to Small-N Research (ECPR and Palgrave Macmillan). The text book will be available at the campus book store, Academic Books. In due course the reading list will be available on the course site on Moodle.

Case Study Methods

time	23-03-2020 12:15 til 23-03-2020 14:00
forberedelsesnorm	ikke valgt
forberedelsesnorm D-VIP	ikke valgt
location	05.1-032 - teorirum (65)
Teacher	Line Engbo Gissel (lgissel@ruc.dk)
Content	**Class 7. Interpretive Single Case Studies** By Line Engbo Gissel This class discusses the interpretive variant of single case studies. Rather than focusing on proving causality and generalisability, interpretive case studies often emphasize thick description of actors' views, roles and meaningful behaviour. Such studies may not be representative, typical or otherwise related to a universe of cases, but aim to describe and understand a particular or unique case in depth.
Reading list	The course readings combine a textbook with academic journal articles. The text book is:

- Blatter, Joachim and Markus Haverland (2012) Designing Case Studies: Explanatory Approaches to Small-N Research (ECPR and Palgrave Macmillan).

The text book will be available at the campus book store, Academic Books. In due course the reading list will be available on the course site on Moodle.

Case Study Methods

time	30-03-2020 12:15 til 30-03-2020 14:00
forberedelsesnorm	ikke valgt
forberedelsesnorm D-VIP	ikke valgt
location	05.1-032 - teorirum (65)
Teacher	Carina Saxlund Bischoff (carinasb@ruc.dk)
Content	**Class 8. Mixed Designs: Combining Quantitative & Case-studies** By Carina Saxlund-Bischoff Introduction to the advantages of mixed designs. In this class, we focus on designs that seek to strengthen causal inference through combining with quantitative large n-studies with different case-study designs.

Case Study Methods

time	20-04-2020 12:15 til 20-04-2020 14:00
forberedelsesnorm	ikke valgt
forberedelsesnorm D-VIP	ikke valgt
location	25.2-005 - teori (80)
Teacher	Jon Kvist (jkvist@ruc.dk)
Content	**Class 9. Mixed Designs: Combining Different Case Study Approaches** By Jon Kvist In this session we look closer into why and how different case study research designs can be combined. In particular we examine combinations that increase the internal or external validity of findings, the reliability of findings or a combination thereof.

Case Study Methods

time	27-04-2020 12:15 til 27-04-2020 14:00
forberedelsesnorm	ikke valgt
forberedelsesnorm D-VIP	ikke valgt
location	05.1-032 - teorirum (65)
Teacher	Line Engbo Gissel (lgissel@ruc.dk)
Content	**Class 10. Case Studies Revisited** By Carina Saxlund-Bischoff and Line Engbo Gissel This last class juxtaposes and compares the different types of case study presented in this course. The discussion is structured by the seven dimensions of case study design introduced in the first class and in Blatter and Haverland (2012).

Reading list	The course readings combine a textbook with academic journal articles. The text book is: • Blatter, Joachim and Markus Haverland (2012) *Designing Case Studies: Explanatory Approaches to Small-N Research* (ECPR and Palgrave Macmillan). The text book will be available at the campus book store, Academic Books. In due course the reading list will be available on the course site on Moodle.

Exam hand-in: Case Study Methods

time	04-06-2020 10:00 til 04-06-2020 10:00
forberedelsesnorm	ikke valgt
forberedelsesnorm D-VIP	ikke valgt

Re-exam hand-in: Case Study Methods

time	10-08-2020 10:00 til 10-08-2020 10:00
forberedelsesnorm	ikke valgt
forberedelsesnorm D-VIP	ikke valgt