

Investigating the Social World

Dr Chao-Yo Cheng

Masterclass (2025 version) announced

Week	Speaker Series (6-7:30pm)	Pieces-of-Craft Workshops (7:40-9pm)
1	Introduction and Welcome	AI in Social Research: From Big Data to SDS
2	Critical Discourse Analysis	AI in Social Research: Qualitative
3	Historical Research and Archives	AI in Social Research: Quant and Computational
4	Multi-sited Fieldwork	Transparency and Open Social Science
5	Research on Creative and Cultural Industries: A Qualitative Guide	Communicating Your Research
	Reading Week	
6	Mixed-Methods Research	Dissertations Fair 1
7	Geographic Data Science	Dissertations Fair 2
8	Surveys	Dissertations Fair 3
9	Text-as-Data	Dissertations Fair 4
10	Quali-Quant Methods for Social Media Research (<i>followed by end-of-year happy hour</i>)	

Invitation to audit will be sent to all PG students

Before Reading Week: Varieties of social research

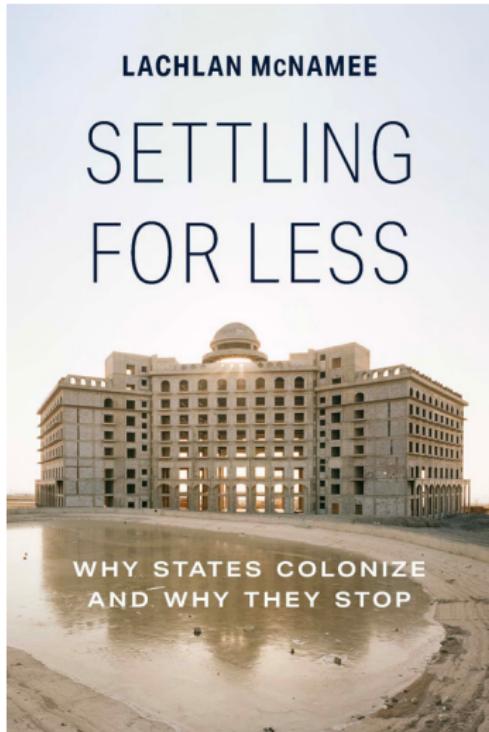
- ▶ ISW is a special module, as we aim to reflect on the production of "valid" knowledge about the social world
 - Know what you do and explain the objectives of your scholarly endeavors;
 - Know the differences between various objectives and engage other researchers' work constructively and effectively
- ▶ Social research involves a series of careful thinking about epistemology, theory-building and methodology; hence **theory-empirics alignment** is key to rigour
 - **Reveal nuances of the real world:** Constructivism; (interpretative) theory as approach; interpretation; qualitative; inductive/abductive
 - **Search for the "ultimate" truth:** Positivism; (explanatory) theory as paradigm; explanation; quantitative; deductive

Exceptions exist – norms are constantly being contested and redefined

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	<i>A positivist approach</i>	<i>A constructivist approach</i>
What is ‘reality’?	A definable ‘reality’ or ‘truth’ exists and is observable	There is no ‘reality’ or ‘truth’ beyond our experiences
What is the goal of academic enquiry?	Acquisition of the ‘truth’	A more informed construction of the world
How are the researcher and the ‘researched’ related?	The researcher is independent of the ‘researched’	The researcher is not independent of the ‘researched’
What should be the role for values?	None - objectivity sought	Part of ‘reality’ - subjectivity celebrated
What kind of approach?	Predominantly based on observability or measurability and with the aim of seeking ‘evidence’	Predominantly based on discourse and meaning with the aim of seeking a more informed understanding of the world
What kind of data is preferred?	Predominantly quantitative	Traditionally associated with a predominantly qualitative approach
Examples of such studies in Development Studies	Dollar and Kraay (2002) <i>Growth is Good for the Poor</i>	Narayan <i>et al.</i> , (2002) <i>Voices of the Poor</i>

Thinking beyond your case to boost contribution



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Weeks 6-10: Analytical (or investigative) frameworks



Professor Silvia Posocco
(Psychosocial/Sociology)



Dr Ivana Bevilacqua
(Geography)



Ms Joy Brooks-Gilzeane
(Politics)



Dr Sarah Marks
(History)

- ▶ Rational choice theory (Dr Chao-Yo Cheng)
- ▶ Psychosocial framing (Professor Silvia Posocco)
- ▶ Decolonizing social research (Dr Ivana Bevilacqua)
- ▶ Intersectional sensibilities (Ms Joy Brooks-Gilzeane)
- ▶ Situating lived experience (Dr Sarah Marks)

Assessment II: Analytical essay (60%)

- ▶ You will write an essay of 2,500 words in length
- ▶ The idea is to choose **TWO** frameworks introduced after Reading Week to analyze an issue or problem of your choice
- ▶ You are free to carry out any necessary outside/additional research; cite references properly (e.g., APA or MLA)
- ▶ You can come to my office hours to discuss your preliminary responses with me; the goal is not to give you a mark before the deadline but to clear any confusion
- ▶ Instructions and sample submissions available on Moodle now

Lecture 7: Rational choice



Lecture 7: Rational choice

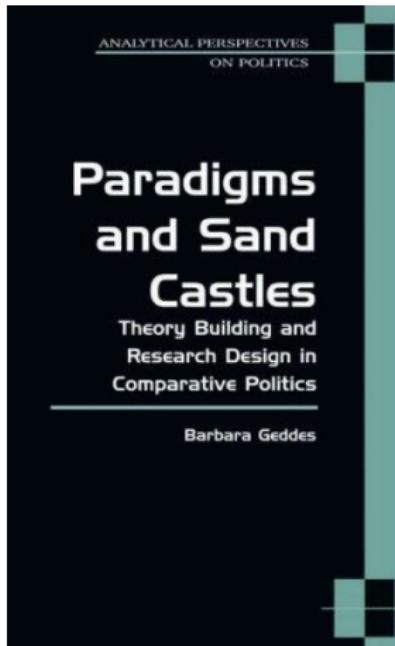


"Anyone fancies an end-of-term happy hour?"

Plan for today

- ▶ Rational choice and beyond
- ▶ Workshop: "Analytical narratives"
 - Principles
 - Critiques and responses
 - Examples
 - Exercise

Barbara's "verdict:" Breaking misperceptions



- ▶ Rational choice does not assume people are "selfish"
- ▶ Rational choice does not assume people are driven by material interests
- ▶ Rational choice does not assume preferences are stable or fixed
- ▶ Rational choice does not ignore/discard ideology and/or history

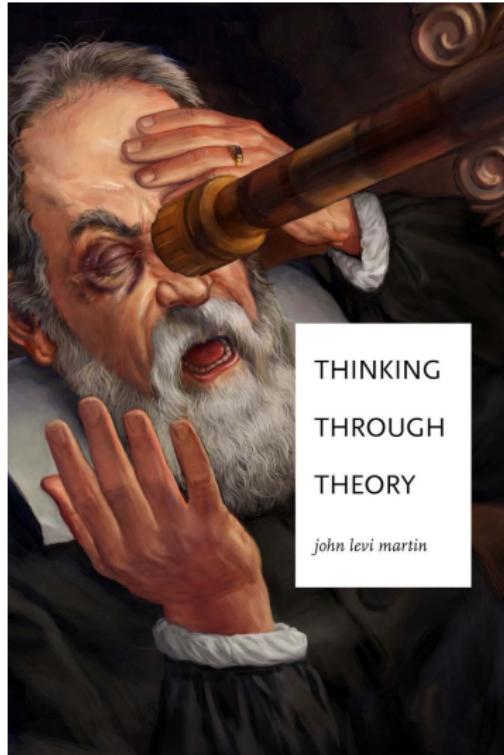
Rational choice is an “approach,” not much of a “theory” per se

“Hear Our Voices: The Poor on Poverty” (World Bank 2000)



- ▶ Rational choice highlights the importance of "rationality" and yet how rationality should be treated as a construct, not a given constant
- ▶ Rational choice does not dictate a single or universal explanation/prediction
- ▶ Rational choice provides a **micro-foundation** to research the social world

John Levi Martin's take on rational choice (theory)



- ▶ A useful "modelling exercise" for deductive reasoning
- ▶ Cautioning against using it as a "total" theory of society (which can grow into a form of intellectual imperialism)
- ▶ **Caveats abound**, alas – Do we have a "choice?" How about structures? In favor of parsimony at the sacrifice of complexities and nuances? Ad hoc? How do we handle unintended or unexpected outcomes?
- ▶ **Question for all:** To what extend would he align with Geddes?

ENVY

in politics

Gwyneth H. McClendon



Examples: “Envy in Politics” (McClendon 2018)

- ▶ **Paradox:** Why rich people support redistribution? Why do governments fail to provide and act responsively?
- ▶ **Argument:** **Status sentiment** is key – envy, spite and pursuit of admiration will influence political behaviors
- ▶ **Literature:** Drawing on anthropology, social psychology, behavior economics and so on
- ▶ **Empirics:** Case studies and quantitative analysis, especially surveys and election/admin data (see "Applications")
- ▶ **Implications:** Inequality is the key driving force of various political issues we are observing, but may not manifest in a way we expect

Using rational choice to research the social world

- ▶ Identify "paradox" to challenge the "conventional" wisdom (e.g., things taken for granted or so but turn out to be quite counterintuitive)
- ▶ Define "actors" involved, laying down their different outcomes and actions
- ▶ Set "utilities" to help the search for their "optimal" strategies; whether one action will be taken or not, can be an "interactive" and "repeated" process
- ▶ Note that "utilities" do not come out of nowhere, and actors may be constrained by their "information" environment

Example: Prisoner's dilemma

		Actor B	
		Confess	Don't Confess
Actor A	Confess	-10	-20
	Don't Confess	0	-5

- ▶ Suppose A and B are arrested; the police puts them in two different interrogation rooms
- ▶ If both confess, both get 10 years in prison
- ▶ If none of them confesses, both get 5 years in prison
- ▶ For both A and B, they can get away if only the other side confesses, and the other side will get 20 years in prison

Example: Prisoner's dilemma

		Actor B	
		Confess	Don't Confess
		Confess	-10
Actor A	Confess	-10	0
	Don't Confess	0	-5

- ▶ Actor A would not know what Actor B will do (unless they make a deal beforehand)
- ▶ If Actor B confesses, Actor A should confess as well
- ▶ If Actor B does not confess, Actor A should confess, too
- ▶ So regardless what Actor B will do, Actor A should confess anyway

Example: Prisoner's dilemma

		Actor B	
		Confess	Don't Confess
		Confess	-10
Actor A	Confess	-10	0
	Don't Confess	0	-5

- ▶ Likewise, B would not know what A will do
- ▶ If A confesses, B should confess as well
- ▶ If A does not confess, B should confess, too
- ▶ So regardless what A will do, B should confess anyway

Example: Prisoner's dilemma

		Actor B	
		Confess	Don't Confess
		Confess	-10
Actor A	Confess	-10	0
	Don't Confess	0	-5

- ▶ As a result, both actors are stuck in the situation that both will confess
- ▶ This is counterintuitive, as ideally none of them should
- ▶ What can we do to get away from this conundrum – of course, we would not want to set suspects on loose, but let's put that aside
- ▶ Any other comments or questions?

The Analytic Narrative Project

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MARGARET LEVI *University of Washington*

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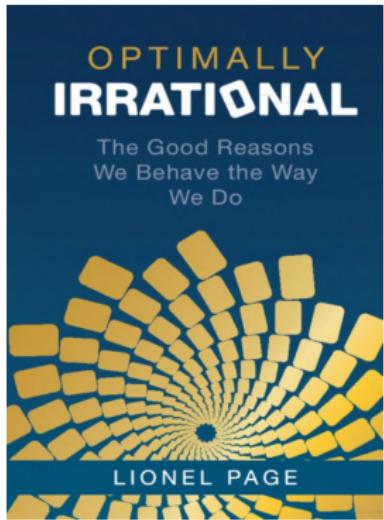
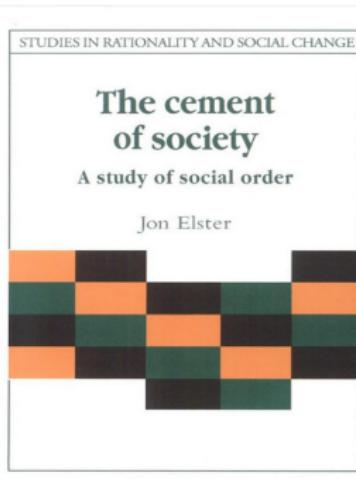
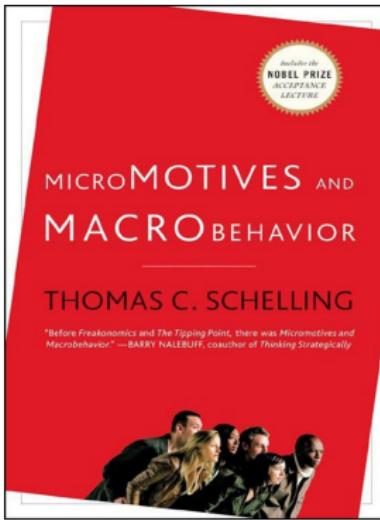
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Thank you!



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1823-2023 