

# Qualitative strategies

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## Qualitative estimands

- ▶ A common qualitative estimand is the “cause of an effect”: given  $Y = 1$  and  $X = 1$  is  $Y = 1$  because  $X = 1$ ?
- ▶ Randomization (alone) does not justify answers to “causes of effects” questions
- ▶ We might be able to say that we think that the effect of a treatment on a given outcome is  $1/3$
- ▶ But that does not justify claiming that the probability that the outcome is due to the treatment is  $1/3$

# Qualitative estimands

Here is the logic:

- ▶ Say I know that (binary)  $X$  increases  $Y$  from  $\frac{1}{3}$  to  $\frac{2}{3}$  on average.
- ▶ Say I observe  $Y = 1$ . What are the chances it is due to  $X$ ?
  - ▶ One possibility is that  $X$  has a positive effect for  $2/3$  of cases and a negative effect for  $1/3$  of cases. In that case whenever  $X = Y = 1$  this is due to  $X$ .
  - ▶ Another is that  $X$  never has a negative effect and it has a positive effect for  $1/3$  of cases and no effect on the rest. Then there's a 50% chance that  $Y = 1$  is due to  $X = 1$  (why 50%?)

## Learning from clues

- ▶ Classically qualitative strategies use *auxiliary* information to understand the relationship between  $X$  and  $Y$ .
- ▶ For instance: You want to know if the swamp caused malaria
  - ▶ Quantitative approach: Compare malaria incidence in places with and without swamps
  - ▶ Qualitative approach: Look to see whether there mosquitoes are breeding at the swamp
- ▶ This approach typically requires a theory: conditional on theory  $T$ , observing  $K$  increases my confidence that  $X = 1$  caused  $Y = 1$  in this case.

# Process tracing

- ▶ In process tracing such clues are called “CPO”—causal process observations
- ▶ How informative a clue is is sometimes called its “probative value”
  - ▶ sometimes you learn a lot when you *do* see a clue ( $K = 1$ )
  - ▶ sometimes you learn a lot when you do *not* see a clue despite looking for it ( $K = 0$ )
- ▶ Classic tests:
  - ▶ A “smoking gun” clue gives a lot of confidence when you find it
  - ▶ A “hoop” clue gives a lot of confidence when you do not find it

# Qualitative tests: $b$ or $d$ ?

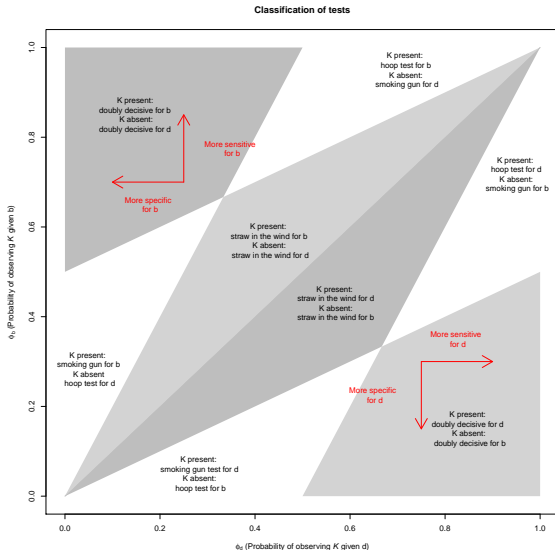


Figure 1: Mapping from the probability of observing a clue if  $b$  ( $\phi_b$ ) or  $d$  ( $\phi_d$ ) to a generalization of the Van-Evera tests.

# How might beliefs about probative value be supported?

- ▶ Most common answer: “theory”
- ▶ Better answer: background knowledge + specific assumptions

For instance:

- ▶ Say we know in a given population that:
  - ▶  $X \rightarrow Y \leftarrow K$
  - ▶  $\Pr(Y = 1|X = 0, K = 0) = 1$
  - ▶  $\Pr(Y = 1|X = 1, K = 0) = .5$
  - ▶  $\Pr(Y = 1|X = 0, K = 1) = 0$
  - ▶  $\Pr(Y = 1|X = 1, K = 1) = .5$
- ▶ The unit we care about is “exchangeable” with other units in this population

Then for an  $X = Y = 1$  case:

- ▶ seeing  $K = 1 \rightarrow X$  caused  $Y$  (why?)
- ▶ seeing  $K = 0 \rightarrow X$  did not cause  $Y$  (why?)

# How might beliefs about probative value be supported?

- ▶ Thus, doubly decisive clues are possible
- ▶ But likely rare: most often best you can do is put bounds on causal effects



## Case selection: What do you do with a case?

- ▶ Establish that  $X$  is indeed  $X$  and  $Y$  is indeed  $Y$
- ▶ Assess whether scope conditions of theory are indeed present
- ▶ Assess whether the argument has “face validity”
- ▶ Ideally look for pre-specified clues that support or weaken the claim

# Case selection

- ▶ Case selection depends on the estimand. Are you interested in a case level estimand or a population level estimand?

Common strategies:

1. On the regression line
2. Off the regression line
3. Most likely cases, least likely cases
4. Proportionate to distribution (safe rule of thumb)

less common but good:

5. Follow the probative value:
  - ▶ Perhaps  $K$  is informative in one case not another
  - ▶ For instance in the example above there is no point selecting a  $X = Y = 0$  case since you already know that in that case  $K = 1$ : learning about  $K$  will not be informative

## Case selection: n

How many cases?

- ▶ No good answer
- ▶ More always better except insofar as they reduce quality of analysis
- ▶ If you are doing causal inference with case comparison methods only then you want as many as possible and *at least* as many as you have explanations that you want to distinguish from each other

## Mixed methods [advanced]

Insight:

- ▶ If observation of  $X$  and  $Y$  lets you update your beliefs about a causal effect
- ▶ And if observation of  $K$  also lets you update your beliefs about a causal effect
- ▶ Then you can update jointly from  $X, Y, K$

$$Pr(H|X, Y, K) = \frac{Pr(X, Y, K|H)Pr(H)}{Pr(X, Y, K)}$$