

PSC 202

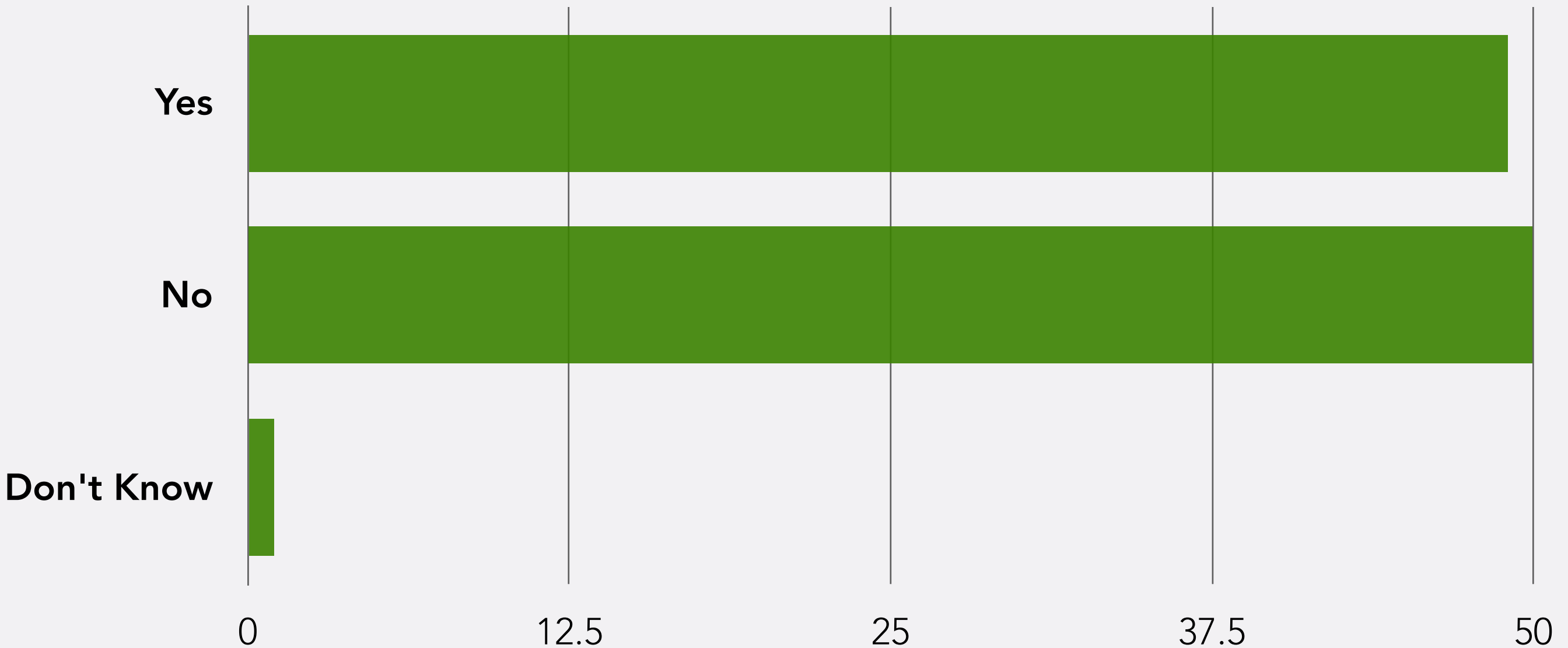
SYRACUSE UNIVERSITY

INTRODUCTION TO POLITICAL ANALYSIS

MORE ON QUALITATIVE ANALYSES

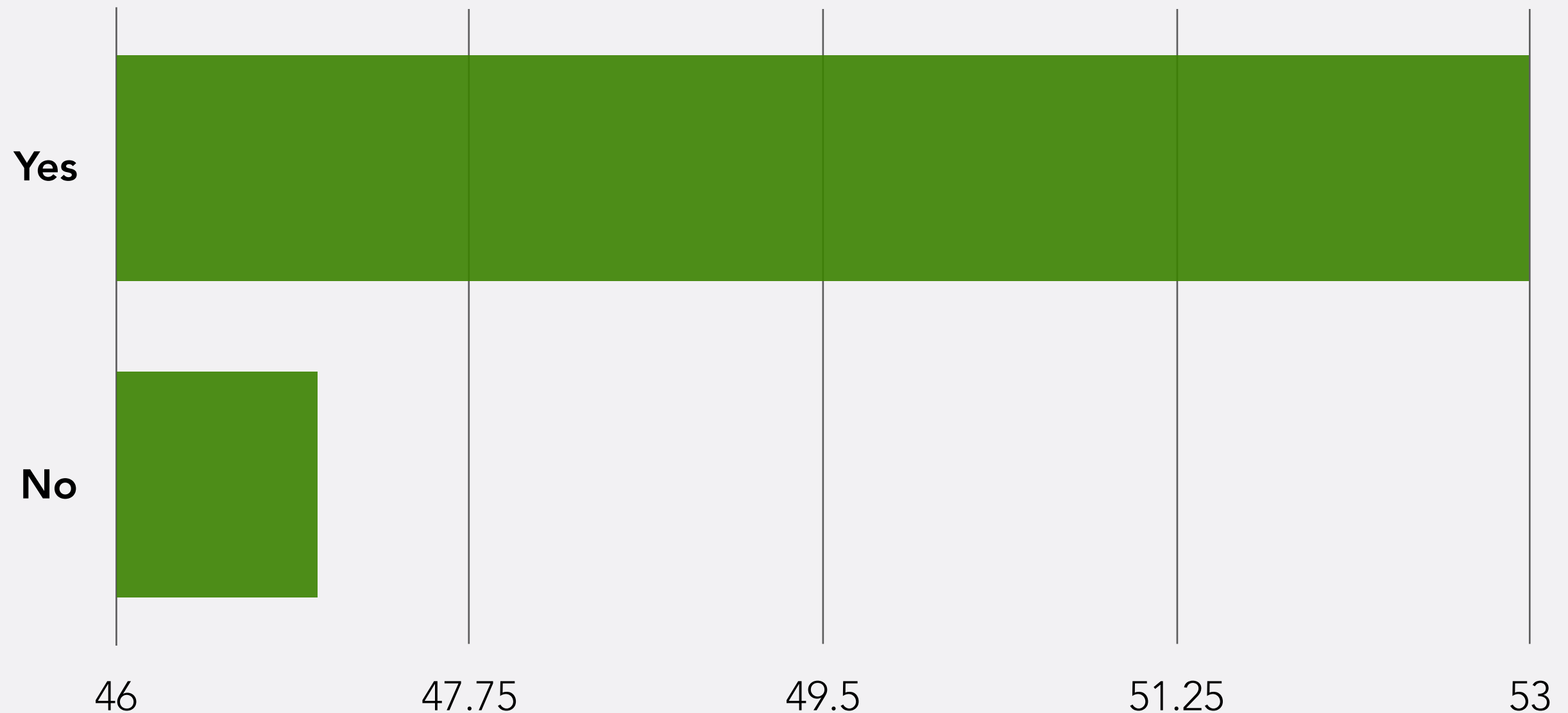
SURVEY

- Have you taken out a student loan?



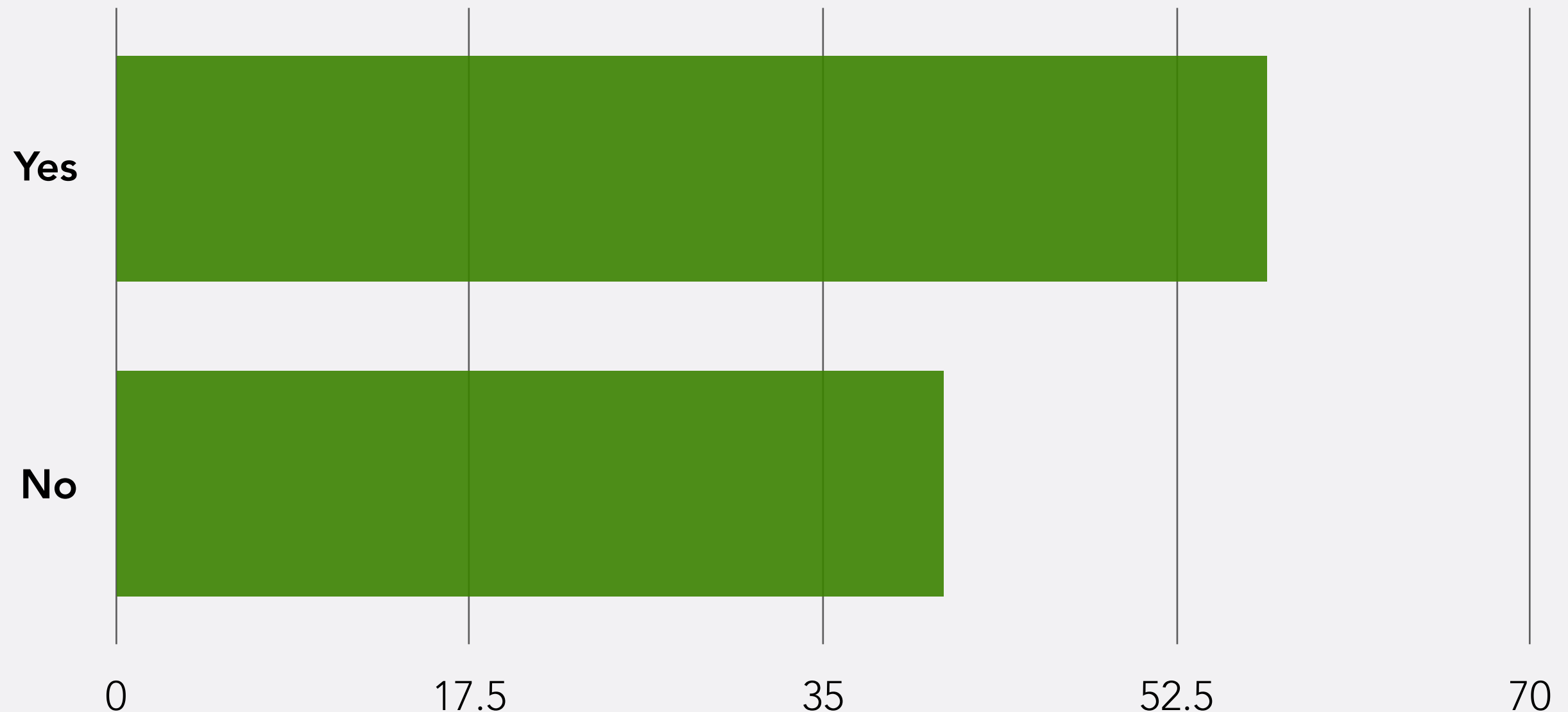
SURVEY

- Did you receive tutoring for standardized tests (e.g. SAT)?



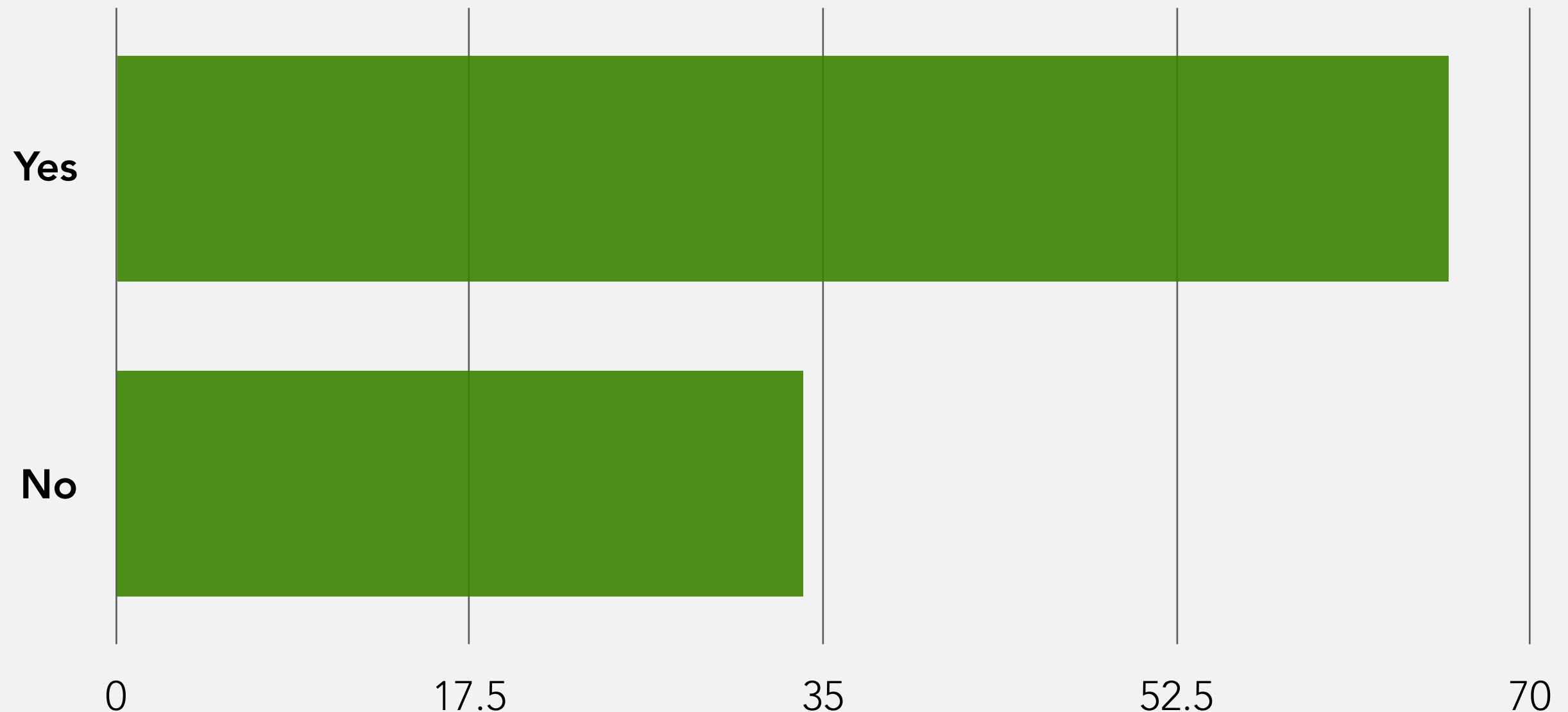
SURVEY

- Did you receive tutoring for standardized tests (e.g. SAT)?
 - Only students *with* student loan



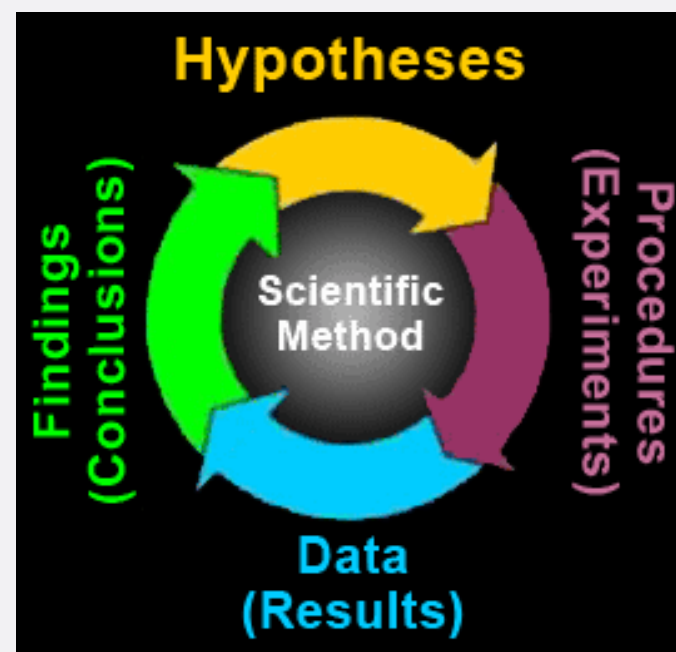
SURVEY

- Did you receive tutoring for standardized tests (e.g. SAT)?
 - Only students *without* student loan



WHERE WE ARE

- Formulate research question
- Propose explanation/theory, hypotheses
- Data collection process
- Use data to evaluate hypotheses
- Reassess explanation



HURDLES TO CAUSALITY

- Is there a credible causal mechanism that connects X to Y ?
- Can we rule out the possibility that Y could cause X ?
- Is there covariation between X and Y ?
- Have we controlled for all confounding variables (Z) that might make the association between X and Y spurious?

RECAP

- Two ways to do empirical studies:
 - Qualitative, small n
 - Quantitative, large n
 - n=number of observations

CASE STUDY

- One form of small-n study: case study
- Key technique: "Process tracing"
 - Method to identify the causal relationship in a particular case through detailed examination of each step in the causal chain
 - within-case analysis

HOW TO DO A CASE STUDY



PROCESS TRACING



HOW TO DO CASE STUDY

- **Key: Detailed knowledge of case**
 - Interviews
 - Focus groups
 - Participant observation, ethnographic research
 - Archival research
 - etc.
- **Goal: Uncover each step along the way from X to Y**

(DIS)ADVANTAGES

- **What are the benefits and drawbacks of small-n case studies?**

INTERNAL VALIDITY

- Does the study isolate the effect of the independent variable on the dependent variable?
 - If yes: high internal validity
 - If no: low internal validity
- Case studies tend to have *high* internal validity
 - Researcher knows and understands case very well
 - Case study can uncover complex causal processes

EXTERNAL VALIDITY

- Can we generalize the finding of the study to other settings?
 - If yes: high external validity
 - If no: low external validity
- Case studies often have *low* external validity
 - Not clear if results would be similar if study done in other contexts
 - Limited ability to generalize findings

MULTIPLE METHODS

- **Case studies often performed together with other analyses**
 - **Comparative case study (next topic)**
 - **Large-n statistical analysis (later this semester)**
- **Helps illuminate the causal process behind the findings using these other approaches**

QUALITATIVE STUDIES

- **Small-n studies**
 - **Case studies**
 - **Comparative method**

SPANISH CIVIL WAR



SPANISH CIVIL WAR



Pablo Picasso, *Guernica*

- 1936-1939, Republicans (left-leaning) vs. Nationalists (right-leaning)
- ends with Nationalist victory and dictatorship of Franco
- hundreds of thousands of deaths

SWEDEN IN 1936



Signing of Saltsjöbaden Accord

- 1936: a lot of class conflict between left and right as well
- But: no civil war
- Instead: Negotiation of long-lasting agreement between left and right. Why?

BUFFET

	Bob	Mary
Oyster	Yes	Yes
Beef	Yes	Yes
Salad	Yes	No
Noodles	Yes	Yes
Gotten Sick	Yes	No

BUFFET

	Bob	Mary
Oyster	Yes	Yes
Beef	Yes	Yes
Salad	Yes	No
Noodles	Yes	Yes
Gotten Sick	Yes	No

DIFFERENT BUFFET

	Paul	Julia
Soup	Yes	Yes
Chicken	Yes	No
Shrimp	Yes	No
Homemade Liquor	No	Yes
Gotten Sick	Yes	Yes

DIFFERENT BUFFET

	Paul	Julia
Soup	Yes	Yes
Chicken	Yes	No
Shrimp	Yes	No
Homemade Liquor	No	Yes
Gotten Sick	Yes	Yes

WHAT DID WE JUST DO?

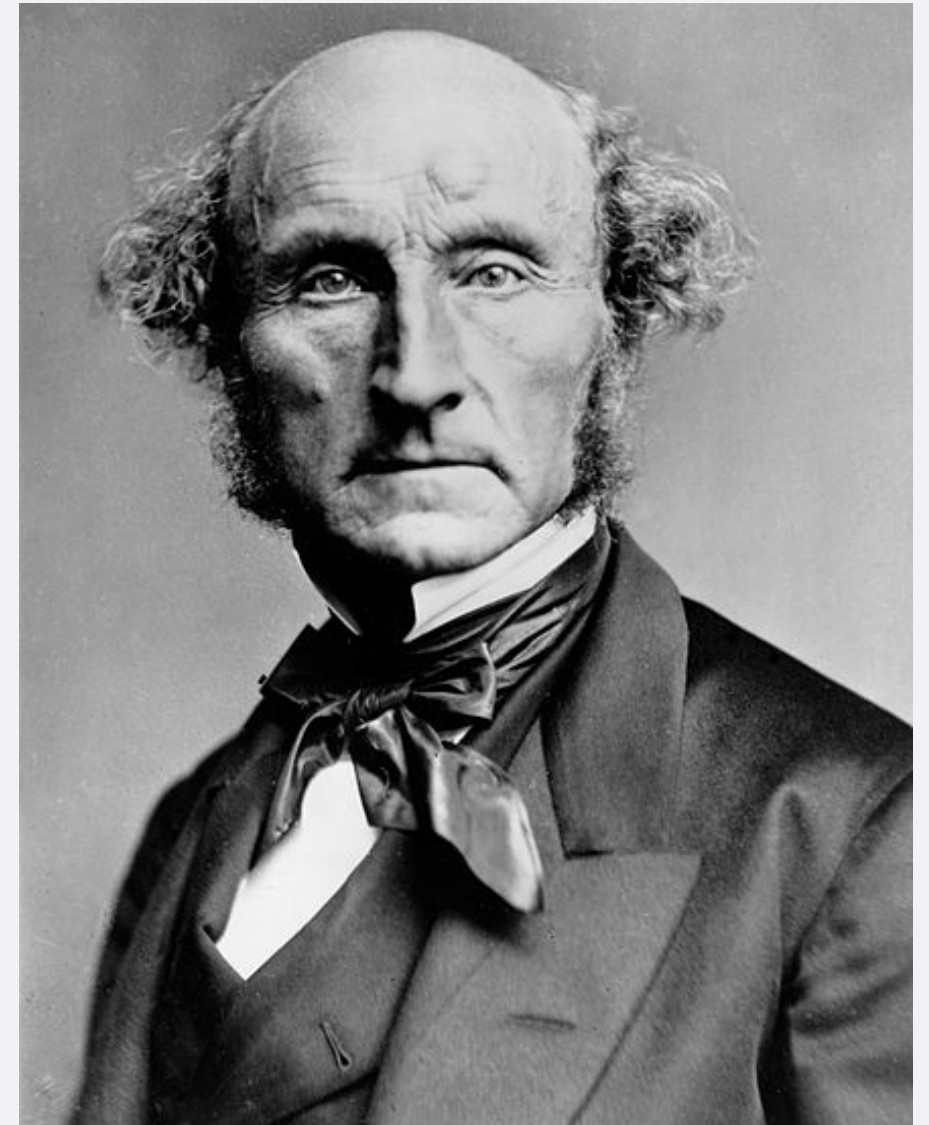
- Using just two cases, we were able to identify which food (independent variable) caused illness (dependent variable)
- At same time, were able to exclude other foods (confounding variables) as causes for illness

HURDLES TO CAUSALITY

- Is there a credible causal mechanism that connects X to Y ?
- Can we rule out the possibility that Y could cause X ?
- Is there covariation between X and Y ?
- Have we controlled for all confounding variables (Z) that might make the association between X and Y spurious?

COMPARATIVE METHOD

- **John Stuart Mill (1806-1873)**
 - *A System of Logic* (1843)
- **Mill's methods**
 - Method of difference
 - "most-similar method"
 - Method of agreement
 - "most-different method"



METHOD OF DIFFERENCE

- Cases where dependent variable is *different* between cases
 - some people are sick, others are not
- Identify independent variable that is different among cases in the same way as DV is

METHOD OF DIFFERENCE

	Bob	Mary
Oyster	Yes	Yes
Beef	Yes	Yes
Salad	Yes	No
Noodles	Yes	Yes
Gotten Sick	Yes	No

METHOD OF AGREEMENT

- Cases where dependent variable is *same* between cases
 - everyone is sick
- Identify independent variable that is also the same among cases

METHOD OF AGREEMENT

	Paul	Julia
Soup	Yes	Yes
Chicken	Yes	No
Shrimp	Yes	No
Homemade Liquor	No	Yes
Gotten Sick	Yes	Yes

TERMINOLOGY

- A bit confusing: called “Method of Difference” *and* “most similar method”
- And “Method of Agreement” *and* “most different method”

METHOD OF DIFFERENCE

- “Method of *Difference*”
 - Called like that b/c *different* value of *dependent* variable, looking for *difference* in values of key independent variable
- “most similar method”
 - Called like that b/c cases are *similar* in everything *except* outcome and independent variable that causes outcome

METHOD OF DIFFERENCE

	Bob	Mary
Oyster	Yes	Yes
Beef	Yes	Yes
Salad	Yes	No
Noodles	Yes	Yes
Gotten Sick	Yes	No

METHOD OF AGREEMENT

- **"Method of *Agreement*"**
 - Called like that b/c *same* value of *dependent* variable, looking for *same* values of key independent variable
- **"most different method"**
 - Called like that b/c cases are *different* in everything *except* outcome and independent variable that causes outcome

METHOD OF AGREEMENT

	Paul	Julia
Soup	Yes	Yes
Chicken	Yes	No
Shrimp	Yes	No
Homemade Liquor	No	Yes
Gotten Sick	Yes	Yes

ANOTHER EXAMPLE

	Student 1	Student 2
Attend Regularly		
Do Readings, Homework		
Go To Office Hours		
Passed Class		

- Most different analysis (method of agreement)

ANOTHER EXAMPLE

	Student 1	Student 2
Attend Regularly		
Do Readings, Homework		
Go To Office Hours		
Passed Class	Yes	Yes

- Most different analysis (method of agreement)

ANOTHER EXAMPLE

	Student 1	Student 2
Attend Regularly	Yes	No
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Go To Office Hours	No	Yes
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- Most different analysis (method of agreement)

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	Student 1	Student 2
Attend Regularly	Yes	No
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- Most different analysis (method of agreement)

ANOTHER EXAMPLE

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Passed Class	Yes	No

- Most similar analysis (method of difference)

ANOTHER EXAMPLE

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Go To Office Hours	No	No
Passed Class	Yes	No

- Most similar analysis (method of difference)

ANOTHER EXAMPLE

	Student 1	Student 2
Attend Regularly	Yes	Yes
Do Readings, Homework	Yes	No
Go To Office Hours	No	No
Passed Class	Yes	No

- Most similar analysis (method of difference)

CIVIL WAR OR HARMONY?



- **Comparative case study commonly used in political science research**
 - Lapuente and Rothstein (2014): "Civil War Spain Versus Swedish Harmony: The Quality of Government Factor". *Comparative Political Studies*.

METHOD OF DIFFERENCE

	Sweden (1936)	Spain (1936)
Outcome	No Civil War	Civil War

METHOD OF DIFFERENCE

	Sweden (1936)	Spain (1936)
Class Conflict	Yes	Yes
Outcome	No Civil War	Civil War

METHOD OF DIFFERENCE

	Sweden (1936)	Spain (1936)
Class Conflict	Yes	Yes
Strong Left Party	Yes	Yes
Outcome	No Civil War	Civil War

METHOD OF DIFFERENCE

	Sweden (1936)	Spain (1936)
Class Conflict	Yes	Yes
Strong Left Party	Yes	Yes
Union Mobilization	Yes	Yes
Outcome	No Civil War	Civil War

METHOD OF DIFFERENCE

	Sweden (1936)	Spain (1936)
Class Conflict	Yes	Yes
Strong Left Party	Yes	Yes
Union Mobilization	Yes	Yes
Politicized Bureaucracy	No	Yes
Outcome	No Civil War	Civil War

COMPARATIVE CASE STUDY

- **Causal hurdle 3: Is there covariation between X and Y?**
 - **Spain and Sweden have different outcome, and there also is a difference in whether politicized bureaucracy existed**

COMPARATIVE CASE STUDY

- **Causal hurdle 4: Have we controlled for all confounding variables (Z) that might make the association between X and Y spurious?**
 - **Sweden and Spain different on the dependent variable, different on the key independent variable**
 - **Similar on other variables (class conflict, left party strength, union mobilization), so they cannot explain the difference in the dependent variable**

COMPARATIVE CASE STUDY

- We can clear these hurdles to causality with just *two cases*
 - Very useful in contexts where we want to explain something important, but have relatively few cases
- But: some caveats

PROBLEM 1

- **Problem 1: Just because there's a variable that follows the pattern does not mean you discovered a causal relationship**

PROBLEM 1

	Grandad	Grandma	Mom	Dad	Nina
Avoided By Mosquitos	Yes	No	Yes	No	No

- An attempt by Nina Weschle, age 4

PROBLEM 1

	Grandad	Grandma	Mom	Dad	Nina
Girl?	No	Yes	Yes	No	Yes
Avoided By Mosquitos	Yes	No	Yes	No	No

- An attempt by Nina Weschle, age 4

PROBLEM 1

	Grandad	Grandma	Mom	Dad	Nina
Girl?	No	Yes	Yes	No	Yes
	Some other things she did not articulate...				
Avoided By Mosquitos	Yes	No	Yes	No	No

- An attempt by Nina Weschle, age 4

PROBLEM 1

	Grandad	Grandma	Mom	Dad	Nina
Girl?	No	Yes	Yes	No	Yes
	Some other things she did not articulate...				
Likes Grim Reaper Hot Sauce	Yes	No	Yes	No	No
Avoided By Mosquitos	Yes	No	Yes	No	No

- An attempt by Nina Weschle, age 4

PROBLEM 1

- **Problem 1: Just because there's a variable that follows the pattern does not mean you discovered a causal relationship**
- **First hurdle: Need to provide argument for why X would cause Y**
 - e.g. using *process tracing*: Lapuente and Rothstein do that in their detailed analyses of Sweden and Spain

PROBLEM 2

- Hurdle 4: Have we controlled for **all** confounding variables (Z) that might make the association between X and Y spurious?

PROBLEM 2

- **Unlikely that politicized bureaucracy is only relevant difference between Spain and Sweden**
 - **e.g. strong Catholic church was a major actor in Spanish civil war**
 - **Catholic church not very strong in Sweden**

PROBLEM 2

	Sweden (1936)	Spain (1936)
Class Conflict	Yes	Yes
Strong Left Party	Yes	Yes
Union Mobilization	Yes	Yes
Politicized Bureaucracy	No	Yes
Strong Catholic Church	No	Yes
Outcome	No Civil War	Civil War

?

PROBLEM 2

- **Potential solution: Add more cases**
 - **Comparative case study can be done with more than 2 cases**

PROBLEM 2

	Sweden (1936)	Spain (1936)	Case 3
Class Conflict	Yes	Yes	Yes
Strong Left Party	Yes	Yes	Yes
Union Mobilization	Yes	Yes	Yes
Politicized Bureaucracy	No	Yes	?
Strong Catholic Church	No	Yes	?
Outcome	No Civil War	Civil War	No Civil War

- One option

PROBLEM 2

	Sweden (1936)	Spain (1936)	Case 3
Class Conflict	Yes	Yes	Yes
Strong Left Party	Yes	Yes	Yes
Union Mobilization	Yes	Yes	Yes
Politicized Bureaucracy	No	Yes	?
Strong Catholic Church	No	Yes	?
Outcome	No Civil War	Civil War	Civil War

- **Another option**

METHOD OF AGREEMENT

- **Method of agreement also used in political science research**
- **Skocpol (1979): "States and Social Revolutions: A Comparative Analysis of France, Russia and China". *Cambridge University Press*.**

METHOD OF AGREEMENT

	France 1789	China 1949	Russia 1917
Outcome	Successful Revolution	Successful Revolution	Successful Revolution

METHOD OF AGREEMENT

	France 1789	China 1949	Russia 1917
Dominant Class With Leverage In State	Yes	Yes	No
Prosperous Economy	Yes	No	No
Autonomous Peasant Community	Yes	No	Yes
Outcome	Successful Revolution	Successful Revolution	Successful Revolution

METHOD OF AGREEMENT

	France 1789	China 1949	Russia 1917
Dominant Class With Leverage In State	Yes	Yes	No
Prosperous Economy	Yes	No	No
Autonomous Peasant Community	Yes	No	Yes
International Pressure For Reform	Yes	Yes	Yes
Outcome	Successful Revolution	Successful Revolution	Successful Revolution

METHOD OF AGREEMENT

	France 1789	China 1949	Russia 1917
Dominant Class With Leverage In State	Yes	Yes	No
Prosperous Economy	Yes	No	No
Autonomous Peasant Community	Yes	No	Yes
International Pressure For Reform	Yes	Yes	Yes
Outcome	Successful Revolution	Successful Revolution	Successful Revolution

METHOD OF AGREEMENT

- **Third causal hurdle: Is there covariation between X and Y?**
 - **Three countries have same outcome, and all experienced international pressure for reform**

METHOD OF AGREEMENT

- **Fourth causal hurdle: Have we controlled for all confounding variables (Z) that might make the association between X and Y spurious?**
 - **Three countries (with same outcome) differ in other relevant independent variables**

METHOD OF AGREEMENT

- **First and second causal hurdle:**
 - **Is there a credible causal mechanism that connects X to Y?**
 - **Can we rule out the possibility that Y could cause X?**
- **This is done through process-tracing when Skocpol examines the three revolutions in detail**

POSSIBLE PROBLEM, AGAIN

	France	China	Russia
Dominant Class With Leverage In State	Yes	Yes	No
Prosperous Economy	Yes	No	No
Autonomous Peasant Community	Yes	No	Yes
International Pressure For Reform Some Other Factor	Yes	Yes	Yes
	Yes	Yes	Yes
Outcome	Successful Revolution	Successful Revolution	Successful Revolution

SMALL-N

- Can expand comparative case study to moderate number of cases
 - Up to 30 or 40
- But: If there are too many potential confounding variables, comparative case study alone not enough

LARGE N AND SMALL N

- **Qualitative studies (small n)**
- **Quantitative studies (large n)**