

## Course Syllabus

Title of the course	<b>Research Seminar</b>		
Title of the Academic Programme	BA programme in Political Science and World Politics		
Type of the course	Core		
Prerequisites			
ECTS workload	2		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	36	76
Course Overview	<p><b>Part 1. Research Design Basics</b></p> <p>The research seminar aims at helping students in their scientific and research activities. The first part of the course deals with the basics of the research: research design composition, literature review, theory and method selection, as well as case selection strategies. Methodological issues are exemplified by the real examples of literature.</p> <p><b>Part 2. Research Methodologies</b></p> <p><b>2.1. Ethnography</b></p> <p>This is a course about studying the power on the ground. In other words, this part of the research seminar aims to help you find your way to study politics “from below”. Ethnography – with its roots in various traditions of anthropology and sociology – implies immersion of a researcher in the world that she studies. We will try to explore how immersion can be beneficial for the study of politics/policy/international relations/development. We will see how assumptions, theories and concepts that might be guiding our research at the start are often transformed in and by the field. The reading list includes a number of interesting political ethnographies as well as more specific pieces on ethnographic methodology, method and research techniques in political science and other relevant disciplines. We will cover principal research methods: (participant) observation, fieldnote writing, and ethnographic interviewing, as well as issues of research ethics and security. We will discuss how to write ethnographies, including often problematic parts on choices of research methods and (self) reflexivity. The fieldwork that you will need to conduct (please see below) will ideally be linked to your broader research interests and will, hopefully, prepare you for a smoother independent ethnographic fieldwork in case you would like to conduct one for your BA final work.</p>		

## 2.2. Qualitative Comparative Analysis (QCA)

QCA also known as Boolean algebra is one of the ways how to circumvent the problems of 'the too few cases and too many variables' and 'the small-N problem'. QCA combines strict logic of causal inference without meeting a large number of frequentists statistics assumptions (e.g. sufficient number of cases, degrees of freedom etc.). QCA draws on deterministic logics instead of stochastic one that opens more opportunities to study complex and intertwined causal relations, mediations and moderation (the so-called 'third variable' problems). Thus, QCA is a mid-way between single case studies and large-N analysis.

During these modules, we will learn about methodological assumptions of QCA, applicability of the method, and rules of results' interpretation. We will use specialized software tailored for QCA in R or R Studio. These modules consist of seven topics covering 15 seminars (30 hours). These topics are listed below.

## 2.3. Text-as-Data

With the advent of new technologies and forms of communication, the modern world began to be characterized by the creation and accumulation of large volumes of very diverse information. Most of the data is stored in text format (for example, scientific articles, posts in social networks, letters, transcripts of speeches, official documents, etc.). Computational methods for text analysis promise to aid at the scale where traditional content analysis is not feasible. This course will be dedicated to the major techniques for mining and analyzing text data to discover different patterns. We will also study some tools for data collection and visualization. The goal of the course is to provide a basic understanding of the proper usage text collections in quantitative analysis. R programming environment will be used as a toolbox for text analysis.

### Intended Learning Outcomes (ILO)

ULO<sub>2</sub>: Able to identify scientific subject  
ULO<sub>3</sub>: Able to solve professional problems based on synthesis and analysis  
ULO<sub>4</sub>: Able to outlines the need for resources and plan its using for solving professional problems  
ULO<sub>5</sub>: Work with information: find, define and use the information from different sources which required for solving of research and professional problems (including the system approach)  
ULO<sub>6</sub>: Able to do research, including the problem analysis, setting goals and objectives, defining the research subject, selecting research methods including its quality control  
PLO<sub>1</sub>: Student is capable of posing research problems relevant to the study of political phenomena and political processes; setting particular research tasks; and putting together a research design  
PLO<sub>2</sub>: Student is capable of choosing research methods appropriate for resolving the professional tasks

	<p>PLO<sub>4</sub>: Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field.</p> <p>PLO<sub>8</sub>: Student is capable of executing applied analysis of the political phenomena and political processes</p> <ul style="list-style-type: none"> <li>- by using political science methods</li> <li>- and in support of practical decision making process</li> </ul> <p>PLO<sub>9</sub>: Student is capable of reporting the results of the information retrieval and analysis, academic or applied research she/he has conducted:</p> <ul style="list-style-type: none"> <li>- in various genres (including reviews, policy papers, reports and publications pertaining to socio-political subject matter);</li> <li>- and depending on the target audience</li> </ul>
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Teaching and Learning Methods	<p><b>Part 1:</b> The first part of the course is oriented towards the development of applied skills, assisting the students in their research activities (course papers, student conferences etc.). Seminars are organized as workshops, with an introductory part from the instructor followed by group discussion, individual and group assignments. Each seminar is devoted to particular parts of the research design: as a home assignments students are asked to develop the research design regarding their own topic of interest.</p> <p><b>Part 2.1:</b> Interactive seminar with discussions of the readings, individual and group in-class assignments. Since this is a practice-oriented research seminar, we will explore benefits and difficulties of doing ethnographic fieldwork through actually doing ethnographic fieldwork. You will need to conduct your own fieldwork, write up and regularly submit field notes, and write an ethnographic final paper (please see detailed instructions below in the assessment part).</p> <p><b>Part 2.2:</b> Seminars are held in interactive ways including discussions, group works, public talks. PCs or laptops are obligatory in the class for work in R. Some seminars are supported by PowerPoint presentations.</p> <p><b>Part 2.3:</b> Theoretical side of the course is centered around reading and discussing a sample of recent papers as case studies. Practical analysis of small to medium-sized text collections is used as a tool to familiarize students with the practical aspects of the methodology of computational text analysis. A set of specially prepared scripts in the R programming language are used as a sample for learning both coding practices and methods of analysis. Students are required to reproduce the analysis presented in the sample script with some modifications.</p>
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Content and Structure of the Course					
№	Topic	Total	Directed Study		Self-directed
			Lectures	Tutorials	

					<b>Study</b>
<b>1.</b>	<b>Research Design Basics</b>	22	0	10	12
1.1	Basics of the Research. Research Questions.	4	0	2	2
1.2	Selecting and Overviewing Literature.	4	0	2	2
1.3	Literature Reviews	6	0	2	4
1.4	Developing a Research Design	4	0	2	2
1.5.	Research Strategies, Methods and Data	4	0	2	2
<b>2.</b>	<b>Research Methodologies (choice of one out of three)</b>				
<b>2.1.</b>	<b>Ethnography</b>	54	0	30	24
2.1.1	Introduction to ethnography	6	0	4	2
2.1.2 – 2.1.3	Two traditions of (political) ethnography	8	0	6	2
2.1.4 – 2.1.5	Ethnographic research design	8	0	4	4
2.1.6 – 2.1.7	In the field	8	0	4	4
2.1.8 – 2.1.9	Writing up ethnographic methodologies	8	0	4	4
2.1.10 – 2.1.12	Writing up research findings	10	0	6	4
2.1.13 – 2.1.15	Discussion and evaluation	6	0	2	4
<b>2.2.</b>	<b>Qualitative Comparative Analysis (QCA)</b>	54	0	30	24
2.3.1	Introduction.	4	0	2	2
2.3.2	Boolean Algebra in Comparative Analysis	4	0	2	2
2.3.3	The Power of QCA in Political Science (classification, hypotheses)	10	0	6	4
2.3.4	Testing Hypotheses in R	18	0	10	8
2.3.5	A Variety of QCA Techniques: MVQSA, FSQCA.	4	0	2	2
2.3.6	Fuzzy Sets	8	0	4	4
2.3.7	Presentation of Students' Projects	6	0	4	2
<b>2.3</b>	<b>Text-as-data</b>	54	0	30	24
2.3.1	Introduction. Digital Footprint Data.	4	0	2	2

	Structure of Scientific Articles.				
2.3.2	Data Collection: structural data (Data Miner)	4	0	2	2
2.3.3	Data Collection: SNS data (Popsters)	6	0	2	4
2.3.4	Introduction: Text Mining. Features of text data.	4	0	2	2
2.3.5	Feature engineering: Regular expressions & Text classification.	4	0	2	2
2.3.6. - 2.3.7	Identifying Characteristic Words: Log-likelihood.	6	0	4	2
2.3.8	Collocations & PMI	4	0	2	2
2.3.9- 2.3.11	Semantic Networks and SNA – 3	10	0	6	4
2.3.12- 2.3.13	Topic Modeling (LDA) – 2	6	0	4	2
2.3.14- 2.3.15	Presentation of Students' Projects	6	0	4	2
<b>Total study hours</b>		76		40	36

#### Indicative Assessment Methods and Strategy

The interim assessment comprises of the following assessment components:

**1) In-Class Participation (G<sub>class</sub>), 25 %** - participation in seminar workshops and contribution to seminar discussions, based on the mandatory readings. In-class participation is evaluated throughout the whole course, hence 25 per cent of the grade comes from the first part of the course and 75 per cent – from the second part.

**2) Research Proposal (G<sub>project</sub>), 25 %** – each student is to prepare a research proposal as an outcome of the first part of the course. The research proposal consists of the several elements which are assessed every week (see home assignments), the final grade for this component is calculated as an average for all assignments.

**3) Final Paper (G<sub>final</sub>), 25 %** - a written group assignment (can be done individually upon request from a student), evaluating students' progress during the second part of the course. The content of the assignment depends on which track from part 2 is chosen.

**Part 2.1 Ethnography:** final paper (of approximately 3000-4000 words) based on an ethnographic fieldwork. Format and content of the fieldwork will be discussed in class during the course weeks 3-4. Fieldwork should be conducted in groups of maximum 4 students but can also be conducted individually subject to prior approval by the instructor. Students should form groups by the course week 4. The instructor will approve topics for each group by the course week 5. Students will need to submit their typed field notes to the instructor

(via email) twice a month during their fieldwork (starting in the module 3). We will discuss your fieldwork process, including your written fieldnotes, in class during the modules 3 and 4. The instructor will appoint discussants for each groups' fieldnotes in order to provide for an adequate peer-review scheme. The final paper should be submitted by the course week 14.

**Part 2.2 Qualitative Comparative Analysis:**

Final paper is a group project of 2000-3000 words based on QCA method. Each group work on a project throughout the course.

**Part 2.3 Text-as-Data:**

For a final paper students are required to select a topic and data of their interest and to perform a whole cycle of data collection, analysis and presentation using methods of computational text analysis. A written report (2000-4000 words), an in-class presentation and peer review are required as a result for each project. The final paper is prepared in groups of up to 4 people or individually. All written work and oral presentations are assessed on a 10-point scale.

**Final Test/Exam (G<sub>final</sub>), 25 %** - a written examination, organized in a form of a test, including closed (multiple choice) and open questions from the whole course: 25 percent of questions are related to part 1 and 75 percent of questions are related to part 2 (depending on which track is chosen).

**Note:** none of the ongoing assessments, except the final test, can be re-taken, as they are supposed to be handed in at particular seminars.

Readings / Indicative Learning Resources

**PART 1 RESEARCH DESIGN BASICS**

Mandatory:

- 1) Approaches and Methodologies in the Social Sciences : A Pluralist Perspective, edited by Porta, Donatella Della, and Michael Keating, Cambridge University Press, 2008.
- 2) Geddes, Barbara. Paradigms and Sand Castles : Theory Building and Research Design in Comparative Politics, University of Michigan Press, 2003.

Optional:

- 1) Knopf, J. W. (2006). Doing a literature review. PS: Political Science & Politics, 39(1), 127-132.
- 2) Van Eck, N., & Waltman, L. (2009). Software survey: VOSviewer, a computer program for bibliometric mapping. Scientometrics, 84(2), 523-538.
- 3) Seawright, J., & Gerring, J. (2008). Case selection techniques in case study research: A menu of qualitative and quantitative options. Political research quarterly, 61(2), 294-308.
- 4) Levy, J. S. (2008). Case studies: Types, designs, and logics of inference. Conflict management and peace science, 25(1), 1-18.
- 5) Blair, G., Cooper, J., Coppock, A., & Humphreys, M. (2019). Declaring

and diagnosing research designs. *American Political Science Review*, 113(3), 838-859.

6) DeFelice, E. G. (1986). Causal inference and comparative methods. *Comparative Political Studies*, 19(3), 415-437.

## **PART 2 RESEARCH METHODOLOGIES**

### **2.1. ETHNOGRAPHY**

#### Mandatory

1) Bayard de Volo, L. and Schatz, E. (2004) "From the Inside Out: Ethnographic Methods in Political Research," *PS: Political Science and Politics*, Vol. 37, no. 2, Pp. 267-71.

2) Harrison, A. K. (2018) *Ethnography: Understanding Qualitative Research*. Oxford: Oxford University Press.

3) Leavy, P. (2014) *The Oxford Handbook of Qualitative Research*. Oxford: Oxford University Press. [selected chapters]

4) Lottholz, P. (2017) "Critiquing Anthropological Imagination in Peace and Conflict Studies: From Empiricist Positivism to a Dialogical Approach in Ethnographic Peace Research", *International Peacekeeping*, Vol. 25, Issue 5: Engaging Ethnographic Peace Research, Pp. 695-720.

5) Shore, C., Wright, S. and Però, D. (Eds.) (2011) *Policy Worlds: Anthropology and the Analysis of Contemporary Power*. Oxford and New York: Berghahn. [selected chapters]

6) Yanow, D. and Schwartz-Shea, P. (2006) *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. M. E. Sharpe Incorporated. [selected chapters]

#### Optional

1) Abu-Lughod, L. (2000) "Locating ethnography", *Ethnography*, Volume 1, Pp. 261-267.

2) Autesserre, S. (2009) "Hobbes and the Congo: Frames, Local Violence and International Intervention," *International Organization*, Vol. 63, Issue 2, Pp. 249-280.

3) Bekmurzaev, N., Lottholz, P. and Meyer, J. (2018) "Navigating the safety implications of doing research and being researched in Kyrgyzstan: cooperation, networks and framing", *Central Asian Survey*. Vol. 37, Issue 1, Pp. 100-118.

4) Fischer, F., Torgerson, D., Durnova, A. and M. Orsini (eds.) (2015) *Handbook of Critical Policy Studies*. Cheltenham: Edward Elgar. [selected chapters]

5) Lie, J.H.S. (2013) "Challenging Anthropology: Anthropological Reflections on the Ethnographic Turn in International Relations", *Millennium: Journal of International Studies*, Vol. 41, Issue 2, Pp. 201-220.

6) Mosse, D. (2005) *Cultivating Development: An Ethnography of Aid Policy and Practice*. London; Ann Arbor, MI.: Pluto Press. [selected chapters]

7) Reeves, M., Rasanayagam, J. and Beyer, J. (eds.) (2014)

*Ethnographies of the State in Central Asia: Performing Politics*. Indiana University Press. [selected chapters]

The instructor may assign additional readings to the seminar optional reading list.

## **2.2. QUALITATIVE COMPARATIVE ANALYSIS**

### Mandatory:

- 1) Berg-Schlosser D., De Meur G. Conditions of Democracy in Interwar Europe: A Boolean Test of Major Hypotheses. *Comparative Politics*, 1994. Vol. 26, No 3. Pp. 253-279.
- 2) Dusa, Adrian. *QCA with R: A Comprehensive Resource*. Springer International Publishing AG, part of Springer Nature 2019.
- 3) Mahoney J. Long-Run Development and the Legacy of Colonialism in Spanish America *American Journal of Sociology*, 2003. Vol. 109, №1. Pp. 50-106.
- 4) Ragin C. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Univ. of California Press, 1987.
- 5) Ragin C. *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Univ. of Chicago Press, 2008.
- 6) Schneider C.Q., Maerz S.F. Legitimation, Cooptation, and Repression and the Survival of Electoral Autocracies. *Zeitschrift für Vergleichende Politikwissenschaft*. 2017. Vol. 11. №2. Pp. 213-235.

### Optional:

- 1) Judge W. Q., Fainshmidt S., Brown III J.L. Which model of capitalism best delivers both wealth and equality? *Journal of International Business Studies*. 2014. Vol. 45. №4. Pp. 363-386.
- 2) Kuehn D., Trinkunas H. Conditions of military contestation in populist Latin America. *Democratization*, 2017. Vol. 24. Pp. 1-22.

A teacher may assign additional optional reading to reading list for seminars.

## **PART 2.3 TEXT-AS-DATA**

### Mandatory

1. *Text Mining with R: A Tidy Approach*. Sebastopol, CA: O'Reilly Media, 2017
2. How old do you think I am?» A study of language and age in Twitter / D.-P. Nguyen [и др.] // *Proceedings of the Seventh International AAAI Conference on Weblogs and Social Media*. AAAI Press, 2013. Pp. 439—448;
3. Bamman D., Eisenstein J., Schnoebelen T. Gender identity and lexical variation in social media // *Journal of Sociolinguistics*. 2014. Vol. 18, № 2. Pp. 135—160.
4. Dunning T. Accurate methods for the statistics of surprise and coincidence // *Computational linguistics*. 1993. Vol. 19. №. 1. Pp. 61-74.
5. Jockers M. L., Mimno D. Significant themes in 19th-century

	<p>literature // Poetics. 2013. Vol. 41, № 6. Pp. 750—769</p> <p><u>Optional</u></p> <ol style="list-style-type: none"> <li>1. Automated Data Collection with R: A Practical Guide to Web Scraping and Text Mining. John Wiley &amp; Sons. 2014.</li> <li>2. Kilgarriff. A. Why chi-square doesn't work, and an improved LOB-Brown comparison. // ALLC-ACH Conference. 1996, Norway</li> <li>3. RASLAN 2008: Recent Advances in Slavonic Natural Language Processing: second workshop on ..., Karlova Studánka, Czech Republic, December 5-7, 2008 : proceedings / P. Sojka, A. Horák (eds.). – 1st ed. – Brno : Masaryk University, 2008. – viii, 102 s. <a href="https://nlp.fi.muni.cz/raslan/2008/raslan08.pdf">https://nlp.fi.muni.cz/raslan/2008/raslan08.pdf</a></li> <li>4. Gorgadze A., Kolycheva A. Mapping Ideas: Semantic Analysis of "PostNauka" Materials // Sociology of Science and Technology. 2018. Vol. 9. No. 1. P. 154-164.</li> </ol>		
Indicative Self- Study Strategies	<b>Type</b>	<b>+/-</b>	<b>Hours</b>
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	12
	Assignments for seminars / tutorials / labs	+	16
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	-	
	Other (please specify)		
	Preparation for the exam		8
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials.		
Facilities, Equipment and Software	A class with a laptop, a film projector and a sound system is required for the seminars.		
Course Instructor	<p>Part 1. Yury Kabanov, senior lecturer (<a href="mailto:ykabanov@hse.ru">ykabanov@hse.ru</a>)</p> <p>Part 2: Ethnography: Dr. Oleg Korneev, Associate Professor (Department of Political Science), <a href="mailto:okorneev@hse.ru">okorneev@hse.ru</a> QCA: Dr. Alexey Gilev, Associate Professor (Department of Political Science), <a href="mailto:agilev@hse.ru">agilev@hse.ru</a> Text-as-Data: Aleksei Gorgadze, Lecturer (Department of Management), <a href="mailto:agorgadze@hse.ru">agorgadze@hse.ru</a></p>		

### **Part 1. Research Design Basics**

#### **Topic 1.1. Basics of the Research. Research Questions.**

The basics of research and inference in political science. Formal requirements to the course papers. Plagiarism. Algorithm and strategy of research. Research question types. Hints for “good” research questions.

*Home assignment:* 1) Make up a topic and (or) a preliminary research question (preferably, but not necessarily, the topic of your course paper) which will be used in the course. Define what area of political science it is related to (e.g. policy analysis, party politics etc.); 2) Make sure you are acquainted with the rules of the course paper preparation (available here: <https://spb.hse.ru/ba/political/vkr>)

#### **Topic 1.2. Selecting and Overviewing Literature.**

Refining and framing the research question. Literature selection methods. Literature databases (WoS, Scopus, Google.Scholar, eLibrary): search queries and meta-data. Scientometrics tools and methods (co-occurrence, co-citation).

*Home assignment:* 1) formulate a search query related to the chosen topic and make up a list of the relevant articles from the Web of Science database. Store the meta-data for the consequent analysis; 2) Using the meta-data stored from the previous assignment and the free open VOSviewer software, develop a co-occurrence or co-citation map of your research domain and describe it (what are the main research topics, approaches or authors in the area)

#### **Topic 1.3. Literature Reviews**

Annotated bibliography. Types and strategies of the literature review. Defining puzzles, research gaps and academic debates. Motivation and state-of-the-art.

*Home assignment:* 1) select a few most important literature items from your field (about 20) and make up a review that can justify your research question. Define a research gap or an academic debate in your field (no more than 7 thousand characters); 2) specify your research question, if necessary.

#### **Topic 1.4. Developing a Research Design**

Specifying the research design. Theories, frameworks and models. Hypotheses and variables. Conceptualization, operationalization and measurement.

*Home assignment:* 1) think of a theory or theories (frameworks) that can be applied to or tested to answer your research question and formulate the hypotheses of your study; 2) conceptualize and operationalize the variables used in your research.

#### **Topic 1.5. Research Strategies, Methods and Data**

Research strategies. Case studies, small-N and large-N strategies. Qualitative and quantitative data and research methods: pros and cons. Possible sources of the empirical data.

*Home assignment:* 1) choose and justify the research strategy for the selected research question. Explain why other strategies are not applicable. Think of what problems you may encounter with using this strategy, as well as the data you will need and the methods to be used; 2) think of a research method (methods) you can use in your research. Justify your choice and explain its main assumptions and limitations.

## **Part 2.1: Ethnography**

### **Topic 2.1.1. Introduction to ethnography**

Ethnography in the family of “qualitative” methods. Ethnographic traditions and schools in anthropology and sociology (British, American and French research traditions). Principal research methods: (participant) observation, fieldnote writing, ethnographic interviewing. Methodology. Role of the researcher: “ethnographic comportment”. Sensibility. (Self)-reflexivity. Ethnographic immersion (and the study of politics).

### **Topic 2.1.2. Two traditions of (political) ethnography**

Interpretivist vs. (neo)positivist epistemology. Standpoints and worldviews. Realist tradition. Advancing truth-claims. Interpretive tradition. Post-modern anthropological thinking on ethnography. Limits of interpretation. “Ethnography lite”. Studying “high” and “low” politics through ethnography. Ethnography in policy studies. Ethnography in post-colonial and (critical) development studies.

### **Topic 2.1.3. Ethnographic research design**

Practices of ethnographic research. Strategy and improvisation. Emic/etic. The field. Making research choices. Major “stumbling blocks” in the research process: (1) selecting a research topic; (2) identifying research locations/settings/sites; (3) data collection: positionality, fieldnote writing and interviewing; (4) data analysis: techniques and sensibilities.

### **Topic 2.1.4. In the field**

Discovering the field: problems of getting in and out of (multiple) fieldwork locations. Methods planned and methods used: adjusting research strategy in the field. “No result” as a result. Problems of access. Relationships to/with “informants”. Feedback. Fear. Surprise. Safety and security.

### **Topic 2.1.5. Writing up ethnographic methodologies**

Presenting ethnographic methodologies. Contextualizing the researcher and the experiences of research (in the field). Description of research steps, context and conditions of the fieldwork. Feminist research. Controversies. Ethnographic self-consciousness:

partiality, reflexivity, critical standpoint, collaborative and action research. Examples of methodological discussions from (political) ethnographies.

### **Topic 2.1.6. Writing up research findings**

Ethnographic writing process: “organizational approach” and “evocative approach”. Data organization. Research reporting. Theme development. Empirical precision and its absence. Example selection. Vignettes. Extended examples. Linking ethnography and theory. The author in the text. Sensibilities. Caveats.

### **Topic 2.1.7. Discussion and evaluation**

Research paradigms and evaluative standards. “Good work” in ethnography. Evaluation and accountability: credibility, coherence, transparency, impact, worthiness. Research “objects” versus research “stakeholders”. Researched community and feedback. Research ethics. Collaborative spirit in ethnography of politics/policy.

## **Part 2.2 Qualitative Comparative Analysis**

### **Topic 2.2.1. Introduction**

The logic of sets according to Ch. Ragin. Necessary and sufficient conditions. Advantages and assumptions of QCA.

### **Topic 2.2.2 Boolean Algebra in Comparative Analysis**

Boolean algebra, conjunction, disjunction procedures, logical OR and AND. Truth tables. Variables’ presentation.

### **Topic 2.2.3. The Power of QCA in Political Science (classification, hypotheses)**

Classifications, hypotheses. Minimization procedures. Causal mechanisms. Using software for QCA. Calibration, the necessity of exogenous criteria. Choosing variables. Working with reminders, controversies and missings.

### **Topic 2.2.4. Testing Hypotheses.**

Calibrating and recalibrating data. Rules of establishing thresholds. Testing Hypotheses.

### **Topic 2.2.5. A Variety of QCA Techniques: MVQSA, FSQCA.**

MVQSA, FSQCA; working with non-dichotomous variables.

### **Topic 2.2.6. Fuzzy Sets**

Working with fuzzy sets. Measures of Consistency and Coverage. Criticism.

### **Topic 2.2.7. Presentation of Students’ Projects**

Students are expected to present their own projects based on their own data and results obtained from the analysis in QCA GUI in R.

## **Part 2.3 Text – as – data**

### **Topic 2.3.1. Introduction. Digital Footprint Data. Structure of Scientific Articles.**

Consideration of various data sources in digital environment. The role of data in scientific articles.

### **Topic 2.3.2. Data Collection: structural data (Data Miner)**

Data Miner is a Google Chrome extension that helps you scrape data from web pages and into a CSV file or Excel spreadsheet. URL: <https://data-miner.io/>

### **Topic 2.3.3. Data Collection: SNS data (Popsters)**

Popsters helps to compare and measure efficiency of posts of any page that you are interested in. URL: <https://popsters.us/>

### **Topic 2.3.4. Introduction: Text Mining. Features of text data.**

Lexicon. Frequency analysis of texts. Zipf's law. Data preparation. Morphological analysis. Stamping and Lemmatization.

*Mandatory reading:*

1. Text Mining with R: A Tidy Approach. Sebastopol, CA: O'Reilly Media, 2017

*Optional reading:*

1. Automated Data Collection with R: A Practical Guide to Web Scraping and Text Mining. John Wiley & Sons. 2014.

### **Topic 2.3.5. Feature engineering: Regular expressions & Text classification**

Feature engineering. Prediction of attributes by words and features. Algorithms of classification. Naive Bayes. Regression Models.

*Mandatory reading:*

6. «How old do you think I am?» A study of language and age in Twitter / D.-P. Nguyen [и др.] // Proceedings of the Seventh International AAAI Conference on Weblogs and Social Media. AAAI Press, 2013. Pp. 439—448;
7. Bamman D., Eisenstein J., Schnoebelen T. Gender identity and lexical variation in social media // Journal of Sociolinguistics. 2014. Vol. 18, № 2. Pp. 135—160.

### **Topics 2.3.6.-2.3.7 Identifying Characteristic Words: Log-likelihood**

Compares the appearance of a word indifferent collections. Log-Likelihood: G-squared. Effect size: Log odds ratio.

*Mandatory reading:*

1. Dunning T. Accurate methods for the statistics of surprise and coincidence // Computational linguistics. 1993. Vol. 19. №. 1. Pp. 61-74.

*Optional reading:*

1. Walker K. Text Mining South Park for Characteristic Phrases // 2016
2. Kilgarriff. A. Why chi-square doesn't work, and an improved LOB-Brown comparison. // ALLC-ACH Conference. 1996, Norway

### **Topic 2.3.8. Collocations & PMI**

Co-occurrence. N-grams. Methods for detecting collocations. "bag of words" model. Collocation measure. logDice. Pointwise Mutual Information Of Pairs Of Items (PMI).

*Optional reading:*

1. RASLAN 2008: Recent Advances in Slavonic Natural Language Processing : second workshop on ..., Karlova Studánka, Czech Republic, December 5-7, 2008 :

proceedings / P. Sojka, A. Horák (eds.). – 1st ed. – Brno : Masaryk University, 2008.  
– viii, 102 s. <https://nlp.fi.muni.cz/raslan/2008/raslan08.pdf>

### **Topics 2.3.9 - 2.3.11. Semantic Networks and SNA**

Semantic Networks. Latent semantic analysis (LSA).

*Optional reading:*

1. Gorgadze A., Kolycheva A. Mapping Ideas: Semantic Analysis of "PostNauka" Materials // Sociology of Science and Technology. 2018. Vol. 9. No. 1. P. 154-164.

### **Topics 2.3.12 - 2.3.13 Topic Modeling (LDA)**

The operationalization of the "topic" concept as a probability distribution vocabulary. Latent Dirichlet allocation (LDA).

*Mandatory reading:*

1. Jockers M. L., Mimno D. Significant themes in 19th-century literature // Poetics. 2013. Vol. 41, № 6. Pp. 750—769

### **Topics 2.3.14 - 2.3.15. Presentation of Students' Projects**

Students are expected to present group projects based on their own text data and results obtained from the analysis in R.

## Intended Learning Outcomes (ILO) Delivering

Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
ULO <sub>2</sub> : Able to identify scientific subject	Seminar discussions and workshops  Research proposal preparation (home assignments)	In-Class Participation assessment  Research proposal assessment  Final exam
ULO <sub>3</sub> : Able to solve professional problems based on synthesis and analysis	Research proposal preparation (home assignments)  Final Paper	Research proposal assessment  Final Paper Assessment  Final exam
ULO <sub>4</sub> : Able to outline the need for resources and plan its using for solving professional problems	Research proposal preparation (home assignments)  Final Paper	Research proposal assessment  Final Paper Assessment  Final exam
ULO <sub>5</sub> : Work with information: find, define and use the information from different sources which required for solving of research and professional problems (including the system approach)	Seminar discussions and workshops  Research proposal preparation (home assignments)  Final paper  Ethnographic fieldwork	In-Class Participation assessment  Research proposal assessment  Final paper assessment  Monitoring of field notes (as part of In-Class Participation assessment)  Final exam
ULO <sub>6</sub> : Able to do research, including the problem analysis, setting goals and objectives, defining the research subject, selecting research methods including its quality control	Research proposal preparation (home assignments)  Final paper  Ethnographic fieldwork	Research proposal assessment  Final exam  Final paper assessment

<p>PLO1: Student is capable of posing research problems relevant to the study of political phenomena and political processes; setting particular research tasks; and putting together a research design</p>	<p>Research proposal preparation (home assignments)</p> <p>Final paper</p>	<p>Research proposal assessment</p> <p>Final paper assessment</p> <p>Final exam</p>
<p>PLO2: Student is capable of choosing research methods appropriate for resolving the professional tasks</p>	<p>Research proposal preparation (home assignments)</p> <p>Final paper</p> <p>Ethnographic fieldwork</p>	<p>Research proposal assessment</p> <p>Final paper assessment</p> <p>Final exam</p> <p>Monitoring of field notes (as part of In-Class Participation assessment)</p>
<p>PLO4: Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field</p>	<p>Research proposal preparation (home assignments)</p> <p>Final paper</p> <p>Ethnographic fieldwork</p>	<p>Research proposal assessment</p> <p>Final paper assessment</p> <p>Final exam</p> <p>Monitoring of field notes (as part of In-Class Participation assessment)</p>
<p>PLO8: Student is capable of executing applied analysis of the political phenomena and political processes - by using political science methods - and in support of practical decision making process</p>	<p>Research proposal preparation (home assignments)</p> <p>Final paper</p>	<p>In-Class Participation assessment</p> <p>Research proposal assessment</p> <p>Final paper assessment</p> <p>Final exam</p>
<p>PLO9: Student is capable of reporting the results of the information retrieval and analysis, academic or applied research she/he has conducted: - in various genres (including reviews, policy papers, reports</p>	<p>Seminar discussions and workshops</p> <p>Research proposal preparation (home assignments)</p> <p>Ethnographic fieldwork</p>	<p>In-Class Participation assessment</p> <p>Research proposal assessment</p> <p>Final exam</p> <p>Monitoring of field notes (as</p>

and publications pertaining to socio-political subject matter); - and depending on the target audience		part of In-Class Participation assessment)
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## Assessment Criteria

### In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	Active participation throughout the seminar, both qualitative and quantitative contribution to the discussion, showing excellent comprehension of the assigned literature, without mistakes or some mistakes (1-2), original thinking and strong evidence of preparation.
«Good» (6-7)	Not constant participation, but the contribution to the discussion is valuable (one detailed answer, or 3-4 short commentaries), some minor mistakes (3-4) are made, showing evidence of preparation to the seminar.
«Satisfactory» (4-5)	The student does not participate in the discussion, but shows a satisfactory level of material comprehension when deliberately asked by a lecturer, with some problems (hesitation) in answering follow-up questions.
«Fail» (0-3)	The student does not show up at the seminar without a good excuse, or shows no material comprehension when asked by a lecturer, not able to answer questions using relevant information.

### Research Proposal

A research proposal is handed in and assessed in parts, as a home assignment for each of the seminar in Part 1. The final grade for the component is calculated as an average of all marks for the home assignments.

Grades	Assessment Criteria
«Excellent» (8-10)	The element of the research proposal is relevant to the chosen topic and done in accordance with the methodological requirements. No mistakes are made regarding the content or formatting. The student proves to be well aware of the required literature and can use it in practice.
«Good» (6-7)	The element of the research proposal is relevant to the chosen topic, and overall complies with the methodological requirements. Some minor mistakes (no more than 3) are committed. The student shows awareness of the required literature and generally uses it in practice.

«Satisfactory» (4-5)	The element of the research is not relevant to the chosen topic, or does not comply with the requirements. More than 3 minor or up to 2 major mistake are committed. The knowledge of the literature is limited.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### Final Paper

Grades	Assessment Criteria
«Excellent» (8-10)	The final paper has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur.
«Good» (6-7)	The final paper responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	The final paper generally addresses the task; the format may be inappropriate in places; displays little evidence of (depending on the assignment) independent thought and critical judgement; includes a partial superficial coverage of the key issues; lacks critical analysis, may make frequent errors.
«Fail» (0-3)	The final paper fails to demonstrate any appropriate knowledge.

### Final Test (Examination)

Final examination questions cover the materials of the course and include closed (multiple choice) and open questions with a short answer. The grade is calculated as number of points obtained for correct answers divided by the total points possible to obtain, multiplied by 10, and then rounded arithmetically.

Grades	Points
10 (excellent)	10
9 (excellent)	9
8 (excellent)	8
7 (good)	7

6 (good)	6
5 (satisfactory)	5
4 (satisfactory)	4
3 (fail)	3
2 (fail)	2
1 (fail)	1
0 (fail)	0

## Recommendations for students and samples

### In – Class Participation

The classes during the research seminar are practically oriented and meant to help students in advancing their research skills. It is expected that students are actively involved into the seminar discussions, workshops and group assignments. It is recommended for the students to read the mandatory literature assigned to each of the seminars and be ready to apply the information to their own research.

### Research Proposal

The research proposal is assessed during part 1 of the course as a series of home assignment, devoted to one or two particular elements of the research proposal. It is recommended to do all the assignments on time, as they cannot be retaken after the deadline. A special module in the LMS is organized for the students to upload their assignments. The proposal shall basically include: (1) the research question; (2) an overview of the literature and a literature review; (3) research design (methodology, strategy, empirical data and methods).

### Final Paper

**Part 2.1. Ethnography:** We will discuss content, format and possible style(s) of the final paper during the seminars. Generally, it is expected that your ethnographic final paper draws on your field notes, including your reflections from the field and upon return from the field. You are advised to relate your writings to theory. You may, however, opt not to do so but such a methodological choice is to be explicitly motivated. The degree of “the presence” of the author(s) in the text is a matter of individual choice. Examples of how a good ethnography looks like are easily found in mandatory and optional readings. I can provide you with specific examples of ethnographies on particular topics, locations, research traditions upon request. You are also very welcome to look for them in the library.

**Part 2.3. Text-as-Data:** The basic requirements for writing the final paper will be discussed at seminars. The teacher is highly recommended to arrange the paper in the format of a scientific article. Students should study the literature in detail on selected topics (looking through Scopus and WoS), choose a scientific journal(s) with similar topics, and follow the publication requirements described in this journal(s). Students should unite based on research interests and related coursework.

### Examination

The exam is held in a form of a written test, which includes two parts (1) questions from part 1, which constitute 25 percent of the test and (2) questions from part 2 (depending on the chosen track), which constitute 75 percent of the test.

### The sample questions for Part 1:

(1) Let’s assume you need to find the international literature on the topic “Political parties in Russia” from 2010 onwards. Write a query for the literature search in Scopus:

(2) What is understood by operationalization:

### **The sample questions for Part 2:**

#### Part 2.1.

(1) What is the difference between positivist and interpretive use of ethnography? Why is this difference important for ethnography and, in particular, for political ethnography? Please use at least one example from each tradition/approach to support your argument.

(2) What is reflexivity and why is it important for an ethnographic research?

#### Part 2.3. Text-as-Data

(1) Name quantitative text features that were used in stylometry for authorship detection, in the order of their historical appearance.

(2) What quantitative feature characterizing texts is necessary for text classification task?

## **Annex 4**

### **Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.