Comparative and historical methods are a hybrid of qualitative and quantitative methods. They often look at the development of societies over longer periods of time and often compare different cultures, countries, or regions. As such, these methods are an amalgam of methodologies. In this course we will cover the basics of comparative research, historical methods, and some newer applications of quantitative methods to history and comparisons. In four of five areas, these methods will be coupled with computer programs that have made comparative and historical methods much more incisive and complex. Pure historical methods will involve the use of public documents and archives. After an introduction to the course, we will cover the following five areas.

**Area 1: The Base – Millsean and Cultural Methods:** The method of difference, method of agreement, indirect method of difference, and the method of concomitant variation are the terms that John Stuart Mill used in his approach to inductive logic. They fit the comparative method well since making decade to centuries long comparisons, as the late Charles Tilly called them in *Big Structures, Large Processes, Huge Comparisons* (1989). These methods, while often presumed or hidden in classical sociological works like Barrington Moore’s *The Social Origins of Dictatorship and Democracy* (1965), require the selective application of control to non-experimental findings. We will review these methods as they apply to small ‘n’ studies like two country comparisons and up to five country analyses.

**Area 2: Historical Methods and Sequencing with a short introduction to NVIVO.** The field of history has its own methods and many sociologists have brought sociological theory to this field and developed it in a number of ways. Most significantly, social history and sequencing have emerged as distinct fields in and of themselves. In this section, we will review the differences between the technical analysis of primary and secondary sources, how to navigate archives and government documents, and the nature of historical interpretation. This section also focus on how lawyers, journalists, and private detectives find data from public and other more hidden and even invasive sources. We will have a brief overview of how NVIVO can be used as a textual analysis tool in this section.

**Area 3: Qualitative Comparative Methods with Boolean Analysis and Fuzzy Sets using FSQCA.** Charles Ragin in *The Comparative Method* (1987) revolutionized the application of the comparative method to small ‘n’ studies. His comparison of variable-based and case-based analysis has laid out some fundamental differences in method. He then synthesizes them in a number of new concepts such as “multiple conjunctural causation” and applies them in his own program – Qualitative Comparative Method (QCA) – to analyze five to twenty countries or cases. Ragin then extended his methods from Boolean algebra to fuzzy set analysis. This makes his approach an even more powerful tool that allows a richer dialogue between ideas and evidence than previously offered.

**Area 4: Social Networks and Institutional Analysis using UCINET.** Social network analysis tries to connect the actors in a field or institution. In the micro-context, social network analysis may look at people or organization’s strong and weak ties. In a macro-context, world systems theory puts countries and industries into a global political and economic network. More specifically, it constructs global commodity chains to connect the global production of profit and power. This section will look at how global, institutional and local networks are constructed and analyzed. We will use the UCINET program developed by Steven Borgatti in the Business College to analyze these networks.

**Area 5: Cross-Sectional, Pooled, Event, and Multi-level Analyses using STATA.** More formal quantitative methods can create a skeleton of historical structure around which the flesh and organs of institutional and historical
detail can be located. Cross-sectional analysis provides a systematic test of comparative hypotheses of the same theory. Time-series analysis makes each case’s story much more systematic in its application and brings time-ordering through lags and autocorrelation into question. Pooled time and place methods have become much more sophisticated lately, and they put collapse time-space distancing. And event history places a unique event into statistical focus. Multi-level analysis is new to comparative-historical methods, but will have a big place in future analyses as North America with its component parts of three countries and over 80 states and the European Union with 30 countries and hundreds becomes an increasing object of analysis. This section of the course will use STATA to analyze a number of problems.

COURSE REQUIREMENTS:

A. PRESENTATIONS: Each student will be expected to make two presentations, one on the first part of the course and one on the second. The following topics are available for presentations and students should select their topic within the first two weeks of class:


Part II: Social network analysis using summary measures, measuring strong and weak ties, measuring structural holes, and comparing networks (e.g., block modeling). Regression techniques using cross-sectional analysis, time-series analysis, hierarchical linear modeling, and pooled-time-and-cross-sectional analyses.

B. PROPOSAL OR PROSPECTUS: Students will be expected to prepare two proposals or prospectuses, one on the first set of methods (Millsean, Boolean, and historical methods), and the other on the latter two methods (social networks and statistical time & space methods). Your proposals may lay the basis for an NSF dissertation grant.

* PROPOSAL for a MA Thesis, or
* PROSPECTUS for a Ph.D. Dissertation.

The research proposals should be a minimum of 15 double-spaced pages long with additional appendices for a budget and time-line. The two proposals should have the following format:

Title Page with an Attractive Title, your name and address, and label for Proposal/prospectus 1 or 2.

(1) Introduction:
   (a) The essence of the problem or puzzle,
   (b) An indication of why it is important (answer the “who cares?” question)
   (c) A tentative thesis statement (most likely to be changed).

(2) The Past research and theory connected to this problem.

(3) The theory that you will use in your study.

(4) Your methods of analysis
   (a) Your research design
   (b) Your methodology and possible use of computer programs.

(5) Your Data:
   (a) Data sources including quality (primary and/or secondary)
   (b) Possible biases and difficulties.

(6) Hypotheses and Discussion:
   (a) Your tentative Hypotheses
   (b) What the data would look like if they supported your theory.
   (c) What the data would look like if they did not support your hypotheses.

(7) Conclusion:
   (a) How you believe your study will solve your problem or puzzle
   (b) Your impact on sociological theory and your area of specialization.
   (c) Future research.

(8) Appendix 1 with a budget (not included in page limit) ½ p.

(9) Appendix 2 with a time-line laid out concerning how long each phase of the
The two proposals or prospectuses do not need to be on different topics. You can possibly (but not automatically) use much of your problem and theory sections from the first proposal for the second one. However, the methods and hypotheses must be very different.

C. PARTICIPATION: Seminar members are expected to participate in each seminar session. Participation may be the least during introductory lectures, but will increase during discussion sessions.

D. GRADE BREAKDOWN:

- **20%** PRESENTATIONS: Two 15-20 minute presentations on an area.
  - 10% for first part of the course.
  - 10% for the second part of the course.

- **60%** PROPOSALS OR PROSPECTUS: Two 15 page proposals (MA students) or prospectuses (Ph.D. students) for each group of methods covered in the class.
  - 30% for proposal or prospectus one (Areas II and III).
  - 30% for proposal or prospectus two (Areas IV and V).

- **20%** PARTICIPATION: Overall participation in class and performance on in-class Problems and assignments.
  - 10% for the first part of the course.
  - 10% for the second part of the course.

BOOKS: The following books will be used.


THE COURSE

OVERVIEW OF COMPARATIVE HISTORICAL APPROACHES

Tuesday, January 17th


AREA 1: THE BASE IN MILLSEAN AND CULTURAL METHODS

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, January 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lecture &amp; discussion on method of agreement</td>
</tr>
<tr>
<td>Tuesday, January 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lecture &amp; discussion on method of difference and indirect difference</td>
</tr>
<tr>
<td>Tuesday, January 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Problem sets for methods of similarity, difference &amp; indirect</td>
</tr>
<tr>
<td>Tuesday, February 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Problem sets for methods of agreement, difference &amp; indirect</td>
</tr>
<tr>
<td></td>
<td>Cultural methods &amp; institutional theory</td>
</tr>
<tr>
<td></td>
<td>Cultural Methods &amp; institutional theory</td>
</tr>
</tbody>
</table>

A. Millsean Methods:


B. Institutional Theory – Where do Data and Variables Come From?


b. Research a more current comparative/historical scholar to outline and present upon.

For example: Charles Tilly, Theda Skocpol, John Stephens & Evelyne Huber, Lynn Hunt, Robert Wuthnow, and others that are approved by the instructor.

Use the Skocpol text as an example.
AREA 2: HISTORICAL METHODS AND SEQUENCING

Tuesday, February 14th
Lecture & discussion on Archival Methods
Sequencing of events.

Tuesday, February 21st
Visit to documentary source
Visit to archive

A. Archival and Private Collection Methods:

B. Documentary Methods and Audit Trails:


C. Cause and Sequencing Analyses:


D. Guides and Websites for Archives: Find one American and one foreign archives and describe them.

1. American Archives:
Warth, Terry. 1984. Eighteenth Century Titles in Special Collections and Archives Department at the University of Kentucky Library. University of Kentucky Administrative Section, King Library. Lexington, KY.

2. Other Country Archives:

3. Archival Websites:
National Archive of Germany, Bundesarchiv http://www.bundesarchiv.de
Library of Congress, Portals to the World, directory to archives and libraries throughout the world.
http://www.loc.gov/rr/international/portals.html
Libraries and Archives Canada http://www.collectionscanada.gc.ca
National Archives Archival Research Catalogue http://www.archives.gov/research/arc/
National Archives of the United Kingdom.
http://www.tvw.org/media/archives.cfm.
Director of Corporate Archives in the United States and Canada.

E. Computer Programs:
Schrodt, Philip. 2009. TABARI: Textual Analysis by Augmented Replacement Instructions, Version 0.67.
# AREA 3: QUALITATIVE COMPARATIVE METHODS AND FUZZY SETS

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, February 28th</td>
<td>Lecture &amp; discussion on Boolean Methods</td>
</tr>
<tr>
<td>Tuesday, March 6th</td>
<td>Lecture &amp; discussion on fuzzy sets</td>
</tr>
<tr>
<td>Tuesday, March 6th</td>
<td>Problem sets on Boolean methods</td>
</tr>
<tr>
<td>Tuesday, March 6th</td>
<td>Computer session with hands-on QCA experience</td>
</tr>
</tbody>
</table>

## A. Boolean Algebra:

## B. Fuzzy Sets:
* Heidelberg.

## C. Computer Programs:

http://www.u.arizona.edu/~cragin/fsQCA/

---

**FRIDAY, MARCH 9TH. TURN IN FIRST PROPOSAL/PROSPECTUS**

---

**SPRING BREAK**

March 10th to March 18th, 2012
### AREA 4: SOCIAL NETWORKS AND INSTITUTIONAL ANALYSIS

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, March 20th</td>
<td>Lecture &amp; discussion on social network methods</td>
</tr>
<tr>
<td>Tuesday, March 27th</td>
<td>Lecture &amp; presentations on social networks</td>
</tr>
<tr>
<td></td>
<td>Presentation on social networks</td>
</tr>
<tr>
<td></td>
<td>Problem sets for methods of similarity, difference &amp; indirect</td>
</tr>
<tr>
<td></td>
<td>Conceptualizing programs using social networks.</td>
</tr>
<tr>
<td>Tuesday, April 3rd</td>
<td>Computer session using UCINET</td>
</tr>
</tbody>
</table>

#### A. Network Methods and Interpersonal Networks:

#### B. Macro-Networks of Political Economy and World Systems Theory:

#### C. Computer Programs:

http://www.analytictech.com/ucinet/
AREA 5: TIME-SERIES, POOLED, AND MULTILEVEL ANALYSES

Tuesday, April 10th
Lecture & discussion on cross-sectional methods
Lecture & discussion on time-series methods
Lecture & discussion on pooled methods

Tuesday, April 17th
Lecture & discussion on event history & multi-level methods

Tuesday, April 24th
Computer session on STATA

A. Cross-Sectional and Time-Series Analysis

1. Methods:


Brockwell, Peter & Richard Davis. 2003. Introduction to Time Series and Forecasting.


2. Application:


B. Pooled Time-series Analysis:

1. Methods:


2. Application:
*Hicks, Alexander. 1994. “Social Democratic Corporatist Model of Economic Performance in the Short-


C. **Event History Analysis:**


D. **Multi-level Analysis – The European Union, NAFTA America, and the Far East:**


Hox, Joop. 2002. Multilevel Analysis: Techniques and Applications (Quantitative Methodology Series)


E. **Computer Programs:**


_________. Longitudinal Data / Panel Data. [XT] STATA Press: College Station, Texas.


---

**FINALS WEEK**  **TUESDAY, MAY 1ST.**  **TURN IN SECOND PROPOSAL/PROSPECTUS.**