**SPINAKER Winter School course**

**Case Study Analysis**

**Course description**

The aim of this course is to give participants a working understanding of case study methods, focusing in particular on process-tracing. Case study methods are essentially within-case methods that enable claims to be made about how outcomes are produced in a concrete case. The aim of the course is to enable the participants to develop designs that can be used to answer questions about how a course is causally related to an outcome by identifying how they are causally related. The course further introduces to various techniques that allow the participants to use evidence to test whether the explanations holds in a particular case. Finally the course introduce to case selection techniques by presenting the rationale and logics behind case selection in case study methods.

**Subject’s learning outcomes**

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| **Outcomes in terms of** | **Examination methods** |
| **Knowledge – Student knows and understands:** |  |
| * Basics of case study methods * Theorizing explanations of particular outcomes * How to evidence within-case claims * How relevant cases can be selected and how claims can be generalized | Active participation and home assignment |
| **Skills – Student can:** |  |
| Design and conduct case studies | Active participation and home assignment |
| **Social competences – Student is ready to:** |  |
| Participate in groupwork and be active in class discussions | Active participation |

**Calculation of ECTS points**

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| --- | --- | --- |
| **Activity form** | **Activity hours\*** | |
| Lecture | 6 | |
| preparation for classes | 15 | |
| preparation for the exam | 5 | |
|  | | |
| **Student workload** | **Hours**  20 | **ECTS**  1 |
| **Workload involving teacher** | **Hours**  6 | **ECTS**  1 |

\*hour means 45 minutes

**Course advanced**

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| **Activities** | **Examination methods** |
| Lectures, discussions and group work | Active participation and home assignment |

**Study content**

1. Session 1 – introducing case study methods. The first session of the course will introduce how case study methods differ from variance-based and more interpretive methods. After a short lecture, we will discuss key differences across methodologies.

Obligatory readings:

* Beach, Derek, and Jonas Gejl Kaas. (2020) ‘The Great Divides: Incommensurability, the Impossibility of Mixed-Methodology and What to Do about It.’ International Studies Review, 22(2): 214–235.
* Beach, D (2022) 'Process-Tracing Methods in Social Science. 2nd version' Oxford Research Encyclopedias of Politics: Qualitative Political Methodology. Oxford University Press. DOI: 10.1093/acrefore/9780190228637.013.176 [sections 1-3].

1. Session 2 – theorizing and evidencing. The second session deals with the use of theory in case study methods and how they can be evidenced. We will first discuss the types of theoretical claims and the role of theory in case study methods – focusing on process tracing. This will be followed by a discussion of relevant evidence in case studies. Groupwork will use the article by Olesen & Pedersen and Winward and as an illustration of how process tracing case study can look like.

Obligatory reading:

* Beach and Pedersen (2019) Process-tracing methods. 2nd Edition, Ann Arbor: University of Michigan Press. Chapter 3, 5.
* Olesen & Pedersen (forthcoming) Speak like a liberal, act like a realist? A look behind the curtain of Denmark’s decision to participate in the NATO intervention in Kosovo. (Under review in International Studies Quarterly)
* Winward, M. (2021). Intelligence Capacity and Mass Violence: Evidence From Indonesia. Comparative Political Studies, 54(3–4), 553–584. <https://doi.org/10.1177/0010414020938072>

1. Session 3 – selecting cases and the challenge of generalization. The third session deals with case selection, and how to assess whether findings from a set of cases can travel to other, non-studied cases. The focus is on understanding why ‘typical’ (positive) cases of a cause and outcome are usually selected, as well as briefly introducing the use of comparative methods to assess whether claims from case studies can travel.

Obligatory reading:

* Beach, D (2022) 'Process-Tracing Methods in Social Science. 2nd version' Oxford Research Encyclopedias of Politics: Qualitative Political Methodology. Oxford University Press. DOI: 10.1093/acrefore/9780190228637.013.176 [section 4]

**Literature**

**Obligatory**

* Beach, Derek, and Jonas Gejl Kaas. (2020) ‘The Great Divides: Incommensurability, the Impossibility of Mixed-Methodology and What to Do about It.’ International Studies Review, 22(2): 214–235.
* Beach, D (2022) 'Process-Tracing Methods in Social Science. 2nd version' Oxford Research Encyclopedias of Politics: Qualitative Political Methodology. Oxford University Press. DOI: 10.1093/acrefore/9780190228637.013.176 [sections 1-3]
* Beach and Pedersen (2019) Process-tracing methods. 2nd Edition, Ann Arbor: University of Michigan Press. Chapter 3, 5.
* Olesen & Pedersen (forthcoming) Speak like a liberal, act like a realist? A look behind the curtain of Denmark’s decision to participate in the NATO intervention in Kosovo (Paper uploaded via learning platform)
* Winward, M. (2021). Intelligence Capacity and Mass Violence: Evidence From Indonesia. Comparative Political Studies, 54(3–4), 553–584. <https://doi.org/10.1177/0010414020938072>
* Beach, D (2022) 'Process-Tracing Methods in Social Science. 2nd version' Oxford Research Encyclopedias of Politics: Qualitative Political Methodology. Oxford University Press. DOI: 10.1093/acrefore/9780190228637.013.176 [section 4]