**Syllabus of an educational component of a degree programme**

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| Name of unit conducting a component | ***Doctoral School of Social Sciences*** |
| Name of an educational component | Qualitative Comparative Analysis |
| Language of education | English |
| Goals of education | Qualitative comparative analysis is increasingly popular as a methodological option in the social scientists’ toolkit. It allows for a rigorous analysis of relations between conditions and outcome and is instrumental in achieving diverse goals of comparative research designs: a) describing cases b) creating typologies and c) investigating causal relations.  Students will learn how to design research with the use of set-theoretic methods, especially qualitative comparative analysis |
| Learning outcomes of an educational component | Student knows the basics of qualitative comparative analysis  Student knows how to apply case-oriented methodology in the context of a research project  Student is ready to discuss research projects involving case-oriented methodology |
| Verification methods and assessment criteria of learning outcomes obtained by students | Preparing a research design with the use of qualitative comparative analysis |
| Type of an educational component (obligatory/optional) | *Optional* |
| Year of study | 1st,2nd, 3rd |
| Semester | Summer |
| Name and surname of the coordinator of a component and/or person/s conducting a component | KRUPNIK, Seweryn, dr |
| Name and surname of person/s conducting an examination or granting credit in the case when this sposóis other person than conducting a component | KRUPNIK, Seweryn, dr |
| Manner of completion | *The course will include short lectures and workshops during which students will work on their research projects.* |
| Preliminary and additional requirements | *Students should have a basic understanding of the social science methodology.* |
| Type and number of hours of courses requiring  direct participation of academic staff and students, if in a given component such courses are included | Lecture plus workshop = 15 h |
| Number of ECTS credits assigned to a component | *2* |
| Balance of ECTS credits | *Participation in the class – 15 h*  *Reading literature – 20 h*  *Working on the research project outside the class – 20 h* |
| Applied teaching methods | * *short presentation* * *case studies* * *working on a research project* * *group discussion*   *.* |
| Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of courses included in a given component | Students are expected to:   * actively participate in the class; * design research with the use of qualitative comparative analysis. |
| Content of an educational module (with division into forms of courses completion) | * Introduction to case-oriented methodology * Set-theory * Introduction to qualitative comparative analysis * Defining research questions * Articulating outcome and conditions * Calibration * Analytical moment of QCA * Interpretation and presentation of results |
| List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component | Mandatory readings:   * Schneider CQ, Wagemann C. 2012 Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis. Cambridge University Press * Hinterleitner, M., Sager, F. and E. Thomann. 2016. The Politics of External Approval: Explaining the IMF’s Evaluation of Austerity Programs. European Journal of Political Research 55(3): 549–567   Supplementary readings:   * Coffey, 2015, Mid-Term Evaluation Report Independent Evaluation of the Africa Regional Empowerment and Accountability Programme (AREAP) * Kocór, M., Worek B., 2017, Porównawcza analiza jakościowa w ewaluacji wpływu opartej na teorii (w:) J. Pokorski, Z. Popis. T. Wyszyńska, K. Herman-Pawłowska (red.) Ewaluacja oparta na teorii w złożonym otoczeniu społeczno-ekonomicznym. Polska Agencja Rozwoju Przedsiębiorczości. Warszawa, 37-56. * Rihoux, B., Rezsöhazy, I. and Bol D., 2011, Qualitative Comparative Analysis (QCA) in Public Policy Analysis: an Extensive Review, German Policy Studies, Vol. 7, No. 3, 9-82 * Rihoux, B., De Meur, G., 2008, Crisp-Set Qualitative Comparative Analysis (csQCA), 2009, (in:) [Configurational Comparative Methods: Qualitative Comparative Analysis (QCA) and Related Techniques](https://methods.sagepub.com/Book/configurational-comparative-methods) B. Rihoux, Ch. Ragin * Schneider CS, Rohlfing I, 2013, "Combining QCA and Process Tracing in Set-Theoretic Multi-Method Research", Sociological Methods & Research, 42(4) 559-597 * Speer, J., Basurto, X., 2012, Structuring the Calibration of Qualitative Data as Sets for Qualitative Comparative Analysis (QCA), Field Methods 24(2), 155-174 |