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|  **Doctoral Programme****Course Unit Outline 2021/22** |
| **Unit code:**  | **BMAN 80062** |
| **Title:** | **Comparative Case analysis** |
| **Credit rating:** | **5** |
| **Semester:** | 2 |
| **Course Coordinator** **contact details:** | Dr Laszlo CzabanAMBS, Room 6.004, laszlo.czaban@manchester.ac.ukPlease arrange a meeting if you need one |
| **Other staff involved contact details:** | None |
| **Co-requisites:** | None |
| **Restrictions:** | None. This course can also be taken for audit purposes only.  |
| **Maximum number of students**  | None |
| **Special Notes:** | Attendance for students unregistered to the course is possible after discussing it with the course co-ordinator. |
| **Aims & Objectives (Learning outcomes)** |

Students will be able to:

 Understand the use of truth tables in CCA

 Understand the use of fuzzy sets in CCA

 Understand the evolution of CCA

 Position the methodology the context of qualitative and quantitative methodologies

 Understand the limitations (theoretical, methodological and epistemological) of this methodology

 Apply the concepts and methodologies for their own research even if CCA is not directly applied.

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| **Content** |

The first part of the workshop opens with the problem of inferential reasoning and the consequences of this problem to methodology (both qualitative and quantitative methodologies). It discusses the attempts to overcome the problem in different approaches, and how CCA can be positioned in this context.

Following from this it, the workshop will discuss the technical elements of the methodology (truth tables and Boolean statistics) and how it is related to create a qualitative version of statistical analysis for phenomena where there are many inter-related variables, and a limited number of outcomes, and a limited number of cases.

It covers the introduction of the fuzzy sets in CCA as a solution to the problems with binominal approaches, and also highlights the limitations of this approach.

The final part utilises a published article that will be used for a class discussion on the implications of utilising the methodology for a complex phenomenon, and draw general conclusions from this.

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| **Employability** |

The ability of understanding and utilising truth tables, and comparative case analysis should help the students in:

 Engaging with various theoretical frameworks and studies

 Combine qualitative and quantitative methodologies while being aware of the epistemological issues

 Having a heightened awareness of different approaches to fields related or unrelated to the student’s direct research interest.

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| **Methods of delivery** |
| **Lectures** | One 5-hour workshop |
| **Seminar/Tutorial/Workshop/Lab Hours** |  |
| **Private Study** |  |
| **Directed Reading** |  |
| **Total Study Hours** |  |
| **Attendance** |

Attendance is not monitored, auditing students are welcome.

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| **Syllabus and Teaching Schedule** |

The schedule is detailed in the Content section.

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| **Reading List** |

Ragin, C. (1987): *The Comparative Method: Beyond Qualitative and Quantitative Strategies*, Berkeley: UoC Press

Ragin, C. (2000): *Fuzzy-Set Social Science*, Chicago: CU Press

Kogut, B. (2010): Qualitative comparative analysis of social science data pp. 139-182 in Morgan et al (eds): *The Oxford Handbook of Comparative Institutional Analysis*, OUP

Further reading will be provided during the session (depending on the specialisation and interests of the participants). There will also be a discussion article that utilises CCA and the students are expected to read it before the workshop.

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| **Assessment** |

**Assessment is for those requiring unit credits (please make this clear to the tutor at the start of the elective)**

If any student requires credit for the workshop, he or she would have to write a 1,500 assignment on evaluating a published article that uses CCA. The assignment should be structured by the following questions:

1. What is the problem that the article attempts to solve?
2. What is the logic that the arguments follow?
3. How it is justified by the methodology?
4. Does the methodology raise questions that are not addressed in the article?
5. If you were the editor, would you publish the article (does it contribute to knowledge)?

The assignment is due on the 10th June 2021.

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| **Marking Process** |

The marking of any assignment would follow the reduced step marking process with sufficient formative feedback provided.

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| **Feedback** |

Feedback to the assignment would be provided within 15 working days.

Prior to submission students may set up a meeting with the course co-ordinator to discuss the progression in the analysis.

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| Date coursework feedback will be returned |
| 10th of June, 2022 |

**Methods of Feedback from Students/Course Unit Survey**

Apart from the survey, students are given opportunities to discuss the theoretical or practical issues emerging from the workshop and/or the organisation of the workshop.