

CALL FOR PROPOSALS: Teaching Qualitative Methods in Political Science
APPLICATION DEADLINE: Midnight Sunday, October 1

A Virtual Teaching & Learning Symposium
November 3, 4, and 17, 2023

The American Political Science Association's (APSA) Teaching and Learning program is pleased to announce a call for proposals for a small cohort of political scientists to participate in a virtual teaching and learning symposium in November 2023. APSA's teaching symposia provide a workshop environment where people with similar goals can come together to share their own practices and research related to teaching and to create new pedagogical materials.

[Shamira Gelbman](#) (Wabash College), [Sebastian Karcher](#), and [Colin Elman](#) (Syracuse University, Qualitative Data Repository and Center for Qualitative and Multi-Method Inquiry) will co-facilitate this virtual symposium.

This symposium's three objectives are:

1. To provide an inclusive space where participants can build supportive relationships with other faculty interested in teaching qualitative methods to undergraduate students in political science;
2. To present and discuss class activities, readings, or assignments that best teach and introduce qualitative methods in political science to students/in the classroom; and
3. To contribute teaching resources to a collection on teaching qualitative methods to be shared on [APSA Educate](#).

Qualitative research methods are increasingly important in political science but nevertheless remain relatively under taught, especially at the undergraduate level. Political science researchers have continued to enrich and to expand the boundaries of qualitative methods, while PhD departments and partnered institutions further develop digital platforms to make qualitative data sets more accessible to others and programs increase graduate and faculty training. Yet, at the same time, undergraduate qualitative methods training and resources receive limited disciplinary attention. This virtual teaching symposium brings together political science scholar-educators to share and develop pedagogical tools, resources, and strategies showcasing unique and emerging approaches to teaching undergraduate qualitative methods.

We understand qualitative methods expansively, incorporating the wide range of epistemologies, research design, data collection, and data analysis practices that populate multi-method work in political science. Applicants should have experience or interest in teaching political science qualitative methods to undergraduate students in some form. This does not mean that applicants must have taught a stand alone undergraduate qualitative methods course. Rather, applicants need only to incorporate or be interested in incorporating qualitative methods in any political science undergraduate course.

We encourage applications from political science faculty at all stages of their careers and from a range of institutions, including universities and two- and four-year colleges. International scholars and advanced graduate students are encouraged to apply. Presentations are short, allowing for significant discussion from the group, in a workshop-style atmosphere.

Topics may include but are not limited to:

- Strategies to teach qualitative methods in introductory political science courses
- Best practices for introducing qualitative methods to undergraduates via the study of emerging and understudied social science topics such as:

- social media; environmental policy; youth movements; intersectional politics; politics of marginalization and/or inclusion; applied politics; social mobilization
- Experiential and active teaching approaches introducing qualitative social inquiry to political science students.
- Approaches that introduce working with qualitative data, either collected by students or from existing digital data repositories such as Presidential Libraries or the Qualitative Data Repository into the undergraduate classroom
- Courses and assignments that ask undergraduate students to conduct civically engaged research on the local, state, federal, or international political process via qualitative social inquiry.
- Assignments, reading lists, or other tools for introducing undergraduate students to both ethical and safe qualitative social inquiry research and the preservation of data sets.
- Approaches to making introductory level graduate qualitative methods classes accessible and useful to upper-level undergraduate students, for example by offering a track with revised reading and assignment loads.)

Preliminary Virtual Symposium Schedule:

- Friday, November 3 and Saturday, November 4: Approximately 4-5 hour sessions for individual presentations and discussion
- November 4-November 17: small groups work on resources on their own time.
- Friday, November 17: an approximately 2-3 hour session to share group resources and provide feedback.
- An exact schedule will be shared once participants are selected. Exact times will be selected to best accommodate time zones of selected participants, but are typically eastern time zone afternoons.

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Proposals should be submitted online [here](#) and include:

- Recent CV, including detailed information on teaching experience
- 250-word abstract summarizing the resource or topic you plan to present at the symposium
- 250-word description of your motivation and goals for participating in the symposium
- Brief description of your institution and how teaching political science qualitative methods fits into your department's curriculum.

Successful applicants will be notified by mid-October. Course registration fees (\$35) may be paid online in advance of the workshop. For more information, see our [FAQs](#) and/or contact teaching@apsanet.org or write Bennett Grubbs at bgrubbs@apsanet.org with any questions.