

Al-Farabi Kazakh national university

Faculty of History

Department of World History, Historiography and Source Study

APPROVED

At the meeting of the Academic Council of the Faculty of History

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Dean of the faculty  Baigunakov D.S.



96387 Case study as historical method

Specialty "8D02206-History"

5 credits, day time study

Almaty, 2025

The program for the final exam was compiled by: Doctor of Historical Sciences Professor Sultangalieva G.S.

Developed on the basis of the educational program "8D02206-History".

Considered and recommended at the meeting of the Department of World History, Historiography and Source Studies

on "September 27, 2025", protocol No. 1

Head department _____ Mursabekova R.S.

Chairman of the academic committee
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"05. 09. 2025", protocol No. 1

Introduction

Mastering the educational program in the direction of doctoral studies "8D02206-History".

In accordance with the state educational standard and academic policy, the final control is completed in the form of an exam.

Only those students who, according to the curriculum and working study plan, completed the process of training in the discipline and scored the required number of points, are admitted to the final control. The exam is held within the time limits established by the academic calendar and working curriculum.

Students who received an unsatisfactory grade are allowed to transfer the final control only on a paid basis - after re-studying the discipline with payment of the credit. An appeal is foreseen. A student who received an unsatisfactory grade (25-49 points, FX) can retake the exam. Medical documents submitted after receiving an unsatisfactory evaluation will not be considered.

It is not allowed to transfer the exam in order to increase the grade.

Exam questions are checked and approved.

The program is loaded into the "Univer" system.

I. Rules for conducting the final exam:

1. Control exam is conducted in written form.
2. Control of the examination is carried out with the help of video surveillance cameras and teachers on duty.
3. Total number of examination questions — 9; The exam system "Univer" automatically generates 3 questions.
4. The duration of the exam is 2 hours.
5. Examining committee performs examination of written works of students.

II. The regulations for the final exam:

1. The exam is held according to the approved schedule.
2. According to the rules of taking the exam, the student must come to the classroom 30 minutes before the start of the exam.

III. Exam results:

1. After checking the written work by the examination committee, the teacher enters the scores into the "Univer" system.
2. In the final report of the "Univer" system, students' scores are reflected within 48 hours.
3. Exam results can be reviewed on the basis of recordings from video surveillance cameras.
4. In case of violation by the student of the rules of taking the exam, his results will be canceled.

THEMATIC PROGRAM FINAL CONTROL

Theoretical foundations for studying the problem of modern literature.

One major feature of case study methodology is that different methods are combined with the purpose of illuminating a case from different angles: to triangulate by combining methodologies. Qualitative and interpretive research have in common a holistic approach to the research subject, but with differing time perspectives.

Correlational research, on the other hand, shares with qualitative research a focus on naturally occurring circumstances, but is dependent on quantitative data. Experimentation is also dependent on quantitative data, but with the requirement that the researcher must be able to manipulate isolated variables. The relation between case study and history requires special attention. Case study methodology is developed within the social sciences. A prerequisite of the development of case study methodology was the focus on contemporary events characteristic of the social sciences. Within research in the field of architecture and planning, an artefact often serves as a focus of attention. When a physical artefact is the case (houses or housing areas, for instance, instead of an individual or a social group) the gap between case study and history tends to diminish. An artefact is a carrier of its history. The context of design and the context of use may be separated in time, but are often equally important to the understanding of the case of an artefact. In architectural research, when the case is a physical artefact, case studies often become more or less historical case studies.

The characteristic features of case study's methodology.

A case study and normally, history focus on one case, but simultaneously take account of the context, and so encompass many variables and qualities. As this method emphasizes historical analysis, this method is taken as a means of knowing and understanding the past life of a social unit. It is characteristic of case study methodology that the boundaries, and often even the focus of the case, change through the research process. Also, a case study focusing on a particular phenomenon might be read as an investigation of different phenomenon.

The Roles of case study research for building theory.

How is a case for study selected? The case might be given and studied with an intrinsic interest in the case as such. In such a case the researcher has no interest in generalising his or her findings. The researcher focuses on understanding the case. If the findings are generalised, it is done by audiences through "naturalistic generalisation". Personal documents and life history documents are referred as important sources of data for case study method. Advantages and disadvantages of case studies. Case study might be interesting, for example, in the process of which subject comprehends an authentic text. The researcher should explore the strategies of reading, must observe the subject within its environment.

Purposes of case studies and the historical method.

The alternative to an intrinsic case study is a purposefully or analytically selected case. A case may be purposefully selected in virtue of being, for instance, information-rich, critical, revelatory, unique, or extreme (as opposed to cases selected within a representational sample strategy used in correlational research) (Stake 1995, Patton 1990). If a case is purposefully selected, then there is

an interest in generalising the findings. Strengths and weaknesses of the case study method. Case studies involve analysis of small data sets, such as one or two companies, that may lead the researcher to gain some insights about trends in relevant industries.

The case study method involves detailed, holistic investigation (for example, all aspects of a company) and can utilise a range of different measurement techniques (the case study researcher is not limited to any one methodological tool).

Specific roles of the method of case study.

How are generalisations made from a single case? Generalisations from cases are not statistical, they are analytical. They are based on reasoning. There are three principles of reasoning: deductive, inductive and abductive. Generalisations can be made from a case using one or a combination of these principles. When a generalisation is based on the deductive principle, the procedure is similar

to an experiment: a hypothesis is formulated, and testable consequences are derived by deduction. By comparing the expected findings, which are deduced from a theory and a case, with the empirical findings, it is possible to verify or falsify the theory. As a result it is possible to define the domain within which the theory is valid more exactly. Cases that are pivotal to the theory are selected. The testing of the theory is comprised of the emulation of experimental method in a naturalistic setting. From a theory and the facts of a case, generalisations are drawn concerning the domain of the theory. This model of the way in which generalisations are drawn from a case is developed by Robert Yin. A second mode of generalisation is achieved through induction. In case studies this is done through inductive theory-generation, or conceptualisation, which is based on data from within a case. The result is a theory normally consisting of a set of related concepts. According to Grounded Theory, this is the way in which generalisations are made. Determine and Define the Research Questions. Three categories of case study: exploratory, descriptive and explanatory

The Case Study and synthesized methods: research context.

The essence of case study methodology is triangulation, the combination on different levels of techniques, methods, strategies, or theories. Case studies develop through the mastery of such combinations. The division between history and case study is often uncalled for when the case is an artefact. Case studies with a stronger methodological influence from historical research will probably develop: historical case studies in which case study methodology and history combine. The combination of qualitative and quantitative approaches is well established in case studies, but nonetheless, the differing quality standards — regarding truth, applicability, consistency, and neutrality — in qualitative and quantitative research are difficult to codify. The principal issue of the debate: how we may generalise from a case. Maybe we will see case studies where the different modes of generalisation are explicitly combined.

A research design has the following components:

- The study's questions
- The study's propositions
- The study's units of analysis
- The logic linking the data to the propositions
- The criteria for interpreting findings.

Case study and anthropological approach.

Case study research in social/cultural and linguistic anthropology consists of intensive periods of ethnographic field work, which are then written up and analyzed. Such case studies, termed ethnographies, are central to anthropology as a discipline. Studying a case poses challenges since it involves more variables than data points. Some approaches are more suitable than others. The choice of an approach will depend not only on the context but also on the research objective. Research approaches can also complement each other. Ethnography literally means to “write (or represent) a culture.” Ethnographers look for patterns, describe local relationships (formal and informal), understandings and meanings (tacit and explicit), and try to make sense of a place and a case in relation to the entire social setting and all social relationships. They also contextualize these in wider contexts (e.g., the wider economy, government policies, etc.). While a full-fledged ethnography typically demands long-term engagement in the field, ethnographic case studies can be conducted over shorter spans of time to explore narrower fields of interest to help generate hypotheses. But the critical feature of ethnography — seeking to contextualize the problem in wider contexts — also extends to ethnographic case studies. Methods of data analysis in qualitative research. Collect Data in the research field Data collection is emergent in case study research. That means what the researcher learns from the data collected at one point in time often is used to determine subsequent data collection.

Features of application of methods of data collection in case study

Illustrative Case Studies are descriptive; they utilize one or two instances to show what a situation is like. This helps interpret other data, especially when there is reason to believe that readers know too little about a program. These case studies serve to make the unfamiliar familiar, and give readers a common language about the topic. The chosen site should be typical of important variations, and contain a small number of cases to sustain reader's interest. Exploratory Case Studies are condensed case studies, undertaken before implementing a large-scale investigation. Where considerable uncertainty exists about program operations, goals, and results, exploratory case studies help identify questions, select measurement constructs, and develop measures; they also serve to safeguard investment in larger studies. The greatest pitfall in the exploratory study is prematurity: the findings may seem convincing enough to be released inappropriately as conclusions. Other pitfalls include the tendency to extend the exploratory phase, and inadequate representation of diversity. The Case Study and Survey Methods: research context. The Survey method: Strengths and Weaknesses. On the mutual exclusivity of case studies and surveys. What can the qualitative data analyst learn from a text? Here qualitative analysts may have two different goals. Some view analysis of a text as a way to understand what participants “really” thought, felt, or did in some situation or at some point in time. The text becomes a way to get “behind the numbers” that are recorded in a quantitative analysis to see the richness of real social experience. Other qualitative researchers have adopted a hermeneutic perspective on texts—that is, a perspective that views a text as an interpretation that can never be judged true or false. The meaning of a text, then, is negotiated among a community of interpreters, and to the extent that some agreement is reached about meaning at a particular time and place, that meaning can only be based on con-sensual community validation.

From a hermeneutic perspective, a researcher is constructing a “reality” with his or her interpretations of a text provided by the subjects of research; other researchers, with different backgrounds, could come to markedly different conclusions.

Identify the problem. Explain why the problem is important. How was the problem identified? Was the process for identifying the problem effective? Challenges and how they were used. Beyond results. Each difference reflects the qualitative data analysts' orientation to in-depth, comprehensive understanding in which the analyst is an active participant as compared to the quantitative data analysts' role as a dispassionate investigator of specific relations among discrete variables:

- A focus on meanings rather than on quantifiable phenomena

- Collection of many data on a few cases rather than few data on many cases
- Study in depth and detail, without predetermined categories or directions, rather than emphasis on analyses and categories determined in advance
- Conception of the researcher as an “instrument,” rather than as the designer of objective instruments to measure particular variables
- Sensitivity to context rather than seeking universal generalizations
- Attention to the impact of the researcher’s and others’ values on the course of the analysis rather than presuming the possibility of value-free inquiry
- A goal of rich descriptions of the world rather than measurement of specific variables

Cross-cultural comparison and case study

Cross-cultural research is a scientific method of comparative research which focuses on systematic comparisons that compares culture to culture and explicitly aims to answer questions about the incidence, distributions, and causes of cultural variation and complex problems across a wide domain, usually worldwide. Such questions include: What are the patterns of coherence and sources of coherence in the practices, beliefs, social roles, norms, expressions, and forms of organization and conflict in a) human communities? b) Other forms of groups? c) Other extra-community trajectories?

-How much of that coherence is due to a) Common history, language, identity? b) Common or recurrent modes of adaptation to recurrent human problems? c) recurrent consistencies in how language, discourse and expression, social and d) Roles, norms and organizations constructed into shared cultures?

-What are the patterns of decoherence and disjuncture, misunderstanding and conflict that arise given the a) multiplicity and overlapping of cultures? and b) cleavages and disjuncture of cultures? A principle (theory) is generated from facts in the case. Conceptualisation from facts in a case to theory.

Microhistory and case study research

A case is synthesized from facts in the case and a principle (theory) The (re)construction of a case. From facts and a theory to a case. In recent years, the academic school of so-called Life Writing emerged, wherein the ‘exceptional typical’ is considered as representative of certain groups. Life writers bring into the limelight discriminated groups of people, by using autobiographical documents of those discriminated people as a reliable source, without critical examination of these sources.⁶ So a diary of a disabled person according to Life writers tells us something about all people with disabilities and all homosexuals, regardless of their historical context. Life writers from all over the world, especially in the United States, with backgrounds in cultural studies, gender studies, comparative literature, sociology and psychology are studying individual lives on the basis of autobiographical documents. Microhistorians like the Finnish historian Matti Peltonen regard the difference between the ‘exceptional typical’ and the ‘exceptional normal’ rather as an incentive to study phenomena that previously were not subjected to investigation, potentially to trace homogenous patterns that are significant in mapping a social environment.

Biographical research and case study

Biographical method. Biographical research. Historians are not interested in simply charting the course of individual lives, but in examining those lives in dialectical relationship to the multiple social, political, and cultural worlds they inhabit and give meaning to. What is now called the “new biography” first appeared in the 1990s. Its practitioners have been especially influenced by feminist, postmodern, and race theorists. The biographical form may become a favored one for twenty-first-century historians because it offers a way of transcending the theoretical divide between empiricist social history and linguistic-turn cultural history without sacrificing the methodological or epistemological gains of either.

Literature:

- Kenneth E. Bock *Comparative Studies in Society and History* Vol. 8, No. 3 (Apr., 1966), pp. 269-280
- Lukic, Jasmina/ Jakab, Eniko (2007) *Beyond Humanities: Narrative methods in interdisciplinary perspectives.*
- Beech, George, "Prosopography" in *Medieval studies: an introduction*, ed. James M. Powell, Syracuse University Press, 1992.
- *The turn to biographical Methods in Social Science, Comparative Issues and Examples*, London, New York 2000
- Bal, Mieke 1997. *Narratology: Introduction to the Theory of Narrative.* Toronto: University of Toronto Press.
- Ricoeur, Paul *Narrative Time.* In W. J. T. Mitchell (ed.) *On Narrative.* Chicago: The University of Chicago Press. 1981. 165-186
- *Why Narrative? Hermeneutics, Historical Understanding, and the Significance of Stories.* *Journal of Narrative and Life History* 1997, 169–176.

Internet resources

1. <http://elibrary.kaznu.kz/ru>
2. MOOC / video lectures, etc.
3. Academ.edu Software 1. Mendel

This exam program is designed to provide students with a thorough understanding of the complexities of population dynamics and their implications for development, equipping them to address contemporary challenges in the field.

CRITERIAL RUBRICATOR TOTAL CONTROL

Subject: **Case study as historical method**

Form: orally (offline)

Platform: IS Univer

Criterion	"Excellent"	"Good"	"Satisfactory"	"Unsatisfactory"
First question	27-33 score	20-26 score	14-19 score	0-13 score
Understanding Theories and concepts of professional identity and professionalism of a teacher	Deep understanding of theories, concepts of professional identity and teacher professionalism. Relevant and relevant links (citations) to key sources are provided.	Understanding theories, concepts of professional identity and teacher professionalism. Links (citations) to key sources are provided.	Limited understanding of theories, concepts of professional identity and teacher professionalism. Limited references (citations) to key sources are provided.	Superficial understanding / lack of understanding of theories, concepts of professional identity and professionalism of the teacher. Relevant references (citations) to key sources are not provided.
Second question	27-33 score	20-26 score	14-19 score	0-13 score

Awareness of key issues of professional identity and professionalism of teachers in Kazakhstan	Links well the key concepts of professional identity and teacher professionalism with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).	Links the concepts of professional identity and teacher professionalism with the context of Kazakhstan. Supports arguments with evidence from empirical research.	Limited connection of the concepts of professional identity and professionalism of teachers with the context of Kazakhstan. Limited use of evidence from empirical research.	There is little or no connection between the concepts of a teacher's professional identity and the context of Kazakhstan. Little or no use of empirical research.
The Third question	27-34 score	20-26 score	14-19 score	0-13 score
The ability to apply and evaluate in practice theoretical knowledge and methodology of historical science problems	Offers sound policy and/or practical recommendations, proposals for improving the professional identity and professionalism of teachers in Kazakhstan.	Offers some policy and/or practical recommendations, proposals for enhancing the professional identity and professionalism of teachers in Kazakhstan	Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow.	Little or no policy and practice advice, or advice of very low quality.
Letter, APA style	The writing demonstrates clarity, conciseness and correctness. Strictly follows the APA style.	The letter demonstrates clarity, conciseness and correctness. Basically follows the APA style.	The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style.	The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style.