Syllabus CONF 610– Distance Learning Course
Research and Inquiry in Conflict Resolution
Fall 2014
Distance Learning Course

Meeting place: Blackboard 9.1
Weekly schedule: Each week runs Monday-Sunday from August 25 - December 7th.
Instructor: Pamela Creed, PhD
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Please contact me by email if you'd like to make a phone appointment.
Please call without an appointment only if your question or concern requires immediate attention and would not appropriately be addressed through email.

Course Description

In the study of conflict and peace, we must wrestle with profound questions regarding human nature. Some of these questions are conceptual (e.g., What is positive peace?). Others ask us to build theory to explain human behavior (e.g., Why do civil wars break out and why are some longer and more violent than others)? Still others demand that we evaluate the success of conflict resolution efforts (e.g., Do truth and reconciliation commissions actually encourage reconciliation in divided communities?). Yet our answers to these challenging questions cannot solely be theoretical or we risk alienating ourselves from the real world that inspired these questions. We instead rely on research to help us explain human behavior, test whether our theories correspond to reality, evaluate programs, and discover new puzzles that require explanation. And in conflict studies, unlike other disciplines, we utilize the full gamut of research methods available in the social sciences and humanities. That diversity of approaches presents exciting opportunities but can also provoke bewilderment to students new to the field.

This class is thus meant to smooth your immersion into the world of conflict and peace research. We will first discuss how to ask good questions about conflict and build new answers to those questions. Then, we'll define the major approaches to knowledge in conflict and peace studies, discussing how they identify valid knowledge (epistemology), the nature of the world and the causes of conflict (ontology), and the means by which research is conducted (methodology). Along the way, we will pause to consider carefully the ethics of social research and how to write effectively about research.

The objectives of CONF 610 are therefore to develop your familiarity with research concepts and tools, improve your ability to critically evaluate research in the field, and assist you in identifying research methods that will inform your own research.

Assigned reading includes methodological texts as well as articles that represent research with a particular method. Seminar discussions via Blackboard of these texts will focus on how the authors generated a research question; how they set up their research de-

signs; what methods they employed and why to answer their research questions; whether they achieved their goals; and the benefits, limitations, ethics, and politics of each approach. Throughout the course class sessions will include attention to hands-on research activities and students will have an opportunity to conduct small scale conflict research.

Course Logistics

This course will use a distance learning format; the primary meeting space will be on Blackboard 9.1; and we will use other means of keeping in touch such as: email, telephone, and Skype. This is a rigorous course divided into 5 modules. Each module lasts 3 weeks. In each module:

- you will read about 150 - 200 pages and discuss the material with your classmates
- view assigned videos or mini-lectures
- accomplish on-line seminars and quizzes
- work on assignments to be submitted through Blackboard according to the assignment schedule.

Though the delivery method is different, it should take you the same amount to time as a typical course. You should **expect to spend 8 to 10 hours on coursework each week** (this includes the time you would have spent in a classroom). It is critical to keep up with module requirements. I will provide a folder for each module in our Blackboard course to specify required activities and assignments (available by clicking on 'Course Contents' on the course menu in Blackboard).

Blackboard (Available on August 24, 2014)

We will use Blackboard 9.1 for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site regularly.

Access Blackboard 9.1 by following these steps:

1. Go to http://mymason.gmu.edu.

2. Login using your NETID and password,

3. Click on the 'Courses" tab.

4. Double-click on **CONF-610-DL1 (Fall 2014**) under the "Blackboard 9.1 Course" heading.

Instructor-Student Communication

I will respond to your emails within 48 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder. Before sending an email, please check the following (available on your Blackboard course menu) **unless the email is of a personal nature**:

1.   Syllabus

2.   Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
3.   Blackboard videos on how to use Blackboard features

4.   Blackboard Q&A, and

5.   Technology Requirements.

Mason EMAIL

- Mason requires that Mason email be used for all courses. I will be sending messages to your Mason email and you are re-sponsible for making sure you have access to these messages.
- You may forward your Mason email to other accounts but always use your Mason e-mail when communicating with me to allow verification of your identity.
- You are required to check your Mason email account regularly and to keep your mailbox maintained so that messages are not rejected for being over quota.
- When you email me, you can expect a response within 48 hours. If I am going to be away from email for more than two days, I will send an announcement to the class.

- When you email me, be sure to include **CONF610** at the beginning of the subject heading to alert me that I have received a message from one of my online students.
  ·
Participation
  Netiquette For Online Discussions [1]

Our discussion should be collaborative, not combative; you are creating a learning environment, sharing information and learning from one another. Respectful communication is important to your success in this course and as a professional. Please re-read your responses carefully before you post them so others will not to take them out of context or as personal attacks. Be positive to others and diplomatic with your words and I will try my best to do the same. Be careful when using sarcasm and humor. With-out face-to-face communications your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued.

Technology Requirements for this Course

Hardware:

You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and to a fast and reliable broadband Internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required to take a distance education course consider and allow for:

1. the storage amount needed to install any additional software and

2. space to store work that you will do for the course.

If you are considering the purchase of a new computer, please go to http://compstore.gmu.edu/pdfs/TechGuide.pdf to see recommendations.

Software:

This course uses Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See supported browsers and operating systems. Log in to myMason to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use Acrobat Reader, Flash, Java (Windows), and Windows Media Player, QuickTime and/or Real Media Player. Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free at http://antivirus.gmu.edu.

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch http://support.apple.com/kb/Vl54?viewlocale=en_US about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Hardware or software required for this course or program may be available for purchase at Patriot Computers (the University's computer store that offers educational discounts and special deals).

Student Responsibilities

MasonLive/Email:
Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. For accessibility and privacy, the university, school, and program will send communications to students solely through their Mason email account—students should respond accordingly (See https://thanatos.gmu.edu/masonlive/login).

Patriot Pass
Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. [See https://password.gmu.edu/index.jsp].

Students with Disabilities
Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See http://ods.gmu.edu/).

Academic Integrity
Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. [See http://academicintegrity.gmu.edu/distance].

Honor Code and Virtual Classroom Conduct:
Students must adhere to the guidelines of the George Mason University Honor Code (See http://oai.gmu.edu/honorcode/).

We value critical thinking and therefore, it is imperative that students read the assigned books and articles prior to the class with a critical eye. Active thought, quality of inputs, and a conflict resolution attitude should be your guiding principles.

Work Ethic
CONF 610 is designed as a collaborative learning experience. It is important that students participate in every class and that they contribute actively to groups and class discussions. Please participate enthusiastically in group activities while respecting the opinions and valuing the work of other group members. You will be disappointed in this class if you focus on individual effort alone.

However, any individual work should be strictly your own. Presenting another's work as your own (plagiarism) will result in a zero grade for the assignment. Also, please let me know how your final paper relates to your previous academic work—it is a problem if you just recycle a previously-written paper. While a powerful tool, please use the internet with caution. Reference your sources, resist the temptation to cut and paste material into your own work, and use independent validation of the information where appropriate.

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**

University Policies
Students must follow the university policies. [See http://universitypolicy.gmu.edu].

Responsible Use of Computing
Students must follow the university policy for Responsible Use of Computing. [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing].

University Calendar
Details regarding the current Academic Calendar. [See http://calendar.gmu.edu].

University Catalog
The current university catalog. [See http://catalog.gmu.edu].

Student Services

Writing Center:
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. (See http://writingcenter.gmu.edu). ESL Help: The program was designed specifically for students whose first language is not English who feel they might benefit from additional, targeted support over the course of an entire semester. (See http://writingcenter.gmu.edu/?page_id=10).

University Libraries:
University Libraries provides resources for distance students. (See http://library.gmu.edu/distance).

· **Counseling and Psychological Services**

· The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu].

· **Family Educational Rights and Privacy Act (FERPA)**

· The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See http://registrar.gmu.edu/privacy].

Required Readings

The following books are required and can be purchased in the Arlington branch of the GMU Bookstore or from online booksellers.

Required Texts:

- Robson, Colin. 2011. Real World Research. 3rd Edition. John Wiley & Sons Ltd. ISBN-13: 978-1405182409. "Robson" in the syllabus.

- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed). Thousand Oaks, Calif: Sage Publications.*

All additional chapters and articles can be found online or in a folder for additional readings on the BB site.

Additional Chapters:
All the chapters below are available through the Library's e-reserve system or online.

#1 Angela Veale, Aki Stavrou, *Former Lord`s Resistance Army Child Soldier Abductees: Explorations of Identity in Reintegration and Reconciliation,* Peace and Conflict: Journal of Peace Psychology, Volume: 13 Number: 3 Aug, 2007. Page(s): 273-292. (e-reserve)

#2 Donna Henderson, Eaaron Henderson-King; Bryan Bolea; Kurt Koches; Amy Kauffman, *Seeking Understanding or Sending Bombs: Beliefs as Predictors of Responses to Terrorism,* Peace and Conflict: Journal of Peace Psychology, *Volume: 10 Number: 1 2004. Page(s): 67-84. (e-reserve)*

#3 Babbie, Earl. 2010. *The Practice of Social Research*. New York, NY: Wadsworth, Cengage Learning. pp. 1-28. Online: http://www.cengagebrain.com/content/9781133794882.pdf

#4 Ibrahim Kira, Thomas Templin, et al, *Effects of Torture: Two Community Studies,* Peace and Conflict: Journal of Peace Psychology, Volume: 12 Number: 3 Sept, 2006. Page(s): 205-228. (e-reserve)

#5 Tal Litvak-Hirsch, et. al., "Whose House is this? Dilemmas of Identity Construction in the Israeli-Palestinian Context" *Peace and Conflict: Journal of Peace Psychology,* 9 (2): 127-148. (e-reserve)

#6 Locke, Spirduso, Silverman. 2007. Chapter 1: "The Function of the Proposal," pp 3-22, in *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals,* 5th ed., Sage Publications. (e-reserve)

#7 Locke, Spirduso, Silverman. 2007. Chapter 3: "Developing the Thesis or Dissertation Proposal: Some Common Problems," pp 41-61, in *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals,* 5th ed., Sage Publications.

Please refer to the following schedule and list of readings in order to complete the correct required readings for each module. This is a 15 week course organized into 5 modules.

Module I: Introduction to Social Research and Inquiry
(3 Weeks)   August 25 - September 14

Readings: Robson, Chapters 1,2,15
                       Creswell, Chapters 1,4
                       Babbie, Earl. 2010. *The Practice of Social Research.* New York, NY: Wadsworth, Cengage Learning. pp. 1-28.
                       Online: http://www.cengagebrain.com/content/9781133794882.pdf

                       Locke, Spirduso, Silverman. 2007. Chapter 3: "Developing the Thesis or Dissertation Proposal: Some Common Problems," pp 41-61, in *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals,* 5th ed., Sage Publications.
                       Model Proposal

Module II: The Question, Purpose and Literature Review
(3 Weeks)   September 15 - October 5

Readings: Robson, Chapters 3, 4
                       Creswell, Chapters 2, 3, 5, 6, 7

                       Angela Veale, Aki Stavrou, *Former Lord`s Resistance Army Child Soldier Abductees: Explorations of Identity in Reintegration and Reconciliation,* Peace and Conflict: Journal of Peace Psychology, Volume: 13 Number: 3 Aug, 2007. Page(s): 273-292. (e-reserve)

                       Donna Henderson, Eaaron Henderson-King; Bryan Bolea; Kurt Koches; Amy Kauffman,
                       Seeking Understanding or Sending Bombs: Beliefs as Predictors of Responses to Terrorism, Peace and Conflict:
                       Journal of Peace Psychology, *Volume: 10 Number: 1 2004. Page(s): 67-84. (e-reserve)*

Module III: Research Design: Flexible Design
(3 Weeks)   October 6 - October 26

Readings: Robson, Chapters 6, 11, 13, 14, 17, Part IV and Part V: pages 399-412,
Creswell, Chapter 9
Tal Litvak-Hirsch, et. al., "Whose House is this? Dilemmas of Identity Construction in the Israeli-Palestinian Context", *Peace and Conflict: Journal of Peace Psychology,* 9 (2): 127-148.

Recommended Reading: Robson Appendix B

Module IV: Research Design: Fixed Design and Mixed Methods
(3 Weeks)   October 27 - November 16

Readings: Robson, Chapters 5, 7, 10,12, 17
Creswell, Chapters 8, 10
 Ibrahim Kira, Thomas Templin, et al, *Effects of Torture: Two Community Studies,* Peace and Conflict: Journal of Peace Psychology, Volume: 12 Number: 3 Sept, 2006. Page(s): 205-228.

Module V: Writing the Proposal and Pilot Study
(3 Weeks)   November 17 - December 7
Readings: Robson, Chapters 18
Locke, Spirduso, Silverman. 2007. Chapter 1: "The Function of the Proposal," pp 3-22, in *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals,* 5th ed., Sage Publications.
Model Proposal
Model Pilot Study

Course Overview

- In addition to the required readings there is a seminar and a quiz due for each module. See the course schedule below for the assigned activities.

- There are other significant assignments outlined below. You will find these assignments on Blackboard where you will post your creative responses or links to them, as appropriate.

- It is important to complete all work on schedule, but if there are extenuating circumstances; such as sickness, family issues, or religious observances that conflict with our schedule, please let me know as soon as possible—I will try to accommodate your needs. *A late submission, without my approval, cannot be given a grade of A.*

- There are five seminars, one for each module. You are expected to post an initial input, addressing the prompt, on the 2nd Monday of each module and follow-up posts to two other students' inputs by the 3rd Monday. Seminar posts cannot be made up after the seminar closes. Each seminar will close at the end of the 3rd Monday of each module.

- The major assignment for the course will be the research proposal and pilot study report. This project, taken together, comprises 50% of the final grade. The project is broken down into these two parts in order to facilitate the completion of the proposal and pilot study.

- There are three short papers for which you are asked to write a brief initial plan for your own research and integrate research methods and conflict themes. These essays are due on the third Sunday of the first three modules. You have three weeks to complete each of these short papers.

Grading Scale (points)

A 100-93

A- 92-90

B+ 89-87

B 86-83

B- 82-80

C 79-70

F <70

Learning outcomes

By the end of this course, students will be able to

1. Engage in critical reflection of the goals of research and inquiry
2. Develop familiarity with research concepts and tools to use in examining and analysing conflict and conflict resolution and be able to articulate strengths and weaknesses of different methods.
3. Demonstrate the ability to frame and communicate a feasible research question pertinent to conflict resolution
4. Design a sound research plan to answer research question.
5. Critically evaluate research, your own and that of other social scientists.
6. Locate and assess research information relevant to conflict and conflict resolution from different academic disciplines.
7. Understand forms of research for multiple contexts, including academic, organisational, and community contexts.
8. Demonstrate awareness of the expectations of different audiences and applications.
9. Understand the ethical implications of research.

Major Assignment Component(s)

Assignment	Points	Due Date
Short Paper 1 (Assignments)	5	Sunday, 9/14
Short Paper 2 (Assignments)	5	Sunday, 10/5
Short Paper 3 (Assignments)	5	Sunday, 10/26
Short Paper 4 (Assignments)	5	Sunday, 11/16
Mid-Term Short Answer Quizzes (3 points each) (Assessments)	15	1. Sunday, 9/7 2. Sunday, 9/28 3. Sunday, 10/19 4. Sunday, 11/9 5. Sunday, 11/30
Research Proposal Pilot Report (Assignments)	15	Sunday, 11/30
Research Proposal (Assignments)	30	Sunday, 12/7
Participation (5 Seminars; 4 points each)	20	Initial Post the 2nd Monday of each Module (2 points) Two follow-up posts due by the 3rd Monday of each Module (2 points).
Total	100	

Assignment	Points	Assignment Descriptions
Short Papers 1, 2, 3 & 4	5 Points Each	The short paper is an exercise in which you will explore the meaning of the various ideas we have learned in class and apply them to a conflict context. Each essay is worth 5 points.

Short Paper 1: For this paper, please write a 3-5 page paper in which you identity a topic area of interest to you in the Conflict Analysis and Resolution field. Consider a problem within the field that you feel needs to be addressed. Your problem of interest can fall within any conflict level of analysis: intrapersonal, interpersonal, intergroup, intrastate, interstate, terrorism.. or within the field as a discipline. This assignment will lead to your literature review, so you should think of something that interests you, that you know something about and that is researchable. This paper will begin your thinking about your topic, question, purpose and relevant theories. Your paper should reflect familiarity with readings from module 1.

Short Paper 2: You will compare/contrast two articles in a 3-5 page paper. In this paper, you will describe the questions the articles/studies tackle, why the question is important and the theories the author utilises to support the research. You will then describe/compare the research approach (philosophical underpinnings/worldview). Draw on readings and integrate them where appropriate.

Short Papers 3 & 4: The third and forth papers focus on describing and critiquing the research design of one article. For these essays describe, analyse and critique the research conducted in the article. Overall, this essay serves as a thoughtful reflection integrating readings on research methods within a conflict context. As such, your essay should include your own thoughts, opinions and reflections on the strengths and weaknesses of the research design as it is presented in the article. Course readings should be integrated in the paper.

Each essay should be 3-5 pages double-spaced and written in a word document using Times New Roman,12 point font with 1 inch margins. All readings or videos should be cited using appropriate in-text citations. A reference page is necessary only if sources outside of the course are used. This document should be submitted as a **WORD or PDF** document through Blackboard Assignments.

Paper #1 Due: Sunday, 9/14
Paper #2 Due: Sunday, 10/5
Paper #3 Due: Sunday, 10/26
Paper #4 Due: Sunday, 11/16

Please refer to the Short Paper Rubric for grading criteria. Click on Rubrics in the course menu to view. |

| Short Answer Quizzes (5) | 15 Points | You will be given 5 short answer quizzes at the end of the second week of each module. These quizzes require short answers based directly on the course readings. The quizzes will be 6 questions. Each question is .5 points. Each quiz is worth 3 points for a total of 15 points. The questions will come from the course readings and will serve as a study guide to the essential terms and concepts covered in the readings. As such, you can use the readings as you respond to the questions. The quiz is not meant as a 'test' per se, but rather as a review of some of the important concepts in social research covered during each module.

Short Answer Quiz #1: Sunday, September 7th (3 points)
Short Answer Quiz #2: Sunday, September 28th (3 points)
Short Answer Quiz #3: Sunday, October 19th (3 points)
Short Answer Quiz #4: Sunday, November 9th (3 points)
Short Answer Quiz #5: Sunday, November 30th (3 points)

Total: 15 points |

| Participation | 20 | Active participation in postings on the Seminar Discussion Board is expected for each module. View all videos; complete all readings for use as supporting evidence for discussions and papers. Accomplish all activities, and interact with classmates each module. For discussions and group activities, organize yourself and begin participating early in the week out of consideration for your classmates and professor. Everyone needs to participate --the participation grade will measure that plus punctuality, quality of inputs, and required number of inputs. For the seminar discussion board, please post your initial input by the second Monday of each module. You should read and include at least two responses to other students' posts by the third Monday of each Module.

This is a place for you to actively engage with the readings and concepts. At a minimum, this is place to post questions raised by the readings and for your assignments. This is a valuable space to work out difficult aspects of a particular project and of research issues in general. Informal prompts will be given to you suggesting topics and the online space will be provided.

The total of 20 points includes 4 points for each seminar discussion: 2 points for initial posts, and 1 point for *each* follow-up for a maximum of 4 points.

Please refer to the "Participation Rubric" in Blackboard for specific grading criteria.

Netiquette For Online Discussions [1]

Our discussion should be collaborative, not combative; you are creating a learning environment, sharing information and learning from one another. Respectful communication is important to your success in this course and as a professional. Please re-read your responses carefully before you post them so others will not to take them out of context or as personal attacks. Be positive to others and diplomatic with your words and I will try my best to do the same. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued.

[1] Netiquette prepared by Charlene Douglas, Associate Professor, College of Health & Human Services, GMU. |

Research Proposal	30 points	For this assignment, you will provide a design for a possible real world research about a current conflict. The design will be a plan of activities for engaging in real world research, as this is defined in the book, <u>Real World Research</u>. For this plan, include the following elements:

1. **Introduction**--a basic introduction to the problem you are investigating. Within the conflict that you select for your design, identify the specific problem that your research will address. For example, the problem of your research could focus on learning more about the conflict actors—their beliefs, actions, or opinions about a certain aspect of the conflict. Alternatively, your research could seek to find information about those who are witnesses to the violence or those indirectly affected by the violence, such as children or the elderly.
2. **Literature review**. In conjunction with your problem statement, you will provide a fairly thorough review of the relevant literature and analyze what is known and not known about this problem. For example, if you want to determine the impact of conflict-related violence on eight year-old children, you should address the current literature on this topic. The goal here is to demonstrate your familiarity with the subject and to convince the readers of the necessity for studying the problem. An analysis of the current literature to show a) its strengths and deficiencies and b) the necessity for your research.
3. **Purpose of your study.** What exactly is the primary purpose of your investigation; what are you trying to accomplish through your study? The purpose needs to be specific, narrowly focused, small in scope and achievable assuming that you have limited resources. Do not select a broad purpose, such as the cause of the Israel-Palestinian conflict, since there is no single cause and no single conflict.
4. **Research question or hypothesis** that guides your investigation, including definitions of major concepts that you are using. Include an account of what related questions will not be addressed in your study.
5. **Methodology.** In this section you develop the methodology that you plan to deploy. The central factor here is specificity—what exactly are the data gathering activities/instruments and the data analysis methods.
   a. For data gathering, you should provide a detailed plan of activities for what you plan to do regarding interviews, surveys, observations, focused reports, testimony, for example.
   b. Regarding data analysis, you can select and develop one of the methods that we have discussed up to this point in the course: case study, ethnology, and grounded theory studies. If you want to use another method analysis, check with me first. id of You can select one of these, or another one if you feel that would be best.
6. The length will be between 10 and 14 pages double-spaced.
7. Due date: Sunday, 12/7

| Pilot Report | 15 points | A pilot is a kind of initial run of the planned research, like a small-scale experiment of the real thing, a segment of research activities.

1. There are many kinds of pilots.
   A. Some pilots focus on gathering data, for example (a) writing and then testing a questionnaire that you plan to use for sampling a group of people; (b) writing and then testing questions planned for interviews; (c) finding information through various search engines that is critical for your research, such as appearances in public media.
   B. Other pilots focus on the method of analysis that you plan, on a small scale. If you intend to use ethnographic analysis, then your pilot could include an analysis of one interview with someone. The same goes for any other method of analysis planned.

3. Structure of pilot study: (a) introduction of the research you plan for your proposal and the pilot that you did; (b) a summary of what you tested, such as a portion of the data that you gathered or that you analyzed; (c) the results of your pilot study, specifying what went wrong or what went right about the pilot; and (d) a conclusion specifying whether and how, if at all, you would change your research plan developed earlier.

4. Details:
   a. Length: 5-7 pages, Times New Roman, 12, Word or PDF document.
   b. Due date: Sunday, 11/30

Please refer to the rubric "Pilot Report" for specific grading criteria. |

Module Schedule

This schedule is subject to change in the event of unforeseen circumstances. Changes will be negotiated with the students.

Distance learning courses are dynamic—to ensure we achieve our learning outcomes, we may need to negotiate weekly schedule changes. We will focus on learning, fairness, and reason in any approved changes. **Each week's readings, activities and assignments require approximately 8 to 10 hours, thus, a complete module requires approximately 25-30 hours (three weeks).**

Module I

8/25-9/14 (3 Weeks)	Introduction to Social Research and Inquiry
Week 1: Readings, Videos & Lectures	Robson, Chapters 1,2,15 Creswell, Chapters 1,4 Babbie, Earl. 2010. The Practice of Social Research. New York, NY: Wadsworth, Cengage Learning. pp. 1-28. Online: http://www.cengagebrain.com/content/9781133794882.pdf Locke, Spirduso, Silverman. 2007. Chapter 3: "Developing the Thesis or Dissertation Proposal: Some Common Problems," pp 41-61, in *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals,* 5th ed., Sage Publications. Model Proposal: Posted to BB View Videos: Est time: 15 minutes Lectures available on BB under Module I.
Week 2: Seminar 1a	Seminar will open during the first week. Please respond to the prompt with your initial input by Monday, 9/1. Respond to two other students' posts by Monday, 9/8. The seminar space will close at midnight 9/8. No seminar posts can be accepted late.
Quiz 1	The first quiz will be available on Monday, 9/1 and will close on Sunday, 9/7 by midnight. This is short answer. All questions will be directly from the readings and will be concerned with major concepts and terms. Please use texts as you answer the questions.
Week 3: Seminar 1b	Students should respond to at least two other students' posts by midnight, Monday, 9/8. Two responses are required. Each response is 1 point but should reflect critical thought, offer suggestions or ask thoughtful questions.
Assignment 1	**Short Paper 1:** For this paper, please write a 3-5 page paper in which you identity a topic area of interest to you in the Conflict Analysis and Resolution field. Consider a problem within the field that you feel needs to be addressed. Your problem of interest can fall within any conflict level of analysis: intrapersonal, interpersonal, intergroup, intrastate, interstate, terrorism.. or within the field as a discipline. This assignment will lead to your literature review, so you should think of something that interests you, that you know something about and that is researchable. This paper will begin your thinking about your topic, question, purpose and relevant theories. *Due in the Assignment Folder Sunday, 9/14 as a PDF or WORD Document.* (5 points)
Learning Outcomes	• Develop familiarity with research concepts and tools to use in examining and analysing conflict and conflict resolution and be able to articulate strengths and weaknesses of different methods. • Locate and assess research information relevant to conflict and conflict resolution from different academic disciplines. • Understand forms of research for multiple contexts, including academic, organisational, and community contexts. • Understand the ethical implications of research.

Module II

9/15-10/5 (3 Weeks)	**Problem, Research Question, Purpose of the Study and Literature Review**
Week 4: Readings, Videos and Lectures	• Robson, Chapters 3, 4 • Creswell, Chapters 2, 3, 5, 6, 7 • Angela Veale, Aki Stavrou , *Former Lord`s Resistance Army Child Soldier Abductees: Explorations of Identity in Reintegration and Reconciliation,* Peace and Conflict: Journal of Peace Psychology, Volume: 13 Number: 3 Aug, 2007. Page(s): 273-292. (e-reserve) • Donna Henderson, Eaaron Henderson-King; Bryan Bolea; Kurt Koches; Amy Kauffman, *Seeking Understanding or Sending Bombs: Beliefs as Predictors of Responses to Terrorism* Peace and Conflict: Journal of Peace Psychology, Volume: 10 Number: 1 2004. Page(s): 67-84. (e-reserve). View Videos: Est time: 15 minutes Lectures available on BB under Module II.
Week 5: Seminar 2a	Seminar will open during the first week of Module II. Please respond to the prompt with your initial input by Monday, 9/22. Respond to two other students' posts by Monday, 9/29. The seminar space will close at midnight 9/29. No seminar posts can be accepted late.
Quiz 2	The second quiz will be available on 9/22 and will close on Sunday, 9/28 by midnight. This is short answer. All questions will be directly from the readings above and will be concerned with major concepts and terms. Please use texts as you answer the questions.
Week 6: Seminar 2b	Students should respond to at least two other students' posts by midnight, Monday, 9/29. Two responses are required. Each response is 1 point but should reflect critical thought, offer suggestions or ask thoughtful questions. The seminar space will close at midnight, Monday, 9/29. No seminar posts can be accepted late.
Assignment 2	**Short Paper 2**: You will read the assigned two articles of studies within the CAR field and will briefly review both, comparing and contrasting where possible. In this paper, you will describe the questions the articles/studies tackle, why the questions are important and briefly describe the theories the author utilises to support the research. You will also describe/compare the research approaches. *Due in the Assignments Folder on Sunday, 10/5 as a PDF or Word Document.* (5 points)
Learning Outcomes	• Engage in critical reflection of the goals of research and inquiry • Develop familiarity with research concepts and tools to use in examining and analysing conflict and conflict resolution and be able to articulate strengths and weaknesses of different methods. • Demonstrate the ability to frame and communicate a feasible research question pertinent to conflict resolution • Critically evaluate research, your own and that of other social scientists. • Understand forms of research for multiple contexts, including academic, organisational, and community contexts.

Module III

10/6-10/26 (3 Weeks)	**Methodology: Flexible Design**
Week 7: Readings	• **Robson, Chapters 6, 11, 13, 14, 17, Part IV and Part V: pages 399-412,** • **Creswell, Chapter 9** • Tal Litvak-Hirsch, et. al., "Whose House is this? "Dilemmas of Identity Construction in the Israeli-Palestinian Context" *Peace and Conflict: Journal of Peace Psychology,* 9 (2): 127-148. View Videos: Est time: 15 minutes Lectures available on BB under Module III.
Week 8: Seminar 3a	Seminar will open during the first week of Module III. Please respond to the prompt with your initial input by Monday, 10/13. Respond to two other students' posts by Monday, 10/20. The seminar space will close at midnight 10/20. No seminar posts can be accepted late.
Quiz 3	The third quiz will be available on 10/13 and will close on Sunday, 10/19 by midnight. This is short answer. All questions will be directly from the readings above and will be concerned with major concepts and terms. Please use texts as you answer the questions.
Week 9: Seminar 3b	Students should respond to at least two other students' posts by midnight, Monday, 10/20. Two responses are required. Each response is 1 point but should reflect critical thought, offer suggestions or ask thoughtful questions. The seminar space will close at midnight, Monday, 10/20. No seminar posts can be accepted late.
Assignment 3	**Short Paper 3:** The third paper focuses on describing and critiquing the research design of one article. For this essay describe, analyse and critique the research conducted in the article, "Whose House is this?" Overall, this essay serves as a thoughtful reflection integrating readings on flexible research methods within a conflict context. As such, your essay should include your own thoughts, opinions and reflections on the strengths and weaknesses of the research design as it is presented in the article. Course readings should be integrated in the paper.
Learning Outcomes	• Engage in critical reflection of the goals of research and inquiry • Develop familiarity with research concepts and tools to use in examining and analysing conflict and conflict resolution and be able to articulate strengths and weaknesses of different methods. • Critically evaluate research, your own and that of other social scientists. • Understand forms of research for multiple contexts, including academic, organisational, and community contexts. • Demonstrate awareness of the expectations of different audiences and applications. • Understand the ethical implications of research.

Module IV

10/27-11/16 **(3 Weeks)**	**Methodology: Fixed Design and Mixed Methods**

Week 10: Readings	• Robson, Chapters 5, 7, 10,12, 17 • Creswell, Chapters 8, 10 • Ibrahim Kira, Thomas Templin, et al, "Effects of Torture: Two Community Studies", Peace and Conflict: Journal of Peace Psychology, Volume: 12 Number: 3 Sept, 2006. Page(s): 205-228. View Videos: Estimated time: 15 minutes Lectures available on BB under Module IV.
Week 11: Seminar 4a	Seminar will open during the first week of Module IV. Please respond to the prompt with your initial input by Monday, 11/3. Respond to two other students' posts by Monday, 11/10. The seminar space will close at midnight 11/10. No seminar posts can be accepted late.
Quiz 4	The fourth quiz will be available on 11/3 and will close on Sunday, 11/9, by midnight. This is short answer. All questions will be directly from the readings above and will be concerned with major concepts and terms. Please use texts as you answer the questions.
Week 12: Seminar 4b	Students should respond to at least two other students' posts by midnight, Monday, 11/10. Two responses are required. Each response is 1 point but should reflect critical thought, offer suggestions or ask thoughtful questions. The seminar space will close at midnight, Monday, 11/10. No seminar posts can be accepted late.
Assignment: Short Paper 4	**Short Paper 4:** The fourth paper focuses on describing and critiquing the research design of one article. For this essay describe, analyse and critique the research conducted in the article, "*Effects of Torture: Two Community Studies,*" Overall, this essay serves as a thoughtful reflection integrating readings on fixed research methods within a conflict context. As such, your essay should include your own thoughts, opinions and reflections on the strengths and weaknesses of the research design as it is presented in the article. Course readings should be integrated in the paper.
Learning Outcomes	• Engage in critical reflection of the goals of research and inquiry • Develop familiarity with research concepts and tools to use in examining and analysing conflict and conflict resolution and be able to articulate strengths and weaknesses of different methods. • Critically evaluate research, your own and that of other social scientists. • Understand forms of research for multiple contexts, including academic, organisational, and community contexts. • Demonstrate awareness of the expectations of different audiences and applications. • Understand the ethical implications of research.

Module V

11/17-12/7 (3 Weeks)	Conducting a Pilot Study; Writing the Pilot Report and Proposal

Week 13: Readings	• **Robson, Chapters 18** • Locke, Spirduso, Silverman. 2007. Chapter 1: "The Function of the Proposal," pp 3-22, in *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals,* 5th ed., Sage Publications. • **Model Proposal** • **Model Pilot Study** **View Videos: Estimated time: 15 minutes** **Lectures available on BB under Module V.**
Week 14 Seminar 5a	Seminar will open during the first week of Module V. Please respond to the prompt with your initial input by Monday, 11/24. Respond to two other students' posts by Monday, 12/1. The seminar space will close at midnight 12/1. No seminar posts can be accepted late.
Quiz 5	The fifth quiz will be available on 11/24 and will close on Sunday, 11/30, by midnight. This is short answer. All questions will be directly from the readings above and will be concerned with major concepts and terms. Please use texts as you answer the questions.
Week 15: Seminar 5b	Students should respond to at least two other students' posts by midnight, Monday, 12/1. Two responses are required. Each response is 1 point but should reflect critical thought, offer suggestions or ask thoughtful questions. The seminar space will close at midnight, Monday, 12/1. No seminar posts can be accepted late.
Assignment 5: Pilot Study Report	• Pilot study report: (a) introduction of the research you plan for your proposal and the pilot that you did; (b) a summary of what you tested, such as a portion of the data that you gathered or that you analyzed; (c) the results of your pilot study, specifying what went wrong or what went right about the pilot; and (d) a conclusion specifying whether and how, if at all, you would change your research plan developed earlier. Due November 30th.
Assignment 6: Research Proposal	• For this assignment, you will provide a design for a possible real world research about a current conflict. The design will be a plan of activities for engaging in real world research, as this is defined in the book, Real World Research. Please refer the assignment descriptions above details regarding the structure and requirements. Due: December 7th.
Learning Outcomes	• Engage in critical reflection of the goals of research and inquiry • Develop familiarity with research concepts and tools to use in examining and analysing conflict and conflict resolution and be able to articulate strengths and weaknesses of different methods. • Demonstrate the ability to frame and communicate a feasible research question pertinent to conflict resolution • Design a sound research plan to answer research question. • Critically evaluate research, your own and that of other social scientists. • Locate and assess research information relevant to conflict and conflict resolution from different academic disciplines. • Understand forms of research for multiple contexts, including academic, organisational, and community contexts. • Demonstrate awareness of the expectations of different audiences and applications. • Understand the ethical implications of research.