



# Brandeis University

## The Heller School for Social Policy and Management

### GRADUATE PROGRAM IN COEXISTENCE AND CONFLICT

#### **HS230f – Coexistence Research Methods**

Professor: Sandra Jones

*Class Time:* Fall 2017, First Module, Thursdays, 2:00pm – 4:50pm.

**Two of our classes meetings will not be held on a Thursday.  
Those are Tuesday, October 3<sup>rd</sup> and Wednesday October 11<sup>th</sup>**

*Location:* TBA

#### **Contact information for Sandra Jones**

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#### **Course Description**

How do we prove what we know? Since the beginning of human thinking to the modern era, we have sought not only to answer this question, but also to provide a series of logical, reproducible steps towards its conclusion. These steps towards proof are what we generally call Research Methods. Yet, despite hundreds of years of practice, these steps are as varied, as debated, and sometimes as controversial as there are academic disciplines. Research Methods in Conflict Resolution can be particularly difficult, as the field itself cuts across the social sciences, humanities, and even in some cases, the natural sciences – all of whom view Research Methods in drastically different ways. Moreover, conducting research in conflict settings requires special design considerations addressing issues of ethics, power, access, safety and harm.

Yet, one should not be discouraged. There is a pathway to successful research in the conflict resolution field. Within the context of the COEX practicum, this course will teach tried and tested research methodologies, skills around research methods tools, such as interviewing, surveys and focus groups, ethics of research and considerations for the field, and how to create a final practicum product that can be complementary to your career aspirations. This course will focus on Qualitative methods only.

Objectives of this course:

- To solidify an understanding of the three practicum options and their outputs; including how to design research questions, frameworks and outcomes in a

manner which is both methodologically sound and also a tool for career advancement.

- To ensure a thorough understanding of the commonly used qualitative research methodologies appropriate for work in the conflict resolution field, and to introduce students to advanced methods used in longer term field studies.
- To facilitate an understanding of and practice with research tools that participants will use throughout their careers in the field, such as surveys, interviews, and focus groups.
- To ensure participants understand how to transform raw data into a meaningful analysis for a variety of settings, including academic, policy and advocacy audiences.
- To familiarize participants with the latest technology and tools which can assist in their research.
- To ensure students understand the ethics, biases, power imbalances, legal and safety issues involved with research in the conflict resolution field, and the protocols needed to develop a successful Human Subjects Review Board (IRB) Proposal.
- To help participants become comfortable with analyzing and questioning research in order to develop better skills as researchers.

### **Teaching Methods:**

This class will involve a mixture of lecture and interaction. In order to facilitate participation, please complete the readings prior to class. For class assignments, come prepared to share what you have written. One of the easiest ways to learn how to use research methodologies and tools is through trial and error, and everyone will benefit from examples used in class that derive directly from the interests of the participants. Treat this course as your way to learn by doing; so that when it comes time to write an IRB proposal, enter the field, or complete your final paper you will well practiced.

### **Disability**

If you have a documented disability on record at Brandeis University and require accommodations, please bring it to the instructor's attention prior to the second meeting of the class. If you have any questions about this process, contact Ravi Lakshmikanthan Assistant Dean for Student Services for The Heller School at [kanthan@brandeis.edu](mailto:kanthan@brandeis.edu).

### **Requirements**

#### ***Attendance, Punctuality, and Active Participation***

You are required to attend every class barring documented illness. Please also arrive on time at the beginning of class. If you know you will be absent or late for a legitimate reason, make sure to let the instructors know. **Should you miss more than two classes, unfortunately, you will not qualify for credit.** Attendance is more than just coming to class. You are expected to actively participate.

#### ***Assignments and Readings***

Readings and links assigned in Latte are meant to enhance your learning and guide you in the practicum process. Please be sure to read them. In order to ensure active participation and discussion, make sure you complete the assignments listed below in advance of each class. From time to time, you will be called upon to discuss readings in class and to participate in individual or group presentations. Therefore come to class prepared to engage in well-informed discussions. You will of course enjoy complete academic freedom in the classroom, within the limits defined by mutual respect.

***Writing Requirements and Academic Integrity***

The writing requirements listed below are intended to encourage you to approach reading materials critically, to foster improved research and writing skills, and to serve as a basis for contributing to class discussion and a diversity of ideas and opinions. You are expected to devote careful attention to the technical quality of your written work, as well as its substance. Honesty matters in all academic work, and is strictly enforced by the instructor. (See: <http://www.brandeis.edu/studentlife/srcs/corevalues.html>)

All written work for this course must include appropriate citation of the sources used.

- See section 56c (“Avoid Plagiarism”) of the *Concise English Handbook*.
- See <http://www.brandeis.edu/studentaffairs/sdc/ai/index.html>: ‘Truth even unto its Innermost Part’ and in particular the section dealing with citations. <http://guides.library.brandeis.edu/coex>

The university policy on academic honesty is distributed annually, as section 5 of the *Rights and Responsibilities* handbook. Academic integrity is critical in all that you write and say, and transgressions are treated severely. Instances of alleged dishonesty will be forwarded to the Office of Campus Life for possible referral to the Student Judicial System. Potential sanctions include failure in the course and suspension from the university. If you have any questions about this, do not hesitate to talk to your instructor, and to seek guidance.

**Class Assignments Guide**

***Summary of Assignments and Grading***

<b><i>Assignment</i></b>	<b><i>Details</i></b>	<b><i>Due Date</i></b>	<b><i>Percent of Grade</i></b>
<b>Research Question</b>	<b>Prepare a research question on a topic that interests you</b>	<b>September 7th</b>	<b>10%</b>
<b>Interview Questions Pairing and Biography</b>	<b>You will be paired with a colleague for the interview assignment by the due date listed here</b>	<b>September 7th</b>	
<b>Interview Questions pre-test</b>	<b>Prepare a research question and five interview questions to test in class.</b>	<b>September 28th</b>	<b>5%</b>
<b>Interview Questions post-test</b>	<b>Revised interview questions and details on the process</b>	<b>October 3rd</b>	<b>10%</b>
<b>Rough Draft of Literature Review</b>	<b>Complete a partial literature review of eight sources</b>	<b>October 11th</b>	<b>20%</b>

<b>Project Triage Presentation</b>	<b>Come to class prepared to talk about your project</b>	<b>October 19th</b>	<b>5%</b>
<b>Final Proposal</b>	<b>Based on type of project, see below</b>	<b>October 23rd</b>	<b>35%</b>
<i>Participation</i>	<b>Please come prepared to participate in class exercises</b>		<b>15%</b>

### ***Individual Written and Group Assignments***

Except as stated otherwise, all your **written assignments** must be **typewritten, double-spaced in 12-point font**, and submitted electronically via latte to the instructor, as a Microsoft Word attachment **before class**. **All in-class assignments can be handwritten**. Submit your written assignments on time in order to receive credit for the course

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#### **Assignment 1: Research Question: Due September 7<sup>th</sup> prior to class**

- Formulate a research question on a topic in the field which interests you. It does not need to be the question you ultimately use for your practicum paper. This is for practice.
  - You may include sub questions.
- Write a brief paragraph on how you think you could answer this question through research. What kinds of data would you seek? How would you go about gathering that data?

**Assignment length: one page**

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#### **Assignment 2: Interview Questions, “pretest”: Due September 28th (in class exercise)**

- Interviews are a mainstay of field research, but as we will learn in class, it can be difficult to formulate interview questions that get at the information you need. This assignment will help you learn more about this process by doing a “pretest” of your interview questions. A “pretest” is a way to test your questions with someone before using them in a real world interview
  - Step 1: You will be paired with a classmate for this assignment by September 7<sup>th</sup>.
  - Step 2: You and your colleague should exchange brief bios with each other via email.
  - Step 3: After reading your colleague’s bio, formulate a simple research question related to something that interests you about their background.
  - Step 4: Then, write up five interview questions you can “pretest” with your colleague in class on September 28<sup>th</sup>.
    - Example: Your classmate indicates that they worked in a conflict zone dispersing hygiene kits. Your research question could be “What are the main challenges humanitarian aid workers face when dispersing aid in a conflict zone.”

- Then you would write five questions for your colleague regarding the challenges they faced when dispersing aid in a conflict zone

**Some items to consider for this assignment:**

- Prior to the interview you should share with your colleague the subject matter of your research and the outputs you expect to gain. In real world research, this would be part of your consent forms. **See Latte for examples.**
- **When you begin the interview in class, you must again tell your colleague the subject of your research and the outputs, and seek verbal consent to continue. You should also let them know that they can stop the interview at any time, or choose not to answer certain questions.**
  - Be sensitive to your colleagues. For example, if you note in their bio that they grew up in a conflict zone, you *could* ask them questions about their experiences there.
  - However, your colleague may then choose **not to consent** to your interview, and then you would need to change your subject/questions. This is part of the process – you may find that your intended research is too sensitive – and that you will have difficulty finding respondents.
  - Also Note: The line between a human subject and an expert is a fine one, which is why all persons conducting interviews as part of their official Brandeis research must meet with the Human Subjects Review Board (IRB).
- Also note: Real world interview protocols are typically longer than five questions

**Assignment length: Nothing to pass in yet – just come prepared to interview**

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**Assignment 3: Interview Questions “post-test”: Due October 3rd**

- Now that you have had time to interview your colleague please pass in the following:
  - A brief paragraph on your research question and what you were trying to learn from your interviewee
  - Your interview questions and how you would revise them after testing them on your classmate.
  - Your general thoughts as to what worked and did not work in your interview, and how you could adjust for next time. Did you find your interview questions were unclear? Too long? Did your questions elicit useful responses? How comfortable was your interviewee? Were there questions they did not want to answer? If so, why do you think this happened?

**Assignment length 1-2 double spaced pages**

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**Assignment 4: Rough Draft of Literature Review: Due October 11th prior to class**

- Write a rough draft of a literature review using eight sources. You will expand on this literature review in your final project. **See Latte for examples of literature reviews.**

**Assignment length 2-3 double spaced pages**

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**Assignment 5: Project Triage: October 19<sup>th</sup>: In class exercise**

- Come to class prepared to briefly present your project to the class. We will use this time to triage your project, fix problems, and get suggestions from your colleagues.

**Assignment length: just come prepared to talk about your project, if you want**

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**Assignment 6: Final Proposal: Due October 23<sup>rd</sup> via Latte. See proposal instructions below**

**Assignment length: 5-10 double spaced pages (you may go over if you wish).**

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**Proposal Instructions**

The final product for this course will be the production of an internship or independent field research project proposal (IRB or Non IRB). Each of these projects has a different requirement for the proposal.

This assignment is created to help you get **as close as possible to the proposal you** will need to present to your eventual practicum advisor, and have approved by the program in late spring. So while you may not yet have a practicum secured, you can base your proposal on something you are pursuing. **Those who are working on projects, which require IRB, will need to begin working on their IRB proposal ASAP, for a submission to IRB no later than March 15<sup>th</sup>, 2017.**

**Proposal Assignment length: 5-10 double spaced pages (you may go over if you wish).**

For reference below is the required page length of the final paper you will produce at the end of the COEX program (after your summer practicum). You should consider the length of the final paper as part of your consideration for which practicum option you

will choose. For example, if you dislike writing at length – you might not want to write a thesis, but rather complete an internship.

OPTION	FINAL OUTPUT
1. Internship	Internship Report (25-30 pages)
2. Independent Field Research – IRB or NON-IRB	Master’s Thesis (75-100 pages)

### **Internship Proposal Instructions**

**If you do not yet have a practicum, adapt this proposal to aspirational. Find an internship that you wish to pursue and write the proposal around that.**

- **Introduction**
  - The introduction consists of a short paragraph describing what you will be doing for your project and where.
  
- **Project Details**
  - Describe the organization you will work with and its mission.
  - Where will you do your work? Will it be in one or more countries? Is it a field level assignment, a headquarter assignment, etc.
  - Provide draft Terms of Reference (TOR). (See examples on Latte).
  - Who will be your field supervisor on the internship, and what is their role or responsibility in the organization?
  - What will be your specific role?
  - What preparation will you need?
  - Work plan:
    - Will you keep a daily or weekly diary to record observations, changes to work plan, meeting notes, progress on required drafts, etc.?
  
- **Learning Objectives**
  - State 3-5 learning objectives you hope to achieve in undertaking this internship.
  - Be specific about how this project relates to the studies you have undertaken, the field of conflict resolution, and to your potential career goals.
  - Ask yourself while drafting the proposal how realistic are these objectives?
  - Are they too ambitious?
  - Are they too modest?
  - Are they unclear?
  - Are you allowing yourself time to complete both the project and the writing assignment?

- **The Problem or Issue(s)**
  - Define the coexistence (and development) problem or issues that you will be addressing in your research.
    - Provide sufficient background so that a reader will understand the importance of the problem or issue(s).
  - For dual degree students, part of your learning objective and problem/issue must include aspects of both learning fields – for example:

*A conflict in a developing country dealing with issues of poverty and land reform may draw on theories both in conflict and development.*
  - These combined fields should also be included in your literature, methodology and bibliography sections listed below.
  
- **Initial Literature Review**
  - Read and summarize current thinking on the proposed problem or issue.
  - Pose challenging questions that you expect to grapple with in your field research.
  - Demonstrate that you have familiarized yourself with major thinkers in your field(s) of investigation.
  
- **Methods**
  - How do you plan to accomplish your learning objectives? What type of output will you produce for the paper (e.g. a policy analysis, monitoring and evaluation, advocacy piece, etc)
  
- **Proposed Timeline**
  - When will you begin/finish your practicum?
  
- **Other Issues**
  - Describe any other issues, concerns, or constraints – (health, security, cost, etc.) – that may have impact on your ability to carry out your research.
  - If you plan to intern abroad: What are the visa requirements for your internship? How to plan to fulfill those visa requirements?
  
- **Bibliography**
  - Provide an initial bibliography of your sources

## **Independent Field Research (Thesis) Proposal Instructions**

**You may undertake an independent research project that requires Institutional Review Board (IRB) or does not require IRB. Regardless of which you choose, you must meet with the COEX program and IRB to double-check your project does not require IRB.**

Please note: All students undertaking IRB Projects must complete the following prior to research:

- CITI Certification and Training
- Institutional Review Board application and Approval

The following proposal will include some of the items needed for the IRB application, **but not all of them. It is your responsibility to review the IRB application process and begin work on it immediately with a submission deadline of no later than March 15<sup>th</sup>, 2017.**

**Some of the sections required for IRB take significant additional work, including writing sections on risks and benefits to subjects, informed consent documents, recruitment procedures, and interview or survey questions. Please plan accordingly.**

- **Introduction**
  - The introduction consists of a brief paragraph describing your research project, what you seek to uncover by completing the research, and its contribution to the field. You will also discuss these items in more detail later in the proposal.
  - If applicable: include what institutions or significant individuals in the field have agreed to host or partner your work.
  - If you are signing on to work on an existing research project within an institution, indicate what that project is, and who you will be working with.
- **Project Details**
  - If conducting research for an organization provide the following:
    - Describe the organization you will work with and its mission.
    - Where will you do your work? Will it be in one or more countries? Is it a field level assignment, a headquarter assignment, etc.
    - Provide draft Terms of Reference (TOR) if possible.
    - Who will be your field supervisor on this research project, and what is their role or responsibility in the organization.
    - What preparation will you need? (Include additional coursework, language classes, etc.).
    - Work plan:
      - Will you keep a daily or weekly diary to record observations, changes to work plan, meeting notes, progress on required drafts, etc.?
  - If conducting independent field research provide the following:
    - Where will you conduct your research? Will it be in one or more countries?
    - What preparation will you need prior to undertaking this research (such as additional research classes, time to complete IRB, etc.)

- **Learning Objectives**
  - State 3-5 *learning and research objectives* you hope to achieve in undertaking this independent field research.
  - Be specific about how this project relates to the studies you have undertaken, the field of conflict resolution, and to your potential career goals.
  - Ask yourself while drafting the proposal how realistic are both your personal objectives and the objectives of your research.
  - Are they too ambitious?
  - Are they too modest?
  - Are they unclear?
  - Are you allowing yourself time to complete the IRB, the field research, and the writing assignment?
  - Additionally, indicate if you have you identified any significant individuals in the field to assist you with your work?
  
- **The Problem or Issue(s)**
  - Define the coexistence (and development) problem or issues that you will be addressing in your research, and what contribution your study will make towards the field.
    - Provide sufficient background so that a reader will understand the importance of the problem or issue(s).
  - For dual degree students, part of your learning objective and problem/issue must include aspects of both learning fields – for example:

*A conflict in a developing country dealing with issues of poverty and land reform may draw on theories both in conflict and development.*
  - These combined fields should also be included in your literature, methodology and bibliography sections listed below.
  
- **Initial Literature Review**
  - Read and summarize current thinking on the proposed problem or issue.
  - Pose challenging questions that you expect to grapple with in your field research.
  - Demonstrate that you have familiarized yourself with major thinkers in your field(s) of investigation.
  
- **Methods**
  - What research methodology will you use to carry out your work?
  - Explain why have you chosen that method, and why it is appropriate for your work.
  - How will you gather data using that methodology? E.g. interviews, focus groups, interviews.
  
- **Timeline**
  - Please provide a detailed timeline including the following:

- When you will complete the steps needed for IRB, including CITI certification training, the completing of the proposal, the submission of the proposal, writing your interview protocol, etc.
  - When you begin your research
  - When will you complete each step in your research
  - When will you analyze your data
  - When will you begin writing your paper
  - When you will submit drafts of your paper
- **Budget:**
  - Include a detailed budget of the expenses you expect to incur in the field, such as for transportation and translators. **Please make this as detailed as possible, as your ability to conduct research will sometimes hinge on your ability to finance said research. See examples of budgets provided in class.**
- **Other Issues**
  - Describe any other issues, concerns, or constraints – (health, security, access, etc.) – that may have impact on your ability to carry out your research.
  - Some countries require you to have an institution affiliation and approval from the government to conduct research there. Please identify the regulations for the country you wish to conduct research in. How do you plan to comply with those requirements?
- **Bibliography**
  - Provide an initial bibliography of your sources

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## **Course Texts**

One of the challenges of the Conflict Resolution field is that its methods cut across many disciplines. As a result, no one research method textbook exists which can accurately present all of the possibilities open to you.

As a result, this course will require one main text which covers Research Methods in a general and easy to approach manner. This text will be supplemented by additional readings online or through latte, which cover in more detail methods specific to the conflict resolution field, such as case studies.

### **Main Text:**

Walliman, N. (2011). *Research methods the basics*. London: Routledge. (uploaded to Latte)

Additional readings uploaded on Latte (see each class session)

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### **Other sources of help:**

There are also two useful research methods books which are available completely online through the Brandeis Library. They are:

Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.

This book is an advanced text on how to design, conduct and write up qualitative studies. It will have passages that may be useful to you, especially if you are choosing the master's paper or thesis option.

Given, L. (2008). *The Sage encyclopedia of qualitative research methods*. Los Angeles, Calif.: Sage Publications.

This book is an essential, easy to understand guide to every aspect of qualitative research. It contains in-depth articles on most qualitative research methods and tools, written by the foremost experts on those topics. It also contains many guides on how to access data, how to analyze it, and how to write up your final product. Moreover, it will point you towards the *foundational sources* for each method, so you can master them.

When accessing the text online, I recommend clicking on the tab marked "reader's guide" which will arrange the subjects into useful headings, such as: "Data Collection" and "Dissemination and Writing"

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## **Course Sessions**

### **Session 1: August 31st; Turning Interests and Questions into Tangible Research**

This session will begin with a review of the practicum options for the COEX program, the format of their respective papers, and the importance of connecting your practicum and its outputs to your career goals.

From there we will review the following:

- A brief overview of the field of research methods, including its history and controversies.
- The basic types of research including those utilized frequently in conflict resolution studies.
- How to discover your "research problem".
- How to develop a research question that is both relevant *and answerable*.
- How ethics, Human Subjects Review (IRB), time constraints and funding may shape your question.
- The use (and non use) of the hypothesis in the conflict resolution field
- What kind of contribution(s) to the field can you make as a master's student? How does this differ from a PhD student? A professional researcher? A practitioner?

### ***Required Readings:***

Read the following from Walliman, N. (2011). *Research methods the basics*. London: Routledge.

- Chapter 1: *Research Basics*,
- Chapter 2; *Research Theory*
- Chapter 3: *Structuring the Research Project*

Read the following from Given, L. (2008). *The Sage encyclopedia of qualitative research methods*. Los Angeles, Calif.: Sage Publications. (Uploaded to Latte and available online through the Brandies Library)

- The Politics of Qualitative Research
- Research Question
- Research Problem

### ***Recommended Readings:***

From Given, L. (2008). *The Sage encyclopedia of qualitative research methods*. Los Angeles, Calif.: Sage Publications

- History of Qualitative Research (on latte)

From Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. Thousand Oaks, California: SAGE Publications.

- Research Questions and Hypotheses (on latte)

### ***Assignments:***

#### ***Prior to class:***

Please familiarize yourself with the APA Manual and the Practicum Handbook (on Latte).

Please come to class prepared to share with others an aspect of our field which interests you.

Examples:

- Reintegration of Combatants
- Refugee migration
- The Rights of Children
- Negotiation in conflict contexts

#### ***For next class:***

Prepare your research question assignment and submit it via latte prior to class.

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## **Session 2: September 7th; Turning Theory into Practice**

This session will begin with a discussion on how theory relates to research methods and your time in the field.

We will then review the following topics:

- How to conduct a literature review
- An overview of case study methods which fit each practicum option
- An overview of particular methods which are well suited for the internship paper
- How to use a theoretical lens or conceptual framework in research
- Advanced methods commonly used in Conflict Resolution studies
- Human Subjects Review (IRB) – we will have a discussion regarding the Human Subjects Review Board at Brandeis to familiarize you with their work. We will have a much longer discussion on ethics in the field on October 11<sup>th</sup>.
- In class exercise: Research question triage

***Required Readings:***

Read the following from Walliman, N. (2011). *Research methods the basics*. London: Routledge.

- Chapter 4, Research Ethics
- Chapter 5, Finding and Reviewing the Literature
- Chapter 6, the Nature of Data

Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.

- Chapter 3, Qualitative Case Study Research (on latte)

Familiarize yourself with the IRB website

**Examples of Case Studies in our Field (On Latte):**

Fitzduff, M. (2002). *Beyond Violence: Conflict Resolution process in Northern Ireland*. UNU Policy Perspectives. United Nations University Press. (Some chapters on Latte)

Doughty, K. & Ntambara, D. (2005). *Resistance and Protection: Muslim Community Actions During the Rwandan Genocide*. Collaborative Learning Projects. (On latte)

Wylega A, A. (2015). The absent 'Others': A comparative study of memories of displacement in Poland and Ukraine. *Memory Studies*. (On latte)

**Examples of Policy Analysis in our Field (On Latte):**

Ballentine, K. & Nitzshke, H. (2003, October). *Beyond greed or grievance*. World Policy Institute (On latte)

Also see example reports from the United Nations, the Brookings Institution, that are linked on Latte.

### **Examples of Advocacy Pieces in our field (On Latte):**

Please see links on Latte to reports by Human Rights Watch and Amnesty International

### ***Recommended Readings on Advanced Research Methods***

From Given, L. (2008). *The Sage encyclopedia of qualitative research methods*. Los Angeles, Calif.: Sage Publications

- Social Justice (on latte)
- Action Research
- Ethnography
- Narrative Research
- Content Analysis
- Participatory Action Research

### ***Assignments:***

#### ***Prior to class:***

**Turn in your Research Question via latte prior to class**

#### ***For next class:***

Send your bio to the colleague you were assigned to for the interview pre test assignment.

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## **Session 3: September 14th; Collecting Data Part 1: The Art of the Interview**

In this session we will begin delve deeply into the various methods which are used to gather data in the field

- Primary and Secondary Data – what it is, and how to gather it
- Recognizing Bad Data – what makes a study a good study?
- Interviews as a tool for research; how to create, design and conduct interviews to get valid results
- In class practice on interview question design

Read the following from Walliman, N. (2011). *Research methods the basics*. London: Routledge.

- Chapter 7, Collecting and Analyzing Secondary Data
- Chapter 8, Collecting Primary Data
- Chapter 6, the Nature of Data

Charmaz, K. (2014). *Constructing grounded theory: A practical guide through qualitative analysis* (2nd ed.). London: Sage Publications.

- Chapter 4, Interviewing (on latte)

From Given, L. (2008). *The Sage encyclopedia of qualitative research methods*. Los Angeles, Calif.: Sage Publications

- Interviewing (on latte)

**Online style guides:**

- Purdue University Online Writing Lab: Creating Good Interview and Survey Questions (linked on latte)
- Harvard University: Strategies for Qualitative Interviews (linked on latte)

**Assignment:**

**For next class:**

Complete the interview questions pre-test assignment. Come to class prepared to interview your colleague.

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**Session 4: September 28th; Collecting Data Part 2:**

We will spend this session focusing on two alternatives to the interview, the survey and the focus group. We will cover:

- When is a survey or a focus group the appropriate tool to use?
- How to create, design and conduct surveys and focus groups to get valid results
- Common pitfalls of both approaches
- Anthropological approaches to collecting data
- In class practice on survey design

**Required Reading:**

Pew Research Center Website on Questionnaire Design (linked on latte)

Read the following from Walliman, N. (2011). *Research methods the basics*. London: Routledge.

- Chapter 8, Collecting Primary Data

**Recommended Reading:**

From Given, L. (2008). *The Sage encyclopedia of qualitative research methods*. Los Angeles, Calif.: Sage Publications

- Surveys (on latte)
- Focus Groups
- Interactive Focus Groups
- Participant Observation

**Assignment:**

**Prior to class:**

Complete the interview questions pre-test assignment. Come to class prepared to interview your colleague.

***For next class:***

Complete the interview post-test assignment.

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**Session 5: October 3<sup>RD</sup> (TUESDAY); I have my data, now what?**

This session will be our touchstone in how to analyze the data you have. We will cover:

- Ways to analyze both primary and secondary data.
- What “coding” is and how to use it.
- Technology that can help.
- Presenting data visually – best practices.
- How to write up your final paper as both a product that meets requirements but also advances your career.

Read the following from Walliman, N. (2011). *Research methods the basics*. London: Routledge.

- Chapter 9, Qualitative Data Analysis
- Chapter 10, Writing the Proposal and Writing up Research

Recommended websites and software (linked on latte):

<http://fivethirtyeight.com/>

<http://piktochart.com/>

<http://visual.ly/learn/infographics-software-and-tools>

<http://www.tiki-toki.com/>

<https://prezi.com/>

Lynda.com at Brandeis:

<https://kb.brandeis.edu/display/LTS/FAQs+for+Lynda+at+Brandeis>

Atlas.ti

Endnote

Zotero

***Assignment:***

***Due prior to class:***

Send in your interview post-test assignment

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**Session 6: October 11<sup>TH</sup> (Wednesday); Conducting Field Research: Perils and Pitfalls.** We will begin this session with a look at the history of research ethics and how IRB boards came to be. We will then focus on the following topics related to ethics:

- Power
- Access

- Race
- Gender
- Consent
- Privacy

**Required Reading:**

Pitts, M. (2007). *Researching the margins: Strategies for ethical and rigorous research with marginalized communities*. Basingstoke: Palgrave Macmillan.

- Introduction

Fishstein, P., & Wilder, A. (2015). Establishing a Policy Research Organization in a Conflict Zone. In D. Mazurana, K. Jacobsen, & L. Gale (Eds.), *Research Methods in Conflict Settings: A View From Above*. New York: Cambridge University Press. (on latte)

Jok, J. (2015). Power Dynamics and the Politics of Fieldwork under Sudan’s Prolonged Conflicts. In D. Mazurana, K. Jacobsen, & L. Gale (Eds.), *Research Methods in Conflict Settings: A View From Above*. New York: Cambridge University Press. (on latte)

**Recommended Reading:**

From Given, L. (2008). *The Sage encyclopedia of qualitative research methods*. Los Angeles, Calif.: Sage Publications

- Access
- Ethics
- Informed Consent
- Ethics in New Media

**Assignments:**

***Prior to class:***

Send in your literature review rough draft

***For next class:***

Come prepared to triage your research project

**Session 7: October 19<sup>th</sup>; Project Triage.**

We will use this session to learn from each other by triaging your projects. Please come to class prepared and ready to talk for 2-3 minutes about your project.

**Assignments:**

***In class:***

Discuss your project

*Upcoming:*

Finish your final project for the course.

**Final Assignment Due: October 23rd**