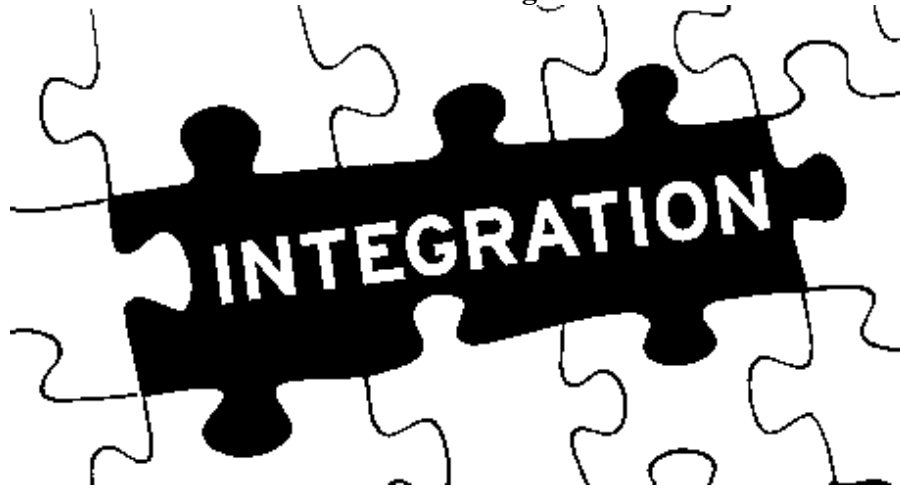


CONF 490: Integration



Office Hours: By appointment
Office Location: 116 Northeast Module II
Email: pfirchow@gmu.edu

Class Day: Mondays
Class Times: 1:30-4:10pm
Classroom: Hanover Hall L003

Course Description

Conflict 490 is a capstone course in which students reflect on what they have learned by integrating and synthesizing knowledge from all their coursework in conflict analysis and resolution courses into a final research project. In addition, we will be reading texts from the wider peace research field to reflect on the methods and epistemological approaches used by the authors. This course builds on CONF 301, *Research and Inquiry in Conflict Resolution*.

Conflict 490 is a designated course in the General Education program. Accordingly, the course is interdisciplinary. This course is also a Research and Scholarship (RS) designated course and therefore will give students the opportunity to actively carry out a research project of their own. Students will be required to present their work at the Spring 2015 Undergraduate Research Conference.

Course Objectives

- Learn how to frame a topic for research and to carry out the research project
- Survey a wide variety of research methods for collecting or producing data and learn how to use them to address your research problem
- Examine the strengths, limitations and theoretical underpinnings of quantitative, qualitative and mixed methods research
- Provide a basis for more advanced study of research methodology
- To bridge theory & findings with practice (praxis)

Evaluation

Course Requirements

Course requirements include leading class discussions, active class participation and the successful completion of a research project. By the end of this class, each of you will have completed a research proposal, conducted a research project of your own, presented your research project to the class and at the undergraduate research conference and have gone through a rigorous peer review process. I have designed the work for this class so that you read before class, participate and learn during class, and work on your research after class. All the readings listed for a particular week must be completed before coming to class. All assignments are due by midnight on the due date (unless otherwise noted in the syllabus).

The class components are worth the following:

1. Class participation (15%)
2. Discussion Facilitation (15%)
3. Research Proposal (25%)
4. Research Paper Presentation & Undergraduate Research Conference Presentation (20%)
5. Final Research Paper (25%)

Grades and Grading

A Given for work that meets all expectations: shows creative and original thinking, is well organized and clearly written without grammatical and spelling errors, and demonstrates rigorous reading and reflection of assignments.

B Given for work that meets most expectations: good work with a strong argument, sound organization and solid writing.

C Given for work that meets some expectations: the work satisfies the assignment, but offers a more limited analysis and grasp of material explored in the course.

D Given for work that does not meet expectations: inability to engage with concepts and theories discussed in class and in readings, but reflects a certain degree of participation and effort to learn.

F Given for work that is unacceptable and/or incomplete: no degree of participation and effort to learn material, inability to engage with the concepts and theories learned in class and readings, difficulty writing a comprehensible assignment.

Late Work: Class assignments that are submitted late will be penalized by one point for each day they are late (e.g. B instead of B+). Please email me if you have a documented personal illness or family emergency.

Paper Format: Papers for the course should be typed, double-spaced, have 1" margins, and use a common 12-point font. Headers should include only the course number, CONF

490. Papers should have a title, include your name and the professor's name. Sources should be cited using a single standard academic citation format of APA or Chicago and your final paper must include a bibliography. In text citation should be used instead of footnotes (e.g. Author, Year: page number). Wikipedia is not an appropriate source for academic paper writing. Your papers should cite primarily academic journals, books and reports from reputable international organizations and NGOs, although occasional inclusion of online newspapers is acceptable.

Chicago Style Manual:

http://www.chicagomanualofstyle.org/tools_citationguide.html

APA Style Manual:

<http://www.apastyle.org>

Required Course Materials (available at the GMU bookstore or online)

Colin Robson. 2007. How to do a Research Project: A Guide for Undergraduate Students. Wiley Blackwell.

Lauren MacLean. 2014. Informal Institutions and Citizenship in Rural Africa: Risk and Reciprocity in Ghana and Côte d'Ivoire. Cambridge University Press.

Academic Honesty

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

Plagiarism is a serious offense, and all written work for this course should include proper citations in a standard citation format (MLA, APA, etc.). *If you are unsure about how to cite a direct quotation or concept from course or outside readings, then ask for help.* "I wasn't sure how to cite a source, so I left out the reference," is not an acceptable defense

for plagiarism. Copies of common style manuals are available at the GMU library reference desk or online at <http://library.duke.edu/research/citing/workscited/>.

For individual class assignments, you may discuss your ideas with others or ask for feedback; however, you are responsible for making certain that there is no question that the work you hand in is your own. You may not submit papers or presentations from other courses to fulfill assignments for this class. Papers will be scanned by George Mason's plagiarism detection software.

Classroom Expectations

Additionally, to be courteous to others, including the instructor, you must be on time for class and *turn off all cell phones*. No texting or use of phones during class. Since this is a seminar class and its success ultimately rests with your engaged participation, the use of computers during class is *strongly* discouraged.

Student Resources

English Language Institute

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff. For more information, visit <http://eli.gmu.edu/>, call 703-993-3642 or e-mail malle2@gmu.edu.

The Writing Center

The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments, please visit <http://writingcenter.gmu.edu/>, e-mail wcenter@gmu.edu, or call 703-993-4491.

For further help with writing and formatting, you can use these websites:

Indiana University – <http://www.indiana.edu/~wts/pamphlets.shtml> Purdue Online Writing Lab - <http://owl.english.purdue.edu/owl/resource/557/01/> Oatmeal Guide to Spelling - <http://theoatmeal.com/comics/misspelling>

Disability Support Services

Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Support Services (993-2474) to determine the possible accommodations you might need; and 2) contact her or his instructor to discuss reasonable accommodations.

“George Mason University is committed to providing appropriate services and accommodations that allow self-identified students and activities at the university as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The staff of the Disability Resource Center Office coordinate services for students with disabilities, determine reasonable services and accommodations on the basis of disability, and act as a liaison between students and faculty/ administration on concerns relating to services and accommodations” (<http://www.gmu.edu/departments/advising/dss.html>).

Course Schedule and Assignments

I may supplement these with additional readings throughout the semester

Part 1: Designing Research

Week One, January 26: Introduction

- Paulo Freire, *Pedagogy of the Oppressed*, Preface & Chapter 1
<https://libcom.org/files/FreirePedagogyoftheOppressed.pdf>

Week Two, February 2: Designing your Research Project

GMU Writing Center Visit

- How to Do a Research Project, Chapters 1, 2 & 3
- *Informal Institutions and Citizenship in Rural Africa: Risk and Reciprocity in Ghana and Côte d'Ivoire*, Chapter 1

Week Three, February 9: Methods of Data Collection

- How to Do a Research Project, Chapters 4 & 5
- *Informal Institutions and Citizenship in Rural Africa: Risk and Reciprocity in Ghana and Côte d'Ivoire*, Chapters 2 & 3

Week Four, February 16: Using the Library

Mary Oberlies, S-CAR Librarian ***Please bring laptops to class!***

Gateway Library Instruction Room (Johnson Center, Room 228)

- Please complete this survey ***before*** class: <http://bit.ly/1vFfAwX>
- Annotated Bibliography assignment due to Mary Oberlies on February 20th

****Research Proposal Due on Blackboard***

Week Five, February 23: Developing Argumentation

- *Informal Institutions and Citizenship in Rural Africa: Risk and Reciprocity in Ghana and Côte d'Ivoire*, Chapters 4 & 5
- Stephen Pinker and Andrew Mack, *The World is Not Falling Apart*
- Tanisha Fazal. *The Reports of War's Demise Have Been Somewhat Exaggerated*

Week Six, March 2: Case Study Approach

- *Informal Institutions and Citizenship in Rural Africa: Risk and Reciprocity in Ghana and Côte d'Ivoire*, Chapter 6, 7 & Conclusion

Spring Break March 9-16

Week Seven, March 16: Surveys

- A Population-Based Survey of Attitudes about Peace and Justice in Northern Uganda

Week Eight, March 23: Field Experiments

- DANIEL N. POSNER *The Political Salience of Cultural Difference: Why*

Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi

- Rafael Di Tella, Sebastian Galiani and Ernesto Schargrotsky, The Formation of Beliefs: Evidence from the Allocation of Land Titles to Squatters

Week Nine, March 30: Data Analysis & Writing Up

GMU Writing Center visit

- How to Do a Research Project, Chapter 6 & 7

Week Ten, April 6: Peer Review & Practice Presentations

- Linda B. Nilson. Improving Student Peer Feedback. *College Teaching*: Vol. 51, No. 1.

Week Eleven, April 13: Practice Presentations

***Draft of Final Research Paper due on Blackboard**

Week Twelve, April 21: Undergraduate Research Conference

*Please note that class will meet on Tuesday this week!

1:30 to 4:10pm Johnson Center, George's

Week Thirteen, April 27: Integration into the field

- Reflective Peacebuilding: A Planning, Monitoring and Learning Toolkit:
- Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs, Chapter 1 & 2

Week Fourteen, May 4: Wrap up and Reflections

- R.L. Stirrat. 2008. Mercenaries, Missionaries and Misfits: Representations of Development Personnel. *Critique of Anthropology*, 28: 406.
- "The White Tourist's Burden,"

***Final Research Paper Due May 6, 2015**