PACS 4500 Course Syllabus and Class Policies

Instructor Information

Instructor: Dr. Michael English

I am the Director and Associate Teaching Professor for the Peace, Conflict, and Security Program (PACS) for the University of Colorado Boulder. You can read more about me here. Please address me as Dr. English, Professor English, or Michael.

Office Location

My office is located in Norlin Library, room S423. My office is in suite S436 with the Special Undergraduate Enrichment Programs (SUEP) and the Norlin Scholars Program. Follow the signs for SUEP if you do not see signs for PACS.

Office Hours

My office hours are by appointment only. Please schedule an appointment here (Links to an external site.). I am always happy to meet with you either over Zoom or in person. You are always welcome to drop by my office to see if I am available but scheduling an appointment ensures we have time to meet.

Contact

You can reach me at michael.d.english@colorado.edu. Please make sure to include the **.d.** in my email address or you are sending your message to someone else. You can also email me directly through Canvas.

Course Information

Description

This course is designed to help students deepen their knowledge and skills as researchers, creators, and presenters of information related to peace, conflict, and security related issues, specifically in regard to working in conflict contexts. A conflict context is any situation where parties are in engaged in conflict (violent or not) or peacebuilding activities at the interpersonal, intergroup, or international level. Additionally, the designation "conflict context" is meant to appreciate that it is the context that draws the researcher's interest in the events, parties, or location, and as such, necessitates an understanding of conflict and its dynamics. Our work over the semester is directed toward helping students develop their talents as real world researchers with what I describe as a "subjective sensibility" vital to understanding conflict situations and valuable for informing third-party, humanitarian, and policy interventions. Such modes highlight

the complex and often disputed nature of reality presented by parties in conflict, and as such, seek to center those understandings as essential to understanding how parties themselves experience conflict situations.

Topics covered in this course include: practical considerations on fieldwork, researcher ethics, topic formation, research methodologies, data collection strategies, as well as how to present findings. As such, we will discuss the research process as it pertains to the field of peace, conflict, and security studies, expressly focusing on modes of investigation often described as qualitative and subjective. We will explore the differences and commonalities between knowledge manufactured for policymakers, academicians, and the public. Additionally, we will practice various methods of data collection and thematic analysis techniques that are vital for working with parties in conflict be they in a workplace, neighborhood, or war zone.

Please be aware that this course strives to think about research and its practice in the context of everyday life, and under the conditions of the real world in which more often than not you will work as part of team. Collaboration and group projects will make up a significant portion of our work. While this course will be applicable to those students pursuing graduate degrees, its intention is to prove immediately useful to students in relation to the workplace and related settings. Much of the work over the semester will be done in teams or pairs to provide a mirror of real world/non-collegiate settings where teamwork, coordination, and the ability to manage intragroup conflict are vital to success.

It is recommended that students bring a laptop or tablet to class since we will be conducting research and creating group projects during some of our sessions.

Prerequisites

This course is restricted to Juniors and Seniors. It is strongly recommended that you have also taken a prior PACS course before enrolling such as, PACS 2500, PACS 3700, PACS 3850, or PACS 3860.

This course fulfills the IAFS 4500 Senior Seminar requirement.

Format

As an advanced senior seminar, the course will be taught at the graduate school level. This means there will be less focus on repeating information back to the instructor in the form of quizzes and tests, and more emphasis on application of concepts and development of new knowledge and insights in the form of projects.

As a seminar, students and the instructor will embark on a collaborative learning experience, partaking in a range of activities and discussions designed to deepen our understanding of the assigned materials. This includes working in small groups, guest speakers, and other experiential activities that might take place inside or outside of the classroom. Student participation and preparedness are crucial to making the class a successful learning experience.

Learning Objectives

After completing this course, students will be able to:

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  - Identify research topics and questions relevant to advancing our knowledge of PACS;
  - Explain the importance of ethical standards and practices in the conduct of research;
  - Implement methods of data collection and data analysis appropriate to specific research interests;
  - Collaborate effectively with team members;
  - Create an independent pilot research project on a PACS related topic;
  - Evaluate peer projects, recognizing their strengths and areas for improvement.

Textbooks

There are no required textbooks for this course. All materials are available to students as pdfs or webpages in the Modules section on Canvas.

Assignments

Your grade for this course is determined by the completion of assignments. Your grade is determined out of 100 points.

1. Discussion Posts (24% of your final grade)
   - Due 1/15, 1/29, 2/5, 2/12, 2/19, 3/5, 3/12, and 4/2
2. In-Class Group Assignments - completed in class (30% of your final grade)
   - Due 2/26, 3/19, and 4/16
3. Team Research Project (31% of your final grade)
   - Topic Submission (3% of your final grade)
     - Due 2/23
   - Project Proposal and Data Collection Instrument (5% of your final grade)
     - Due 3/23
   - Project Presentation (13% of your final grade)
     - Due 4/30
   - Project Final Briefing (10% of your final grade)
     - Due 5/4
4. Reflective Practice Papers (15% of your final grade)
   - Due 3/2, 3/23 and 4/20

A full version of the assignment details can be found on the Assignments Overview page.

Calendar

A full version of the course reading schedule and bibliographic information can be found: Course Calendar and Reading Schedule (or at the end of this paper copy of the syllabus).

Grading Scale

Your final grade for this course is determined by the number of points acquired through exams and assignments. There are 100 total points possible. The grading scale is as follows:

- A (100-94 points)
- A- (93-90 points)
- B+ (89-87 points
- B (86-83 points)
- B- (82-80 points)
- C (79-70 points)
- D (69-65 points)
- F (64 points or below and/or student has 3 or more unexcused absences)

<u>Course Policies</u>

Attendance (Mandatory)

Class attendance and participation are mandatory. You do not get points for attendance and participation, but failure to attend class and/or disruption can be grounds for your final grade to be reduced or, in extreme cases, you to be dropped from course.

You are expected to attend class on time and be prepared to participate in class discussions and activities. To record attendance, the instructor will either call out attendance or pass around a sign-in sheet during the class session.

As per guidance from the University of Colorado Boulder, the instructor no longer distinguishes between excused and unexcused absences. Therefore, it is your responsibility to save your absences in case you need them due to sickness or other emergencies. You are only to contact the instructor about an absence if it is a medical emergency lasting more than two weeks.

- **Students are allowed to be absent twice without a deduction to their final grade.**
    - A third absence will result in a full letter grade deduction off your final grade for this course.
    - Students with four or more absences will receive an F in this course.
    - If you are not in class, you are not considered present no matter the reason. Please save your absences in the case you have an emergency or are out with illness.
    - **<u>*Students must be present on group and team work and presentation days to receive credit.</u>**

- An absence on one of these days will require consultation with the instructor and make up work.
- **Students are allowed to be partially present (tardy) for class two times without a deduction to their final grade.**
    - I consider you to be tardy if you are more than 5 minutes late to the start of a session.
    - If you are tardy three times, it will result in a ½ letter grade deduction of your final grade for this course.
    - You will lose a ½ letter grade off your final grade for each time you are tardy thereafter.

- **For assignments that have an in-person requirement, you must be present in class on those days to earn credit for participation.**

Please Contact Disability Services If You Have Issues with Attendance

**If you have issues with mental health (stress, anxiety, depression, etc...) and this prevents you from attending class, please schedule an appointment with Disability ServicesLinks to an external site.. They can work with you to address your health needs and in many cases provide you with an accommodation letter or Flex Plan for excused absences due to mental health reasons.

***If you need support with mental health issues, please reach out to CU's Counseling and Psychiatric Services (CAPS).Links to an external site. CAPS offers support to all CU students.

Participation

Participation in class activities and presentations is essential to success in this course.

Students will lose points for participation if they are engaged in any of the following behaviors that distract from the learning environment, such as working on materials for other courses, surfing the web or watching TV on their devices, or having conversations not related to the material under discussion. Earbuds and headphones are not allowed.

Students will receive a warning for a first offense. A second offense will result in 10% deduction off your final grade. A third offense will be grounds for administrative action as per CU Boulder policy.

Waitlist

What if I join the class late?

Students who register for the course after the term has already started are responsible for making up work they have missed and obtaining any lecture notes from peers. Late work should be

completed within 7 days of joining the course. The attendance policy for missed sessions and tardiness comes into force on the first day a student joins the class. It is recommended that you introduce yourself to me after your first class so that you are not accidentally penalized.

<u>What if I'm on the waitlist?</u>

Per an agreement with the International Affairs program, this course is capped at 16 students. By the terms of this agreement, the course will not be over enrolled. If you are on the waitlist and a student drops, you will be added automatically in order of your position.

Late & Missing Work

Please complete the required assignments and readings by the due dates listed on Canvas. All work must be submitted electronically through Canvas as a watchable video, Word document, or discussion post unless otherwise noted. **Late work will be docked 25% off per day it is past due.** All due dates and exam dates are available to you in advance for planning purposes. Students should contact me prior to the due date if they have a concern regarding an assignment and are seeking an extension. Exceptions for extended due dates and make-up exams are considered on a case-by-case basis, which requires a discussion with me.

Accommodations for students with disabilities must be handled by the office of Disability Services, which determines accommodations based on documented disabilities. Please contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. More information on accommodations is listed below under the Accommodations Statement section. When your accommodations are approved, please schedule an appointment with me to present your letter(s) and to discuss how we can make sure your needs are met.

Technologies

We will use the Canvas (and perhaps Zoom) as part of our course. Canvas works best in Firefox and Chrome. If you use another type of browser, please be warned that some things may not function properly. It is your responsibility to familiarize yourself with the platform since you will need to do everything for this course on it, including submission of all your assignments. If you need help with technology, please contact the [Office of Information Technology](). I would love to be able to help you with all your tech needs, but I'm not that person.

In the classroom, the use of laptop computers and tablets for the purposes of note-taking and accessing readings is permitted as long as the user does not engage in activities such as emailing, searching the web, playing games, or anything that might be of distraction to the class and its members. **Students may also not wear earbuds or headphones during class**. *Students violating this policy will be asked to leave the classroom for the remainder of that class session.* The instructor reserves the right to revoke the use of laptops and tablets in the classroom at his discretion.

Students may not create an audio recording or stream of classroom lectures and discussions without prior permission of the instructor. **Glasses that record video and audio are prohibited from recording or streaming class lectures and discussion.**

Mobile phones should be set to silent and kept out of sight for the duration of the class. Students who violate this policy will be asked to leave the classroom for the remainder of that class session. Please speak with the instructor before the start of class if there is an emergency situation that requires you to have your phone out during the session.

AI/LLMs/Chatbots

For the purposes of this class, my usage of the terms AI, LLMs, and Chatbots all relate to services that will take written (text) prompts and produce full essays from them. This includes services such as Gemini, ChatGPT, Claude, Llama, and others commonly referred to as large language models (LLMs). This does not include the use of services like Grammarly which assist you with grammar-related issues in your writing.

In general, I prefer that you not use LLMs to produce your assignments. Why do I say this? In most cases, the work students are asked to perform in PACS courses often has a reflective component to it. I want to know what is going on for you. The act of writing is central to helping you explore your thoughts and develop your critical thinking skills. It defeats the purpose of a reflective assignment if you hand in something produced by ChatGPT. For any paper deemed reflective or asking for your interpretation, you will receive a failing grade if you use ChaptGPT, Claude, Gemini, and/or any other service to write your paper for you.

What about in the cases of research papers? Here there is some room for flexibility. Based on university guidance, I interpret the use of these tools as plagiarism if you use them to produce more than 10% of your paper. While these tools are powerful, they are also inaccurate and problematic for undergraduates. Often, they produce false statements that are easy for students to overlook, particularly when dealing with specific authors and materials the systems may not be trained on. Second, they produce formulaic essays and use language in ways that are not typical of an undergraduate student. That is, it is easy to spot direct copy-paste essays, especially when the word choices reflect terms not used in the class or articles, or the essay comes off as if it were written by a specialist in a particular subject area. Again, if you use AI/LLM to write the majority of your paper (more than 10%), you will receive a failing grade.

Can you use these tools to assist in your writing? Yes, but only if you are transparent about how you used them and that you limit their use to less than 10% of whatever final product is produced. For instance, it is more than acceptable to write your paper, and then ask a service like ChatGPT to suggest improvements for particular parts so long as the paper remains essentially your thoughts and work. Additionally, you can use these tools to help you understand the subject matter, so long as you do not copy-paste whole paragraphs and try to pass the work off as your own. Think about it as similar to Wikipedia. The tools can help you learn about a subject, but they should not be seen as authoritative sources. In all cases, if you use an LLM to help with a paper, include a footnote or endnote briefly describing why you decided to use the model and in what sections LLM influenced changes appear. Including such a declaration will help your

instructor understand your choices, particularly if there are questions about the content of the paper. The rule to follow here is to be transparent about your use of AI/LLM and to keep your usage minimal, if at all.

If I suspect the use of AI/LLMs in your paper, I may require you to come to my office and produce a handwritten version of your paper from memory to evaluate your writing and grasp of concepts against what was submitted. This will help me make a final determination about your assignment grade.

Email

I typically respond to emails within 24 hours during the work week (Monday through Friday). If you do not get a reply within 36 hours, please send me a follow-up email. The answer to most general questions can be found within the syllabus, so please double check it before sending your email.

Email considerations:

- **You do not need to email me about absences.**
  - Only send me an email if you are dealing with an illness lasting longer than 2-weeks or there is an emergency I need to be aware of.
- **Kindly remember that an email is not a text message.**
  - Make sure to include your full name, the course and section number you are taking with me, and a detailed explanation of the issue. You do not need to email me if you are going to miss class unless it is a prolonged absence due to a medical emergency lasting more than two weeks.
- **Finally, do not email me and ask, "Did I miss anything important?"**
  - Of course you did. It is on you to get notes from a classmate, and then, if you have questions or concerns about the material you missed, to schedule a meeting with me to discuss specific issues that you have identified. I am always willing to chat with you during office hours about the course content.

Office Hours

I hold office hours by appointment only. This is in part to encourage students to be proactive in meeting with me and to make sure that we have the time to appropriately address your questions when we do meet. I can usually answer quick questions after class, but if you have something more involved, please schedule an appointment!

You may schedule an office visit with me here. When you schedule, you will be prompted to select how you would like to meet. Once I confirm, I will send you an Outlook invitation to your university email address. For those selecting Zoom, the link will be contained in the invite.

Letters of Rec

At some point, you may need the dreaded letter of recommendation or professional reference. I know how difficult it can be to get these from faculty. I am always happy to support students in this way, but I do have some criteria that you must meet. Things to keep in mind:

- **You are currently registered for the PACS Certificate and have taken at least <u>2</u> courses with me**;
- Maintain a B average in my classes;
- Did not have more than 4 unexcused absences in each of these courses;
- You should be able to describe the job, internship, or program you are applying for and your interest in it;
- Provide me with a current copy of your resume (or we can build one if you need it);
- Ask politely.

If this is something you require, please send me an email to get the conversation started.

<u>University Mandated Policies</u>

Accommodations for Disability

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu]() for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions]() on the Disability Services website.

If you have an illness, injury or required medical isolation for which you require adjustment, please contact the instructor ASAP to discuss.

Classroom Behavior

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy.

For more information, see the [classroom behavior policy](), the [Student Code of Conduct](), and the [Office of Institutional Equity and Compliance]().

Preferred Name and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Sexual Misconduct, Discrimination, Harassment, and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits protected-class discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email CUreport@colorado.edu. Information about university policies, reporting options, and support resources including confidential services can be found on the OIEC website.

Please know that faculty and graduate instructors must inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about resolution options and support resources. To learn more about reporting and support for a variety of concerns, visit the Don't Ignore It page.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term. See the campus policy regarding religious observances for full details.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part in adhering to the Honor Code.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: StudentConduct@colorado.edu. Students found responsible for violating the Honor Code will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit Honor Code for more information on the academic integrity policy.

Mental Health & Wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact Counseling and Psychiatric Services (CAPS) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through Academic Live Care. The Academic Live Care site also provides information about additional wellness services on campus that are available to students.

PACS 4500 Course Calendar and Reading Schedule

*Please note the course calendar is subject to change. The instructor will try his best not to modify things, but weather, emergencies, and other life issues happen. Any adjustments to the syllabus will be emailed to the class and posted on Canvas. Please go to the Modules section to access readings and videos.

Week 1

Course Overview / Academic Research & Research Methodologies / Research Topics and Questions **(Class does not meet. Please complete lecture and assignments)**

- Daniel Druckman, "Why Do Research?" in *Doing Research* (Thousand Oaks, CA: SAGE Publications, 2005), 2–22.
- Gina Wisker, "Research Paradigms, Theorising and Conceptual Frameworks," in *The Undergraduate Research Handbook*, Palgrave Study Skills (New York, NY: Palgrave Macmillan, 2009), 60–69.
- Tickner, J. Ann. 2005. "What Is Your Research Program? Some Feminist Answers to International Relations Methodological Questions." *International Studies Quarterly* 49 (1): 1–22.

Week 2

Introductions / What is PACS Research? / Research in the Real World

- Kate L. Turabian et al., "What Research Is and How Researchers Think about It," and "Moving form a Topic to a Question to a Working Hypothesis." in *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th edition, Chicago Guides to Writing, Editing, and Publishing (Chicago, IL: University of Chicago Press, 2007), ***In the pdf, its pages 15-30.**
- Gladwell, Malcom. "Saigon, 1965 | Revisionist History." Pushkin Industries, 2016. https://www.pushkin.fm/podcasts/revisionist-history/saigon-1965.

- English, Michael. "Normative Aspirations, Realistic Assessment, and Subjective Sensibility." Selection from a paper delivered at the International Studies Association, Annual Conference (2022).

Week 3

Understanding What Already Exists: Reviewing the Literature / Working with Factiva.

- Luker, Kristen. "Reviewing the Literature," in *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut* (Cambridge, MA: Harvard University Press, 2010), 76–98.
- Horgan, John. Selections from *Terrorist Minds*: *The Psychology of Violent Extremism from Al-Qaeda to the Far Right.* (New York: Columbia University Press, 2023).

Week 4

Secondary Source Collection: News and Media Sources

- Oberg and Sollenberg. "Gathering Conflict Information Using News Resources." In *Understanding Peace Research*, edited by Kristine Hoglund and Magnus Oberg. London: Routledge, 2011, 47-73.
- Parenti, Michael. "Media Manipulation," in Carl Jensen and Project Censored, *20 Years of Censored News* (New York: Seven Stories, 1997), 27-32.
- Zdjelar, Vanja, and Garth Davies. "Let's Not Put a Label on It: Right-Wing Terrorism in the News." *Critical Studies on Terrorism* 14, no. 3 (2021): 291–311.

Week 5

Work Day: Group Collaboration / Identifying Your Research Topic **(Class does not meet. Please complete lecture and assignments)**

- Gino, Francesca. "Cracking the Code of Sustained Collaboration." *Harvard Business Review* 97, no. 6 (December 11, 2019): 72–81.

- Straus, Susan G., Andrew M. Parker, James B. Bruce, and Jacob W. Dembosky. "The Group Matters: A Review of the Effects of Group Interaction on Processes and Outcomes in Analytic Teams." RAND Corporation, June 5, 2009. https://www.rand.org/pubs/working_papers/WR580.html.
- Optional: Smith, David J., Laura Finley, and Robin Cooper. "Preparing for and Finding a Peace Job." In *Peace Jobs: A Student's Guide to Starting a Career Working for Peace*. Charlotte, NC: Information Age Publishing, 2016.

Week 6

Thematic Analysis

- Hawkins, Jennifer Morey. "Thematic Analysis." In *The SAGE Encyclopedia of Communication Research Methods*, edited by Mike Allen, 1757–60. Thousand Oaks CA: SAGE Publications, 2018.
- Whitfield, Teresa. "The Basque Conflict and ETA." United States Institute of Peace Special Report. (Washington, DC: USIP) 2015.
- Reinares, F. (2011). Exit from terrorism: A qualitative empirical study on disengagement and deradicalization among members of ETA. *Terrorism and Political Violence, 23*(5), 780–803.

- Optional: Jeong, Hu Young, and Johanna Ray Vollhardt. "Koreans' Collective Victim Beliefs about Japanese Colonization." *Peace and Conflict: Journal of Peace Psychology* 27, no. 4 (2021): 629–41. https://doi.org/10.1037/pac0000496.

Week 7

Secondary Sources: Group Work and Presentations **(Attendance is required on this day)**

- No Readings

Week 8

Research Ethics and Navigating Conflict Contexts

- Anastasia Shesterinina, "Ethics, Empathy, and Fear in Research on Violent Conflict," *Journal of Peace Research*, August 28, 2018, 1-13.
- Brun, Catherine. 2013. "I Love My Soldier" in Mazurana, Dyan E., Karen Jacobsen, and Lacey Andrews Gale. *Research methods in conflict settings: a view from below*. Cambridge: Cambridge University Press: 129-148.
- Mazurana, Dyan, and Karen Jacobsen. "Preparing for Research in Active Conflict Zones." In *Doing Research in Conflict Zones: A View from Below*, edited by Dyan Mazurana, Karen Jacobsen, and Lacey Andrews Gale, 272–92. New York, NY: Cambridge University Press, 2013.

Week 9

Primary Source Collection: Surveys

- Kristine Eck, "Survey Research in Conflict and Post-conflict Societies," in *Understanding Peace Research: Methods and Challenges*, ed. Kristine Hoglund and Magnus Oberg (London: Routledge, 2011), 165-181.
- Toepoel, Vera. "Developing the Survey: Questions and Answers." In *Doing Surveys Online*, 19–38. Thousand Oaks, CA: SAGE Publications Ltd, 2016.
- Mac Ginty, Roger, and Pamina Firchow. "Top-down and Bottom-up Narratives of Peace and Conflict." Politics 36, no. 3 (August 1, 2016): 308–23

Week 10

Surveys: Group Work and Presentation **(Attendance is required on this day)**

- You will have collected survey data to analyze.

Week 11

Primary Source Collection: Interviews

- Brouneus, Karen, "In-Depth Interviewing." In *Understanding Peace Research*, edited by Kristine Hoglund and Magnus Oberg. London: Routledge, 2011, 130-145.
- Lisa McLean (2020) A question that has no end: the politics of life and death in the search for disappeared migrants in Mexico, *Citizenship Studies*, 24:8, 994-1009.

Week 12

Primary Source Collection: Interviews (Interview Practice and Question Design)

- Harvard Sociology Program, "Strategies for Qualitative Interviews"

Week 13

Interviews: Group Work and Presentations **(Attendance is required on this day)**

- You will have conducted interviews to analyze

Week 14

Final Project Team Work Day **(Attendance is required on this day)**

- Bring collected data to class to analyze
- Bring materials to prepare presentation

Week 15

Presentations and Course Debrief **(Attendance is required on this day)**

- No Readings