PCJ260H1F
Introduction to Peace, Conflict and Justice I:
Data and Applications
Fall 2022

Class Time: Tuesdays 10am – 12pm
Class Location: OI 5170 (OISE Building, 252 Bloor St W)
Tutorial Time: Some Thursdays 1pm – 2pm
Tutorial Location: SK 548 (Factor-Inwentash Faculty of Social Work, 246 Bloor St W)

Instructor: Professor Paola Salardi
Room: 1 Devonshire Place (At Trinity Site), Room #259S
Email: paola.salardi@utoronto.ca
Office Hours: Wednesdays 2pm – 4pm (by appointment only, sign up at https://calendly.com/paola-salardi/paola-salardi-office-hours)

Teaching Assistant: Dario Toman
Location: 150 St. George St. (Max Gluskin House), Room GE313
Email: dario.toman@mail.utoronto.ca
Office Hours: Thursdays 3pm – 5pm (3-4pm drop-in; 4-5pm by appointment only, sign up at https://calendly.com/dario-toman/oh-appointment-with-dario)

Course Description: Welcome to the PCJ260H course! The goal of this course is to introduce you to data literacy and applications in the topics of peace, conflict, and justice. The course is broadly divided into two parts. The first part will introduce data in the context of peace, conflict, and justice studies and outline the research process. We will begin by understanding different research designs and approaches, then we will look at how important concepts such as conflict and peace are defined and measured in research. We will also look at how data collection varies with different research orientations. In the second part of the course, we will turn our attention to fundamental descriptive statistics tools. We will look at different datasets, learn how to summarize data for different types of variables through graphs and tables, and explore measures of association between variables. The second part of the course will be complemented by more active participation by students who will simultaneously be working on data projects related to peace, conflict, and justice. Throughout the course we will focus primarily on data literacy and its applications to peace, conflict, and justice, and will look at several examples from leading studies in these fields. This will introduce you to important strands of research, while also exposing you to the importance of data literacy: how research methods are applied to investigate issues relating to peace, conflict, and justice, how to critically read and interpret this research, and how to design your own research in these fields.
Welcome on board!

1. Organization of the course

The course is organized in lectures and tutorials. Lectures will be held every week for two hours, while several tutorials are scheduled over the course of the term and are led by the TA. All of this is laid out in the detailed timetable for the course in section 5 of this document. However, variation from the detailed timetable may sometimes be announced during lectures and online on Quercus.

Lectures will be supplemented by tutorials that are designed both to review key concepts and to offer you a deeper understanding of data literacy and working with data. Four of these tutorials will be used to review problem sets, which also consist of examples of the types of questions that will be on the final test, thus helping you to prepare effectively. The tutorials are also your chance to ask questions about the course material.

On top of tutorials, students will have access to office hours as a source of additional support. Office hours will be held by both the instructor and by the TA. The instructor's and TA's office hours are listed at the beginning of this syllabus, and any variation will be sent by email and posted on Quercus.

U of T's learning portal (a.k.a. Quercus) is here: https://q.utoronto.ca/
Announcements, lecture slides, readings, tutorial assignments, additional readings, past exams and grades will be posted on Quercus.

Teaching materials

This course adopts predominantly core chapters taken from research methods and statistics textbooks, while also relying on few published academic articles: to succeed in this course you are required to read *at least* the textbook chapters that are indicated as compulsory readings for each lecture. In addition to these textbooks' chapters, lectures slides and notes will be provided via Quercus prior to the date of the lecture. You are expected to read both the lecture slides and the related compulsory readings before class. In my experience, this strategy puts you in a position to better understand the reading and to grasp key concepts much more easily. It is important to attend all of the lectures, as they are interconnected.

The compulsory readings assigned for each week are listed in the preliminary list of readings in section 6 of this document. All of the compulsory reading will be posted on Quercus prior to the beginning of each week. Additional suggested readings are listed in the reading list and can be easily found though the U of T electronic library: https://onesearch.library.utoronto.ca/.

Please note that the reading list might be revised based on your feedback and impressions as the course proceeds – and I would welcome your feedback so that I can continue to improve this course.

2. Student evaluation

This is the grading scheme:

Title	Deadlines	Length	Weight
Data Project I: Research Pitch	Tuesday, October 11 at 10am EST Slides must be submitted the day before the presentation at 11:59pm EST by email to the instructor	5-minute presentation	20%
Data Project II: Research Outcomes	Tuesdays, November 22 and 29 at 10am EST Slides must be submitted the day before the presentation at 11:59pm EST by email to the instructor	20-minute presentation	30%
Problem sets	Due at 11:59pm EST the day before tutorial with a scheduled Problem Set To be submitted via Quercus (at least three out of four).	--	15%
Final Written Test	Tuesday, December 06 at 10am EST (Location and date to be confirmed)	90 minutes	20%
Participation	See the description below for the disaggregated items of the participation grade	ongoing	15%

Data Project

Your Data Project will span from Weeks 4 through 11 of the course, with two specific outputs: a first in-class presentation in Week 5, and a second in-class presentation in Weeks 10 and 11. The overall objective of the assignment is for each student, generally in groups of four or five students, to apply the descriptive statistics concepts being presented in Weeks 6 through 9 to a specific data set of relevance to the study of peace, conflict and justice. Datasets will be provided for the assignment and groups and topics will be randomly assigned prior to Class in Week 4, along with additional details and resources relevant to each topic.

Data Project I: Research Pitch

For the first part of the assignment during Week 4, each group will be assigned an existing data set dealing with an important question in peace, conflict and justice, along with a copy of the codebook and other relevant resources used to conduct the analysis in the data set (for example published academic articles or reports related to the data). The first assignment will be to review the data set and its variables, consider how to employ this data, read relevant additional resources, **and then come up with a research question that you would like to answer using this data set. You will present this question in-class in**

Week 5 (and, if necessary, we can use the tutorial slot for that week) and then work on the research question that you identify over the course of Weeks 5 through 9.

A brief illustration: imagine you are working on a dataset with Uppsala Conflict Data Program (UCDP) data on conflicts across countries, which includes information on the date and number of fatalities of the conflicts. You might be interested in exploring how the number of fatalities of conflicts has changed over time, so your research question would be to explore how the number of fatalities resulting from conflicts has changed over the past decade. In your research pitch, you would provide some context on the dataset, explain the key measures (e.g., how fatality is being measured), and give the class some general background about your research question and data.

Once you have identified your research question each group will make a 5 minute in-class pitch during Week 5 in which you (a) present the data set, (b) briefly present the background or possibly some previous works done using this data set on and (c) present the core research question that you intend to focus on for the remainder of the assignment in Weeks 5 through 9. The primary focus should be on describing your research question, why it is interesting, what existing research has found, and, critically, which variables from the data set that you were provided will allow you to answer the question. During class in Week 4 I will provide a full example of such a presentation, in order to illustrate how you can identify an appropriate research question and present it to the class.

The hope is that each group will be able to identify a viable research question on which to focus for the remainder of term. However, your in-class presentation will allow me an opportunity to assess the viability of the questions that you propose. I will provide feedback to each group, which in case the question does **not** appear viable I will intervene after class to provide you with an alternative research question, based on the same dataset, in order to ensure that the remainder of the assignment runs smoothly.

Data Project II: Research Outcomes

Having identified a research question, the second part of the assignment will involve the analysis of your data in order to answer that question, using the tools that we will be developing each week in class. The hope is that you will advance the analysis of your data incrementally, each week, using the new tools that we have introduced, so that you get hands on experience using those tools and concepts. The analysis will then culminate in a presentation of your research findings in-class in Weeks 10 and 11.

The in-class presentation will be 15 minutes long, with each one followed by about 5 minutes of comments or questions from the instructor. Each presentation should follow broadly the same format, though you can pursue a different format if you have good reasons for doing so – and if you still cover each of the elements describe here. The standard format is as follows, along with very approximate guidelines about the time to allocate to each component:

1) **Research Question**: Description of the research question you are focusing on.

2) **Background**: Brief description of important background information related to your data set (e.g. relevant papers).
3) **Data set**: A description of the type of variables available in the data set.
4) **Findings**: Presentation of key findings, obtained by experimenting with descriptive statistics tools.
5) **Additional information**: Discussion of potential weaknesses of the analysis or of the data set itself, or possible conflicting results with other sources.
6) **Conclusions**: Brief concluding remarks, discussion of potential future avenues for research.

Your two Data Project presentations will be worth 20% and 30% of your final grade, respectively. Please note that the presentation slides must be submitted **the day before the presentation at 11:59pm EST** by email to the instructor using the following naming convention: "InClass_Presentation_[group_number]_[dataproject_number].ppt," where the 'group number' refers to the one indicated in your data project and the 'data project number' refers to whether it is the first or the second presentation. For example, if you are in Group 3 and are submitting your research outcomes presentation (Data Project II), this would be the title: "InClass_Presentation_3_2.ppt". Each student is expected to contribute equally to the presentation and to the data project more broadly – it reflects badly on all of the presenters if one person does not make a solid contribution. A successful presentation depends not only on the quality of the information, but also on communicating that information very clearly to your classmates. Here are some key points to keep in mind.

1) *You need to be extremely well-rehearsed*, so that you speak clearly, and adhere to the time limit. You should meet as a group beforehand and rehearse the presentation out loud at least three times, to make sure you are on time and clear. I will be extremely strict about the time limit, cutting you off as soon as you exceed the limit, as being able to stay on time is a very important skill.

2) *Think of your presentation as a short oral essay.* You are not simply summarizing the data set and your findings, but are trying to tell a story and make an argument about what we already know, what the data shows, and your analysis has found. You need to be very precise about the key findings.

3) *Have positive body language and speaking style:* By speaking clearly, with good volume, with energetic body language and by trying to communicate directly with your audience (relying as little as possible on your notes), you will be much more effective as a speaker, and your audience will retain much more information.

Note that it is very important that you attend *all* of the presentations and not just the class when you are presenting. Because everyone is presenting on related topics, you can learn a lot from both the substance and the style of the different presentations, while it is also important to attend in order to support and respect your colleagues. If you fail to submit your presentation and/or are absent from your own presentation you will receive a zero for the assignment, unless you have an approved medical or personal reason for your absence, as described below.

Problem sets

The main goal of the Problem Sets is to give you a chance to apply the descriptive statistics you will be learning in lectures to real applications. You are expected to submit the problem set at **11:59pm EST** before the tutorial the week it is due on Quercus. You must submit at least three of four problem sets to get complete marks for the problem sets, which will **only be marked for completion**. Since the problem sets are worth 15% of your grade, each problem set will be worth 5%. It will not affect your grade if the exercises are done correctly or not, as the main goal again is to practice doing the analysis yourself and to get familiar with Excel (and/or R if you choose). Try to show your work for the problem sets to demonstrate how you got to your solutions. In the tutorial the week the problem set is due (as marked in the course schedule), the TA will review the problem set and give you an opportunity to do the questions in class, ask any questions or learn the steps to any questions you found challenging. Given time constraints, not all of the exercises from the problem set will be covered during the tutorial, but students are welcome to ask to review them during office hours. It is best to try the problem set after the lecture while the information is fresh in your memory and to get the chance to apply the concepts learned in lecture to exercises. Completing the problem sets and putting effort in them is fundamental both for successfully completing the data project and performing well on the final written test.

Please note that the problem sets must be submitted **the day before the correspondent tutorial at 11:59pm EST** by Quercus submission using the following naming convention: "Problem set_[UTOR_number]_[number of the problem set].docx." The problem sets are worth 15% of your grade (5% per problem set). If you choose to do all four problem sets, the extra one will be worth a bonus point of 3% added to your grade.

Final Written Test

The Final Written Test will consist of a series of questions drawing on the entirety of the course material covered in the reading, during lectures, in-class presentations and tutorials. Because the compulsory readings are the core teaching materials, having a good understanding of them will be key to being able to write a good final test. Remember that during tutorials your TA will present questions that could be part of the final exam and, more generally, will work to deepen your understanding of the core readings. Attending the tutorials will thus be critical to succeeding on the final test.

The final test will combine more technical questions and more open-ended short essay questions. For the former, you might, for example, be asked to tabulate a relative frequency or to explain a specific table of results. For the latter, you might, for example, be asked to describe key issues around validity and reliability of a research project or to illustrate typology of data collection.

The Final Written Test is scheduled for the last day of class, Tuesday, **on December 6th at 10AM EST**. Your Final Test will count for 20% of your total final grade. Failure to attend your Final Written Test will result in being assigned zero to the portion of your final grade.

If you are unable to attend the final test for a medical or personal reason, all appeals are handled by the Faculty of Art and Science, and not by individual instructors. Any accommodation for missing the final examination requires a student to formally petition A&S in order to write a deferred examination in the summer following the guidelines at https://fas.calendar.utoronto.ca/rules-regulations.

Participation

Participation, which composes 15% of your final grade, is a composite of several activities. 5% will be based on your attendance in class, completion of quizzes, and the quality of your active participation in class discussions. Your grade will also reflect participation in events and seminars outside of normal class hours for the remaining 10%. These events are part of being a member of the PCJ community and are recognized as an important complement to your courses. Specifically, the breakdown of this component will be as follows:

- 5%: attendance at an Indigenous Cultural Competency Training (ICCT) session – scheduled for Thursday, September 15 at 12.30pm EST
- 5%: attendance at least one of the three PCJ Fellow talks – TBD during the Fall term

Late Penalty
A 3% penalty will apply to late assignments, deducted per day, including weekends. Any assignments received a week or more after the deadline will continue to be deducted a full letter grade (i.e. from an A- to a B-) per week.

3. Relevant dates

Tuesday, September 13: First Day of Class
Thursday, September 15: Indigenous Cultural Competency Training (ICCT) Workshop
Tuesday, October 11 and Thursday October 13: First In-Class Presentation "Data Project I: Research Pitch"
Thursday, October 20: Problem Set I
Thursday, October 27: Problem Set II
Thursday, November 03: Problem Set III
Tuesday, November 08 and Thursday November 10: No classes (Reading week)
Thursday, November 17: Problem Set IV
Tuesdays, November 22 and 29: Second In-Class Presentation "Data Project II: Research Outcomes"
Tuesday, December 6: Final Written Test

4. Other important information

Email Policy
Email is NOT an appropriate forum for asking questions. If you want to discuss the course material you should meet with your instructor, or your TA, in person during office hours. If you have any personal matter or concern, please similarly come to speak to me in person during office hours. On the other hand, if there are any issues with the course that you think I should know about, such as mistakes in a specific announcement, missing information about an approaching tutorial that have not been posted, feel free to email me – I would be most grateful, though I may not always be able to reply.

Course Drop Dates
The last date to cancel F courses is November 16, 2022. If you need to drop a course, please contact your Registrar's Office, and notify the PCJ Program and Events Coordinator, Anupam Chaudhri, at pcj.program@utoronto.ca.

Illness and Extensions
For 2022-23, the *Verification of Illness* (also known as a "doctor's note") is temporarily not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should also advise their instructor of their absence. Visit COVID-19 Information for University of Toronto Students page on the Vice-Provost, Students website for information on this and other frequently asked questions.

Grading and Assessment
Final grades in the course are given as percentage grades, which correspond to a letter grade that is used to calculate GPA according to the University of Toronto marking scheme as specified in section 10 of the Faculty of Arts and Science Academic Handbook. They reflect your overall performance in achieving the stated Course Learning Outcomes. Assessment on interim evaluations can take many forms and are intended to give you an indication of where you stand relative to others. This will allow you to adjust your approach, your expectations, and your performance. Please contact your instructor if you would like more guidance on your individual course performance.

Plagiarism
Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

Class Attendance
Students are expected to attend every class. Those who miss more than one-sixth of a course due to illness or personal circumstances should inform their instructor and Registrar's Office immediately.

Accessibility Services
Academic accommodations are provided when you experience disability-related barriers that prohibit demonstration of your knowledge and skills. To receive accommodations, students must register with Accessibility Services. Accommodations are provided to level the playing field upon which you can establish your success. You are encouraged to inform yourself about options in this regard at the website for Accessibility Services.

Academic Accommodations
Occasionally students will need to apply for an academic accommodation due to disability, illness, religious observance, or personal emergency. All requests for an academic accommodation due to disability are handled by the University of Toronto's Accessibility Services, as specified in the Faculty of Arts and Science Academic Handbook, section 13. All requests for non-disability related accommodations are handled by the instructor, or the PCJ Program Director.

For disability-related accommodations, Accessibility Services staff will determine suitable accommodations on a case-by-case basis based on recommendation from health providers and with student input. If a non-disability related accommodation request is approved, a resolution will be determined by the instructor and may take the form of an alternate deliverable, deadline extension, re-weighted course grade calculation, make-up exam, or another solution deemed appropriate by the instructor. If an accommodation request is not approved, the missed or late deliverable will be subject to an academic penalty. The extent of the penalty is at the discretion of the instructor.

Crisis Support
Students in distress can access a range of free crisis lines available from the University of Toronto and City of Toronto: Support When You Feel Distressed

Most of these crisis lines are available 24 hours a day and some address specific problems that students may be experiencing. Immediate assistance is available as follows:

- My SSP for University of Toronto Students: 1-844-451-9700.
- Good 2 Talk Student Helpline: 1-866-925-5454
- Gerstein Crisis Centre: 416-929-5200
- Distress Centres of Greater Toronto: 416-408-HELP (4357)
- The Centre for Addiction and Mental Health (CAMH): 250 College Street (walk-in)

You are not alone: please get help if you're experiencing difficulties and are in distress.

If you are in immediate danger: For Personal Safety - Call 911, then Campus Community Police* UTSG Police: 416-978-2222 | U of T Mississauga Police: 905-569-4333 | U of T Scarborough Police: 416-978-2222 | Centre for International Experience Safety Abroad 416-946-3929.

*24/7/365; Campus Community Police can direct your call to the right service

Code of Behaviour on Academic Matters
Please read the University's Code of Behaviour on Academic Matters. It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of acceptable academic practices – ignorance of the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

Academic Integrity
Case write-ups, papers, assignments, and all other deliverables must be original work, giving credit to the work of others where appropriate. This applies to individual and group deliverables. All members of a group are accountable for the academic integrity of their submissions. You are encouraged to consult the following sites to ensure that you follow the appropriate rules. Ignorance of these rules is not a defense in cases of violations, which can result in very serious academic sanctions. Please visit the University of Toronto Academic Integrity and the UofT Writing Centre Resources websites for further detail and help on the proper use of citations.

Group Work and Behaviour
You are expected to treat teamwork the same way as you would in any professional organization. This includes, but is not limited to:

- Contributing substantially and proportionally to each project
- Committing to a standard of work and level of participation agreed upon by the group
- Ensuring familiarity with the entire content of a group deliverable so that you can sign off on it with your name in its entirety as original work
- Accepting and acknowledging that assignments that are found to be plagiarized in any way will be subject to sanctions for all group members under the University's Code of Behaviour on Academic Matters linked above
- Ensuring that all team members voice their opinions, thoughts, and concerns openly and in an inclusive and considerate environment
- Taking personal responsibility for voicing your own thoughts to enhance and contribute to the team learning

If you encounter difficulties with any group member that cannot be resolved within the group, please contact your instructor for guidance. Your instructor may refer you to the PCJ Program Director for further assistance.

Class Recordings Policy for 2022-23
The Munk School is pleased to be planning for an in-person learning experience in the 2022-2023 academic year. We are not planning for fully online or hybrid courses. In the event of student illness or due to a formal accommodation, we will plan as much as we are able to provide video and audio or audio only recordings for required courses that have 50 or more registered students. Students should check with their program administrator if they are unsure which of their courses qualify.
In order to receive access to these recordings, students will be required to send a written request to their professors. The professor will then approve the request and the student will receive a link (48-72 hours later) where they can view the missed lectures on a secure site requiring UTORid login credentials.

Students who miss smaller seminar classes and lectures will be required to catch up on missed content from classmates and/or through the course page on Quercus. Please be aware that missing classes in courses with participation grades will impact your ability to earn full participation marks. Participation grades and related policy are determined for each course by the professor. Should Toronto public health requirements or University policy necessitate re-visiting this policy, we will do so.

Copyright, Trademark, and Intellectual Property
Unauthorized reproduction, copying or use of online materials, e.g., video footage or text, may result in copyright infringement. The "fair use" provisions that apply to photocopies used for teaching do not apply to web pages. The Centre for Teaching Support & Innovation (CTSI) in Robarts Library can provide further guidance. You may also access copyright resources on the University of Toronto Libraries website.

5. Detailed Timetable

Week	Date	Session	Topic
1	Sept 13	Lecture #1	Introduction to the course
	Sept 15	**ICCT workshop**	
2	Sept 20	Lecture #2	From Research Question to Research Design
	Sept 22	Tutorial #1	Reading Social Science Papers
3	Sept 27	Lecture #3	From Concepts to Variables
	Sept 29	Tutorial #2	Measuring Core PCJ Concepts
4	Oct 04	Lecture #4	From Data Sources to Execution
	Oct 06	Tutorial #3	Opening and Managing a Dataset
5	Oct 11	**Presentations' session – Research Question pitch (I)**	
	Oct 13	**Presentations' session – Research Question pitch (II)**	
6	Oct 18	Lecture #5	Introduction to Descriptive Statistics
	Oct 20	Tutorial #4	Problem set I
7	Oct 25	Lecture #6	Summarizing Data for a Variable - Tabular and Graphical Displays
	Oct 27	Tutorial #5	Problem set II
8	Nov 01	Lecture #7	Summarizing Data for a Variable - Numerical Measures
	Nov 03	Tutorial #6	Problem set III
	Nov 08	**Reading week (No class)**	
9	Nov 15	Lecture #8	Summarizing Data for Two Variables
	Nov 17	Tutorial #7	Problem set IV
10	Nov 22	**Presentations' session (I) – Research project final (I)**	
11	Nov 29	**Presentations' session (II) – Research project final (II)**	
12	Dec 06	**Final Written Test**	

6. Preliminary List of Readings

Important note: *Any changes to the reading list will be clearly communicated both during lectures, by email and via Quercus announcements. The readings listed under each lecture are* ***compulsory****. In turn, I have provided a short list of additional optional readings for each topic, if you want to dig deeper into the topic.*

Lecture 1: Introduction

- Pettersson, Therese, Stina Högbladh and Magnus Öberg, (2019), Organized violence, 1989-2018 and peace agreements, *Journal of Peace Research* 56(4).
- Forrester Consulting. (2021). *The Great Data Literacy Gap: Demand For Data Skills Exceeds Supply*. Commissioned by Tableau. Retrieved from: https://www.tableau.com/sites/default/files/2021-06/Tableau_Data_Literacy_Report.pdf

Additional Suggested Readings:

- Basedau, M., & Deitch, M. (2021). One year after: Has the COVID-19 pandemic increased violence in sub-Saharan Africa? (No. 327). GIGA Working Papers.
- Blattman, Chris, and Edward Miguel (2010), "Civil War," *Journal of Economic Literature*, 48 (1): 3-57.
- Davies, S., Pettersson, T. and Öberg, M. (2022). "Organized violence 1989–2021 and drone warfare" Journal of Peace Research, 59(4), 593-610. https://doi.org/10.1177/00223433221108428
- Gleditsch, Neils P., Wallensteen, P., Eriksson, M., Sollenberg, M., and Strand, H.,
- (2002), "Armed conflict 1946-2001: a new dataset," *Journal of Peace Research*, 39, 615-37.
- Kalyvas, Stathis N., (2006), "*The Logic of Violence in Civil War,"* New York: Cambridge University Press. [Chapter 1, pp. 16-31].
- Nguyen D. (2021). *Mediatisation and datafication in the global COVID-19 pandemic: on the urgency of data literacy*. Media International Australia, 178(1), 210–214. https://doi.org/10.1177/1329878X20947563
- Pettersson, T., Davies, S., Deniz, A., Engström, G., Hawach, N., Högbladh, S., & Öberg, M. S. M. (2021). Organized violence 1989–2020, with a special emphasis on Syria. *Journal of Peace Research*, 58(4), 809-825.
- Qlik. (2022). *Data Literacy: The Upskilling Evolution.* Retrieved from: https://www.qlik.com/us/-/media/files/resource-library/global-us/direct/datasheets/ds-data-literacy-the-upskilling-evolution-en.pdf
- World Bank (2011). *World Development Report 2011: Conflict, Security and Development*. The World Bank, Washington D.C.

Lecture 2: From Research Question to Research Design

- Bouma, Gary D., Rod Ling, and Lori Wilkinson. (2019). Selecting a Research Design (**Chapter 7**). In *The Research Process* (pp.123-154). Oxford: Oxford University Press. Fourth Canadian Edition.
- Bryman, Alan, and Edward Bell. (2019). General Research Orientations (**Chapter 1**) and Research Designs (**Chapter 2**). In *Social Research Methods* (pp. 2-49). Oxford: Oxford University Press. Fifth Canadian Edition.

- Kellestedt, Paul M., and Guy D. Whitten. (2018). Research Design (**Chapter 4**). In *The Fundamentals of Political Science Research* (pp. 77-103). Cambridge: Cambridge University Press. Third Edition.

Additional Suggested Readings:

- Berman, Evan, and Xiaohu Wang. (2018). Research Design (Chapter 2). In *Essential Statistics for Public Managers and Policy Analysts* (pp. 21-41). London: SAGE Publishing. Fourth Edition.
- Bouma, Gary D., Rod Ling, and Lori Wilkinson. (2019). How we know what we know and how we know we know (Chapter 1) and Selecting a Problem (Chapter 3). In *The Research Process* (pp. 4-9; 33-51). Oxford: Oxford University Press. Fourth Canadian Edition.
- Bratton, M. (2011). Violence, partisanship and transitional justice in Zimbabwe. *The Journal of Modern African Studies*, 49(3), 353-380.
- Bunselmeyer, E., & Schulz, P. (2020). Quasi-experimental research designs as a tool for assessing the impact of transitional justice instruments. *The International Journal of Human Rights*, 24(5), 688-709.
- Collier, Paul, et al., (2009), "Beyond Greed and Grievance: Feasibility and Civil War," *Oxford Economic Papers* 61(1): 1-27.
- Crost, B., Felter, J., & Johnston, P. (2014). Aid under fire: Development projects and civil conflict. *American Economic Review*, 104(6), 1833-56.
- Datzberger, S. (2017). Peacebuilding through non-formal education programmes: a case study from Karamoja, Uganda. *International Peacekeeping*, 24(2), 326-349.
- Mansour, H., and Rees, D. I. (2012). Armed conflict and birth weight: Evidence from the al-Aqsa Intifada. *Journal of Development Economics*, 99(1), 190-199.
- Michaelsen, M. M., & Salardi, P. (2020). Violence, psychological stress and educational performance during the "war on drugs" in Mexico. *Journal of Development Economics*, 143.
- Mitchell, T. D. (2007). Critical service-learning as social justice education: A case study of the citizen scholars program. *Equity & Excellence in Education*, 40(2), 101-112.
- Pollock, Philip H., and Barry C. Edwards. 2020. Research Design and the Logic of Control (Chapter 4). In, *The Essentials of Political Analysis* (pp. 105-130). London: SAGE Publishing. Sixth Edition.
- Russett, B. (2005). Bushwhacking the democratic peace. *International Studies Perspectives*, 6(4), 395-408.
- Weisburd, D., Telep, C. W., Vovak, H., Zastrow, T., Braga, A. A., & Turchan, B. (2022). Reforming the police through procedural justice training: A multicity randomized trial at crime hot spots. *Proceedings of the National Academy of Sciences*, 119(14), e2118780119.

Lecture 3: From Concepts to Variables

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Lecture 4: From Data Sources to Execution

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Lecture 5: Introduction to Descriptive Statistics

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Lecture 6: Summarizing Data for a Variable - Tabular and Graphical Displays

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Lecture 7: Summarizing Data for a Variable - Numerical Measures

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Lecture 8: Summarizing Data for Two Variables

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