TRUDEAU CENTRE FOR PEACE, CONFLICT AND JUSTICE
MUNK SCHOOL OF GLOBAL AFFAIRS AND PUBLIC POLICY
UNIVERSITY OF TORONTO

PCJ461H
Research Methods in Peace, Conflict and Justice
Winter 2019

Class Time: Tuesdays 3pm-5pm
Class Location: SK 346 (Faculty of Social Work Building)

Instructor: Professor Paola Salardi
Room: 1 Devonshire Place (At Trinity Site), Room #259S
Email: paola.salardi@utoronto.ca
Office hours: Wednesday 8:30am-10:30pm, by appointment only, sign up at
https://calendly.com/paola-salardi

Course Description: The course guides each student through their own individual research project, embedded in an interactive group learning process, in order to offer an applied introduction to research methods for peace, conflict and justice studies. Students will work through the full research process, including: identifying a research question, learning how to conduct effective literature reviews, developing a rigorous research design, and applying quantitative and qualitative methods to answering those questions. Rather than doing independent research projects or studying research methods in isolation, the course combines the two: students learn collectively about the different steps in the research process while simultaneously applying those steps to their own research project. This is then complemented by presenting that research and discussing the different projects in class, so as to receive continuous feedback and be exposed to a variety of research methods and approaches.

Welcome aboard!
1. Organization of the course

The course is organized into lectures and seminars. Lectures will be held by the instructor every other week for two hours. Key to the course are the seminars where students will play a central and active role presenting and discussing their research at various stages. The schedule of lectures and seminars 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 or seminars, and online on Quercus.

Lectures will focus primarily on introducing the key concepts, topics and choices covered by the course, grounded in the textbook and sometimes in additional academic publications. During the lectures, the instructor will focus primarily on introducing the different stages of the research process, on discussing strategies to succeed at each stage, and on key methodologies that the research might adopt. With respect to research methodologies, the instructor will review key concepts, and seek to offer a deeper understanding of both qualitative and quantitative methodologies that can be applied.

During the seminars, students will present their research at its different stages, whether it be presenting approaches to the key research question, sharing an initial literature, discussing the research outline or presenting the final research paper. During each seminar, students will play the central role, while the instructor will lead the class, facilitate debate and discussion and seek to support students in the further development of their research project.

On top of time in class, students will have access to office hours held by the instructor as a source of additional support. The instructor’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, and grades will be posted on Quercus.

Teaching materials

This course relies heavily on the following textbook:


To succeed in this course, you are required to read the chapters of the Bryman that will be assigned each week. On top of this textbook, additional academic articles and book chapters might be assigned. Finally, lectures slides will be also generally provided via Quercus prior to the date of the lecture. You are expected to read both the lecture slides and the related articles before class: in my experience this strategy puts you in a position to better understand the lecture and to grasp key concepts much more easily. It is important to attend all of the lectures, as they are interconnected, and participation is graded.
2. Student evaluation

This is the grading scheme:

<table>
<thead>
<tr>
<th>Title</th>
<th>Deadlines</th>
<th>Length</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Session I: Research Question</td>
<td>Tuesday, January 22 at 3 pm</td>
<td>1 poster 5-minute</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>presentation</td>
<td></td>
</tr>
<tr>
<td>In-Class Presentation I: Literature</td>
<td>Slides must be submitted the day</td>
<td>7-minute presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Review</td>
<td>before the presentation by 11:59 pm on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quercus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poster Session II: Research Outline</td>
<td>Tuesday, February 26 at 3pm</td>
<td>1 poster 7-minute</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>presentation</td>
<td></td>
</tr>
<tr>
<td>Research Outline</td>
<td>Monday, February 25 by 11:59pm</td>
<td>1,000 word essay</td>
<td>20%</td>
</tr>
<tr>
<td>In-Class Presentation II: Final</td>
<td>Slides must be submitted the day</td>
<td>15-minute presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>before the presentation by 11:59 pm on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quercus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>Monday, April 15 by 11:59pm</td>
<td>5,000 word essay</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Throughout the duration of the course</td>
<td>-</td>
<td>10%</td>
</tr>
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3. Relevant dates

**Tuesday, January 8: First Day of Class**
Tuesday, January 22: Poster Session on Research Question
Tuesday, February 5: In-Class Presentation on Literature Review

**Tuesday, February 19: No class (Reading week)**
Monday, February 25: Submission of Research Outline
Tuesday, February 26: Poster Session on Research Outline
Tuesday, April 2: In-Class Presentation on Final Research Paper

**Tuesday, April 2: Last Day of Class**
Monday, April 15: Submission of Final Research Paper

4. Other important information

Course accessibility: Students with diverse learning styles and needs are always welcome in this course. In particular, if you have a disability or health consideration, which may require accommodation, please feel free to approach me in person and/or the Accessibility Service (http://accessibility.utoronto.ca/ or call 416-978-8060).
Academic integrity: Academic integrity is a priority at the University of Toronto. Our academic community honours the values of honesty, trust, respect, fairness and responsibility in order to protect you and your degree. Read Section B of the University of Toronto’s Code of Behavior on Academic Matters, as all students are expected to know and to respect this Code: http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf.

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 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 or missing information about an approaching tutorial, feel free to email me – I would be most grateful, though I may not always be able to reply.

Illness and Extensions: If you submit an assignment late due to illness, we will follow the FAS policy for granting extensions. In general, extensions will only be granted for serious illness immediately before or on the date of the submission deadline. Medical certificates, documenting the illness, must be submitted within one week of the deadline – or, in the case of serious illness prior to the deadline, must be submitted before the due date. Medical certificates need to adhere to the following characteristics in order to be acceptable:

- Only the official Verification of Student Illness or Injury by the University of Toronto will be accepted, fully completed by a Physician, Surgeon, Nurse Practitioner, Dentist, or Registered Psychologist. You can find the certificate to be completed at this link: http://www.illnessverification.utoronto.ca/index.php
- You need to have visited the physician during the illness in question, not after the fact, and the medical note needs to be dated accordingly.
- The certificate needs to be submitted to the instructor in person, in class or during normal office hours. Suspicious certificates will be forwarded to the Office of Student Academic Integrity (OSAI) for further investigation.
### 5. Detailed Timetable

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 8</td>
<td>NO CLASS</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | January 15 | Lecture #1 | Introduction to the Course  
How to implement a Research Project  
(In-class brainstorming on research questions) |
| 3    | January 22 | Seminar #1 | Poster session I: Research Question |
| 4    | January 29 | Lecture #2 | How to do a Literature Review  
(In-class discussion on research questions) |
| 5    | February 5 | Seminar #2 | Presentation I: Literature Review |
| 6    | February 12 | Lecture #3 | How to fine tune your Research Question and write a Research Outline |
| 7    | February 19 | NO CLASS | Reading week |
| 8    | February 26 | Seminar #3 | Poster Session II: Research Outline |
| 9    | March 5    | Lecture #4 | Quantitative Research Methods  
(In-class updates on research progress) |
| 10   | March 12   | Lecture #5 | Qualitative Research Methods  
(In-class updates on research progress) |
| 11   | March 19   | Lecture #6 | Sampling and Data Analysis  
(In-class updates on research progress) |
| 12   | March 26   | Lecture #7 | Beyond the Quantitative and Qualitative Divide  
The Policy Relevance of your Research  
(In-class updates on research progress) |
| Extra| April 2    | Seminar #4 | Presentation II: Final Research Paper |