Instructor: Karina Korostelina,
Institute for Conflict Analysis and Resolution
ckoroste@gmu.edu; 703-993-1302
Truland Room 632; Office hours by appointment

This course explores theoretical and ethical foundations of qualitative research, research design, various qualitative methodologies, the process of case selection, as well as issues likely to emerge in the process of conducting research. Assigned reading includes methodological texts as well as articles that represent research with a particular method. Class discussion of these texts will focus on how the authors generated a research question; how they set up their research designs; what methods they employed and why to answer their research questions; whether they achieved their goals; and the benefits, limitations, ethics, and politics of each approach. Throughout the course class sessions will include attention to hands-on qualitative research activities.

Assigned Readings
The following books are available for purchase at the Arlington Campus Bookstore:
1. Flick, U. (2009). An introduction to qualitative research. Sage publications.
2.Willig, C. (2008). Introducing qualitative research in psychology. Open University Press.

 All additional readings should be accessible through the GMU's blackboard at https://gmu.blackboard.com/. To use the blackboard, allow pop ups, enter you GMU e-mail username and password and choose CONF812 from the menu.

Honor Code and Plagiarism:
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.

ICAR 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. ICAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

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 contact 703-993-3642 or 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 contact us at wcenter@gmu.edu or call: 703-993-4491.

ICAR's Policy

Each faculty member at the Institute for Conflict Analysis and Resolution will include standard text on the George Mason University Honor Code as part of his or her course syllabi. Faculty will require that all written work must be available in electronic form so that it can be compared to electronic databases. Faculty may at any time compare a student's written work against electronic databases/plagiarism detection software without prior permission from the student. Individual instructors may require work to be submitted in print and electronic form.

Faculty are encouraged to require students to submit work through Blackboards SafeAssign program. Faculty may also directly submit work using the same system.

Course Requirements and Deadlines
Course Participation: 20%
The emphasis in this class will be on an intellectual give and take among us all. Class meetings will be in seminar form rather than lecture. This requires students to be responsible for completing all the readings prior to class, preparing to engage in class discussion, and actively participating. Assessment will be based on both frequency and quality of participation; high quality participation promotes and deepens class discussion and offers evidence of significant engagement with the readings. **Participation will be assessed throughout the term.**

Research Design: 20%
To write this paper you should pick a research area of interest to you (e.g., your dissertation research topic). Research design paper (5-8 pages) will include:
 1) *statement of the problem and research question* (this part will identify a problem or puzzle that intrigues you, research question and the aims or purpose of the research project you hope to carry out in order to answer the question or solve the puzzle. You will need to refer to the literature that gives rise to this puzzle/question and discuss the

contribution you hope to make through research. You have to present the draft of your research question and present hypothesis as a possible answer (s) for your research question);
2) *theoretical and ethical foundations of your research* (this part will identify theoretical foundation of your research and discuss how they will impact your design. You also have to identify sample for your research, method of sampling as well as possible ethical issues connected with your research and discuss how you are going to address them).
Due date: February 25th.

Analyzing text paper: 20%
You will need to analyze the text provided by professor using one of the methods for each of three approaches: grounded theory, discourse analysis, narrative analysis. Discuss why you chose particular methods and compare results by their relevance to your research question.
Due date: April 8th.

Research Proposal Portfolio: 40%
At the end of the term you will submit a portfolio of materials that reflect your progress toward a proposal for a research project using qualitative methods. The portfolio will consist of three items:
1. Final paper (15-20 pages) that includes:
      1) Revised statement of the problem and research question;
      2) Revised theoretical and ethical foundations of your research;
      3) Research design (this part follows on the previous and describes in detail
      the qualitative methods to be used to investigate the research question
      underpinning the project and should pay particular attention to how you
      selected your case and methods.)
2. Short (5 minutes!) power point presentation of your paper to discuss in class. The presentation's aims are to get feedback for the final paper and to help to prepare poster.
3. Poster display of research proposal. You will construct a poster explaining your proposed research. More details will be provided in class.
Due dates are as follows: Part 1: May 5th
Part 2—April 22nd
Part 3—April 29th

SCHEDULE OF TOPICS, READINGS, ACTIVITIES, AND ASSIGNMENTS

      WEEK 1: January 21- Introduction: Conducting qualitative research in the field of conflict analysis and resolution

      WEEK 2: February 28 – Foundations of qualitative research
      Flick2: 16-28
      Flick4: 57-73
      Willig: 1-11

Ezzy, D. (2002). Theory and data: a hermeneutic approach. In Qualitative analysis. Routledge, p. 1-32

WEEK 3: February 4 – Ethics and objectivity in qualitative research
Flick2: 218-236, 271-278
Flick4: 35-45, 383- 413
Willig: 15-20, 149-161
Weber, Max. "Objectivity in Social Sciences and Social Policy,"
http://www.molsci.org/research/publications_pdf/Objectivity_Essay.pdf
Kimmel, A. (2007). *Ethnical principles in Behavioral Research*. Blackwell, 25-52.
http://books.google.com/books?id=pGL3fVKMSfsC&pg=PA25&lpg=PA25&dq=Kimmel,+A.+(2007).+Ethical+principles+in+Behavioral+Research&source=bl&ots=EQoXOzVDEl&sig=LxoMtfSgV25vRzPAXjwc7kIoQdA&hl=en&ei=W8NIS7egEYzYNaTokJAJ&sa=X&oi=book_result&ct=result&resnum=2&ved=0CA4Q6AEwAQ#v=onepage&q=&f=false
Liamputtong, P. and Ezzy, D. (2005). Chapter 10. Researching the Vulnerable. In *Qualitative research methods*, Oxford.
Graves, D. (2009). *Talking with Bereaved people*. Jessica Kingsley Publishers, p.20-35.

Week 4: February 11 – Research design and sampling

Flick2: 39-72
Flick4: 87-147, 444-453
Willig: 20-23

Week 5: February 18 – Approaching consciousness
Lusher: 1) http://www.colorquiz.com/quiz.php
2)http://www.sewanee.edu/Chem/Chem&Art/Detail_Pages/ColorProjects_2003/Nennstiel/index.htm
Kelly 1) http://webspace.ship.edu/cgboer/qualmethfive.html
2) http://www.pcp-net.org/encyclopaedia/repgrid-methods.html
Korostelina K. (2007) Study II. Salience of Identity and Structure of Consciousness (pp.96-98) and Study VI. Analysis of the structure and meaning of social identity by examining constructs of consciousness (pp.108-112) In *Social Identity and Conflict*, Chapter 4.
Sentence completion test
1) http://linkinghub.elsevier.com/retrieve/pii/S0165178102002299
2)http://www.edb.utexas.edu/faculty/sherry/download/PDFs/SentenceCompletionTests.pdf
Korostelina K. (2007) Study I. The structure of narratives in Collectivistic and Individualistic Cultures (pp.46-50) In *Social Identity and Conflict*, Chapter 2.

Additional readings:
Scott, I. (1969).The Lusher color test. Random House.
Jankowicz, D. (2004). The easy guide to repertory grids. Willey

Week 6: February 25.– Interviews and focus groups
Flick2: 74- 132
Flick4: 147-218, 263-269
Willig: 23-27, 29-32
Selections from Jaber Gubrium and James Holstein, editors, *Handbook of Interview Research*, Sage, 2002 including:
   John Johnson, "In-Depth Interviewing," 103-119;
   Patricia Adler and Peter Adler, "The Reluctant Respondent," 515-535;
Teresa Odenhal and Aileen Shaw, "Interviewing Elites," 299-316.

Week 7: March 4. -Grounded theory research

Flick2: 177-195
Flick4: 306-318, 428-442
Willig: 34-50
Angela Veale and Aki Stavrou (2007) Former Lord's Resistance Army Child Soldier Abductees: Explorations of Identity in Reintegration and Reconciliation. In *Peace and Conflict: Journal of Peace Psychology,* 3, 273 – 292
   Marlene Pomrenke (2007). Using Grounded Theory to Understand Resiliency in Pre-Teen Children of High-Conflict Families, *The Qualitative Report , Volume 12 Number 3, 356-374*
   Litvak-Hirsch, Tal, Bar-On, Dan and Chaitin, Julia (2003)'Whose House is This? Dilemmas of Identity Construction in the Israeli-Palestinian Context', In *Peace and Conflict: Journal of Peace Psychology*, 9:2,127 — 148

March 11 – No Class. Spring Break

Week 8: March 18 – Discourse analysis

Flick2:197-201
Flick4: 75-85, 333-344
Willig: 92-131
Hardy, Cynthia and Nelson Phillips. *Discourse Analysis: Investigating Processes of Social Construction*.
   Skjelsbæk, Inger, 2006. Therapeutic Work with Victims of Sexual Violence in War and Postwar: A Discourse Analysis of Bosnian Experiences, *Peace & Conflict: Journal of Peace Psychology* 12(2): 93–118.

Oren, Neta, Rothbart, Daniel and Korostelina, Karina V.(2009) 'Striking Civilian Targets During the Lebanon War—A Social Psychological Analysis of Israeli Decision Makers', In *Peace and Conflict: Journal of Peace Psychology*,15:3,281 — 303

Khosravinik, Majid, *(2005)*. The representation of refugees, asylum seekers and immigrants in British newspapers during the Balkan conflict (1999) and the British general election In:*Discourse & society (0957-9265)*, 20 (4), p. 477.

Additional reading:

Phillips N. and Hardy C. (2002). Discourse analysis: Investigating processes of social construction. Sage.

Louis, W. R. (2008). Intergroup positioning and power. In F. M. Moghaddam, R. Harré, & N. Lee (Eds.), *Global Conflict Resolution Through Positioning Analysis* (pp. 21-39). New York: Springer.

Bowman-Grieve, Lorraine (2009). Exploring "Stormfront": A Virtual Community of the Radical Right, In *Studies in Conflict & Terrorism*, 32:989, 1007,

Week 9: March 25- Narrative analysis
Flick2:201-204
Flick4: 345-357
Willig: 132-146

Catherine Kohler Riessman, "Introduction: Locating Narratives" and "Theoretical Contexts" (1-24) in *Narrative Analysis: Qualitative Research Methods Series*, Sage, 1993.

Raissiguier, Catherine (2005). *Narrating Transnational Subjects: Undocumented Immigrant Women in France*, Center for Women's Studies New Jersey City University, The International Studies Association 2005 Convention

Asher Shkedi (2004).Narrative Survey: a methodology for studying multiple populations In *Narrative Inquiry*, Volume: 14 Number: 1. Page(s): 87-111.

Additional reading:

Catherine Kohler Riessman (2008). Narrative methods for the human sciences. Sage.

 Argiris Archakis and Angeliki Tzanne (2005). Narrative positioning and the construction of situated identities. Evidence from conversations of a group of young people in Greece, *Narrative Inquiry* 15:2 267-291

Week 10: April 1 – Participatory Action Research and Ethnographic research

Flick2:134-159
Flick4: 221-238; 254-262; 272-280

Winchatz, Michaela R., "Fieldworker or Foreigner? Ethnographic Interviewing in Nonnative Languages," *Field Methods*, 18 (1), February 2006, 83-97.

Johnson, Jeffrey C., Christine Avenarius, and Jack Weatherford, "The Active Participant-Observer: Applying Social Role Analysis to Participant Observation," *Field Methods*, 18 (2), May 2006, 111-134.

Stacey, Judith. "Can There be a Feminist Ethnography?" In: *Women's Words: The Feminist Practice of Oral History,* Sherma Gluck and Daphne Patai, eds. New York: Routledge, 111-119.

Katz, Jack (2004). On the rhetoric and politics of ethnographic methodology. In *Annals of the American Academy of Political and Social Science*, Vol. 595, Being Here and Being There: Fieldwork Encounters and Ethnographic Discoveries, pp. 280-308

Additional readings:

Tran, E. D. *Community Recovery from Political Violence: Ethnography of Social Trauma*, the International Studies Association, San Diego, California, USA Online, 2006-03-22

Geertz, Clifford. "Thick Description: Toward an Interpretive Theory of Culture," in *The Interpretation of Cultures*. New York: Basic Books. 1973, (pp. 3-32).

Week 11: April 8 – Single case study
Willig: 74-91

Flyvbjerg, Bent. "Five Misunderstandings About Case-Study Research," *Qualitative* in James Mahoney and Dietrich Rueschemeyer, *Comparative Historical Analysis in the Social Sciences*, Cambridge University Press, 2003.

Collier, David and James Mahoney, "Insights and Pitfalls: Selection Bias in Qualitative Research," *World Politics*, 49, 1996, 59-91.

Ciaran Benson, "The Unthinkable boundaries of self: the role of negative emotional boundaries for the formation, maintenance, and transformation of identities," in Rom Harré and Fathali Moghaddam, eds., *The Self and Others*, pp. 61-84.

Aspinall, Edward. (2007). The Construction of Grievance: Natural Resources and Identity in a Separatist Conflict, *The Journal of Conflict Resolution*, 51, Iss. 6; p. 950-973

Bishnu Raj Upreti (Feb., 2004). Resource Conflicts and Conflict Resolution in Nepal. In *Mountain Research and Development,* Vol. 24, No. 1, pp. 60-66

Week 12: April 15 -Comparative case studies

Geddes, Barbara. "How the cases you choose affect the answer you get: Selection bias in comparative politics," *Political Analysis*, no. 2, 1990, 131-50.

Lieberson, Stanley. "Small Ns and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases," *Social Forces*, 70 (2), December 1991, 307-20.

Ragin, Charles, "Using Comparative Methods to Study Diversity," in *Constructing Social Research*. Thousand Oaks: Pine Forge Press, 1994.

George, Alexander L., and Andrew Bennett. *Case Studies and Theory Development in Social Sciences*. MIT Press, 2005, chapter 10.

Week 13: April 22 – Research Project Proposal Presentations

Week 14: April 29 - Research Project Poster Session

May 6– No Class: Final Research Project Proposals Due by 5:00 pm