

UNIVERSITY OF OREGON
CONFLICT AND DISPUTE RESOLUTION MASTER'S PROGRAM

CRES 632: RESEARCH METHODS

Winter 2021

Class Meetings: Mondays and Wednesdays, 2:15 P.M. – 3:30 p.m.
Zoom Meeting ID: 915 1868 2774
Passcode: 005918

Office Hours: Monday 11:00 a.m.– 1:00 p.m. or by appointment
Zoom Meeting ID: 993 1134 5524
Passcode: 564509

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COURSE DESCRIPTION

The course is intended to help students become critical, sophisticated consumers and—to a lesser extent—producers of empirical research. The course covers different approaches to performing empirical research, that is, different research methods. The course will provide you with the tools to determine whether the research approach reported in a journal article or book is the appropriate approach in light of the researchers' research goal. It will allow you to assess the weaknesses and strengths of different empirical research methods. The course will provide you with the knowledge to evaluate whether research was properly designed and carried out in a manner to support the researchers' conclusions. The course also addresses data analysis and interpretation of the results of that analysis. The course will not teach you to perform statistics. Rather, it will give you the knowledge to interpret empirical results and their accompanying statistics and to critically evaluate whether the researchers have used the appropriate analysis in interpreting their data. It will introduce you to the assumptions underlying different statistical analyses and the strengths and weaknesses of the most common statistical tests. Thus, by the end of the course you should be able to read, critically evaluate, and discuss empirical research in the area in which you will be working.

The course will be conducted as a seminar, meaning that a significant amount of class time will be devoted to discussion of the readings and other students' work.

LEARNING OBJECTIVES

After successfully completing this course, students will:

- Be able to describe the scientific method and how it is applied to studies in the social sciences.
- Be able to explain the research design process, including problem formulation,

hypothesis testing, appropriate data analyses, and conclusions.

- Have a general understanding of empirical research design and methods that will contribute to their ability to understand, interpret, and explain the major theories in their own profession or field of research.
- Be able to perform literature reviews using online databases.
- Be able to describe, compare, and contrast descriptive and inferential statistics.
- Have a general sense of what type of statistical analysis is appropriate for what kind of research question and type of data.
- Be able to explain the rationale for research ethics, and the importance of, and local processes for, Institutional Review Board (IRB) review.
- Be able to act as an educated, critical consumer of empirical research.
- Have acquired the knowledge to formulate appropriate methodologies if they are called upon to perform empirical research.
- Understand research terminology.
- Describe quantitative, qualitative and mixed methods approaches to research.
- Critically analyze published research.

COURSE MATERIALS

- Francis C. Dane, *Evaluating Research: Methodology for People Who Need to Read Research* (2nd ed 2018)
- Additional readings available via databases to which you have access through UO. I recommend searching for them with Google Scholar (<http://scholar.google.com/>) while on campus physically or virtually using VPN.

Your Responsibilities:

- *Be Prepared.* This course requires comprehension, not memorization. It is expected that you will prepare for each class session not just by completing the assigned readings for the session, but by engaging with them and their implications, as well as completing any written work for which you are responsible.
- *Take the Initiative.* Successful professionals are independently inquisitive and thorough. You are ultimately responsible for your own learning. If you do not know or understand something, take the time to find it out. Moreover, to get the most out of the class, you should work hard to question the perspectives that you are inclined to agree with as much if not more so that those with which you disagree.
- *Be Respectful.* Discussion and debate are encouraged. Insults, *ad hominem* arguments, interrupting, monopolizing the conversation, tardiness, engaging in distracting diversions, and other signs of disrespect for your colleagues, myself, or the educational process are unprofessional and will not be tolerated.
- *Push Yourself.* I will work hard to make this class a worthwhile experience and expect you to do the same.

COURSE ASSIGNMENTS

During the term, you will be responsible for:

- Participation in discussion threads
- Four *Application Response Papers*

- One *Annotated Bibliography*
- One Research Review Presentation

a) Participation in Discussion Threads

Due (submit via course website): 11:00 a.m. on the dates noted in the syllabus.

Assignment: Participate in discussion threads on topics noted in the syllabus.

Assessment: Completion of at least one post in each discussion thread.

b) Application Papers (2-4 pages each)

Due (submit .pdf via course website): 5:00 p.m. on the dates noted in the syllabus.

Assignment: Each paper has its own prompt asking you to apply the concepts from the relevant readings to articles covered in class or that you select from your research project.

Assessment: Application Papers will be assessed on the quality of writing, accuracy and quality of the analysis, and the ability to demonstrate mastery of concepts covered in the relevant reading and classes.

c) Annotated Bibliography: Intergroup Contact Theory in Action (8-10 articles)

Due (submit .pdf via course website): 5:00 p.m. on **March 12**.

Assignment: Write an annotated bibliography of empirical research applying intergroup contact theory to a specific conflict of your choice. The bibliography must contain annotations of 8-10 sources. Of these, 2-3 must be review articles. The remaining 6-7 sources must be peer reviewed articles reporting the results of original empirical research. The original empirical research articles must include at least 2 that use quantitative research and 2 that use qualitative research. You may use up to one article from those assigned in the course.

Assessment: Annotated Bibliographies will be assessed on your ability to demonstrate mastery of knowledge and content covered in class, the quality of writing, the accuracy and quality of your analysis, and the accurate use of APA format.

d) Research Review Presentation

Due: In class on **March 10**.

Assignment: Give a 3-5 minute summary of your research topic, including an overview of your findings regarding the insights from, and quality of, research on the topic.

GRADING

As this class is designed to emphasize both process and content, evaluation will be based on a combination of factors related to your participation. Your grade will be assessed as follows:

- Participation Discussion Posts and Class: 10%
- Application Papers: 40% (4 x 10% each)
- Annotated Bibliography: Intergroup Contact Theory in Action: 40%
- Research Review Presentation: 10%

COURSE POLICIES

Classroom Methodology: This course will use a multi-modal methodology that includes lectures, multimedia presentations, small group discussions, large group dialogue, and reflection on critical issues related to evaluation of quality research. As conflict resolution work itself requires flexibility and attention to process dynamics, the class will model the ability to do just this as the need arises. In this regard, students are encouraged to be active participants in the evolution of the class. The goal for this class is to be informative, challenging, stimulating, and fun.

Accessible Education for All Students: The University of Oregon works to ensure inclusive learning environments for all students. We recognize that students bring a variety of learning styles to the course, and that some learning styles may require adjustment to course structure. We are happy to talk with you about such adjustments. Please be in touch with the professor if there are aspects of the instruction or design of this course that result in barriers to your participation as a result of learning style or diagnosed disability. If this course involves anonymous grading, please contact Assistant Dean of Student Affairs, Nicole Commissiong, for information on accommodations. For more information, you are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoac@uoregon.edu.

Inclusion and Collegiality: Our community values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact Associate Dean of Students Jennifer Espinola at espinola@uoregon.edu or 541-346-1557. The University Bias Response Team is also a resource that can assist you. See <http://bias.uoregon.edu> or call 541-346-2037.

Academic Integrity: Students are expected to demonstrate high levels of academic integrity and professionalism, and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of

academic dishonesty will be grounds for automatic failure in the course. If you have questions about conduct please ask your instructor or review the University Student Conduct Code (available at <http://conduct.uoregon.edu>) or the UO policy at http://www.uoregon.edu/~stl/programs/student_judi_affairs/conduct-code.htm.

Attendance and Participation: This class is designed to be highly interactive, so that class attendance and participation will be an integral component of your grade. If you are late or absent, the whole class is impacted. Full and timely attendance is expected and unexcused absences will count against your grade. Weekly readings must be completed in order to fully participate in class discussions. Evaluation will be based on the degree and quality of class participation and the successful completion of class assignments. Incompletes are not an option except in cases of extenuating circumstances. Incompletes must be negotiated with the professor and a deadline set for completion of all work.

Computer Use: Computers are a necessary part of the class and much of professional life. They are also a constant source of distraction. Checking email or surfing the web during class time is disrespectful. Work to stay focused and engaged.

COURSE SCHEDULE

Introduction, Class Overview, Meta-Science	
Jan 4	<p>Read:</p> <ul style="list-style-type: none"> • Syllabus • Dane Ch 1 (Introduction) <p>Do:</p> <ul style="list-style-type: none"> • Ch1 Exercise #1 or #2. Focus on news articles related to conflict. Be prepared to summarize the report that you found and discuss it in terms of the relevant concepts from Ch 1. • Post a link to the article(s) you identified to the class discussion thread by 11 a.m.
Jan 6	<p>Read:</p> <ul style="list-style-type: none"> • Dane Ch 2 (The Scientific Approach) • What COVID-19 could teach journalists about science (https://www.universityworldnews.com/post.php?story=20201209232105667) • COVID-19 trials protect human rights (https://spokesman-recorder.com/2020/12/05/covid-19-trials-protect-human-rights/) <p>Do:</p> <ul style="list-style-type: none"> • Ch2 Exercise #3 or #4. Focus on news articles related to conflict. Be prepared to summarize the report that you found and discuss it in terms of the relevant concepts from Ch 2. • Post a link to the article(s) you identified to the class discussion thread by 11 a.m.
Analyzing Research	
Jan 11	<p>Review and familiarize yourself with the following resources:</p> <ul style="list-style-type: none"> • Dane Ch 1 (Re-read Initiating a Research Review) • OWL Purdue, Annotated Bibliographies (https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html) • Cornell, How to Prepare an Annotated Bibliography (https://guides.library.cornell.edu/annotatedbibliography#:~:text=An%20annotated%20bibliography%20is%20a,quality%20of%20the%20sources%20cited.) • APA 7th Edition Guide: Components of an Annotated Bibliography (https://guides.rasmussen.edu/apa/annotatedbib) • UO Libraries, Graduate Student Resources & Services (https://researchguides.uoregon.edu/grad_resources)

	<p>Read:</p> <ul style="list-style-type: none"> • Christ, O. & Kauff, M. (2019). Intergroup contact theory. In <i>Social psychology in action</i> (pp. 145-161). Springer, Cham. (Canvas) <p>Do:</p> <ul style="list-style-type: none"> • Brainstorm 2-3 conflicts or conflict domains that interest you and upon which you would like to do a research review and annotated bibliography. • Using Google Scholar accessed through the UO Library website, find the following article: Pettigrew, T. F. (1998). Intergroup contact theory. <i>Annual review of psychology</i>, 49(1), 65-85. • Find an article that cites Pettigrew (1998) related to the one of the conflicts or conflict domains you identified. • Post the conflicts or conflict domains that interest you and APA citation for the article you found to the class discussion thread by 11 a.m.
<p>Jan 13</p>	<p>Read:</p> <ul style="list-style-type: none"> • Dane Ch 3 (Reading a Research Report) <p>Do:</p> <ul style="list-style-type: none"> • Find the following two articles, which are referenced in Ch 3, using Google Scholar: <ul style="list-style-type: none"> ○ Dane, F. C., Russell-Lindgren, K. S., Parish, D. C., Durham, M. D., & Brown Jr, T. D. (2000). In-hospital resuscitation: association between ACLS training and survival to discharge. <i>Resuscitation</i>, 47(1), 83-87. ○ Eskreis-Winkler, L., Duckworth, A. L., Shulman, E. P., & Beal, S. (2014). The grit effect: Predicting retention in the military, the workplace, school and marriage. <i>Frontiers in psychology</i>, 5, 1-12. • As you read, cross-reference Chapter examples with the text of Dane et al (2000) and Eskreis-Winkler et al (2014). • Identify and briefly explain, in your own words, the general context and specific hypothesis or purpose of the studies in Dane et al (2000) and Eskreis-Winkler et al (2014) in the class discussion thread by 11 a.m.
<p>Jan 18</p>	<p>No Class – MLK Jr. Day</p>

Jan 20	<p>Read:</p> <ul style="list-style-type: none"> • Meleady, R., Seger, C. R., & Vermue, M. (2017). Examining the role of positive and negative intergroup contact and anti-immigrant prejudice in Brexit. <i>British Journal of Social Psychology</i>, 56(4), 799-808. • Bruneau, E., Hameiri, B., Moore-Berg, S. L., & Kteily, N. (2020). Intergroup contact reduces dehumanization and meta-dehumanization: Cross-sectional, longitudinal, and quasi-experimental evidence from 16 samples in five countries. <i>Personality and Social Psychology Bulletin</i>, 0146167220949004. <p>Do:</p> <ul style="list-style-type: none"> • Application Paper #1: Use the framework in Ch 3 to identify and briefly summarize in your own words the major sections of Meleady et al (2017) and Bruneau et al (2020). Note areas of content that you do not understand or have questions about. Draft due January 19 at 5 p.m. Final version due January 22 at 5 p.m.
Jan 25	<p>Read:</p> <ul style="list-style-type: none"> • Dane Ch 4 (Sampling) <p>Do:</p> <ul style="list-style-type: none"> • Use the concepts in Ch 4 to identify the type of sampling used in Meleady et al (2017) and Bruneau et al (2020). Post these in the class discussion thread by 11 a.m. along with any questions that you have about the sampling approach.

Jan 27	<p>Read & Watch:</p> <ul style="list-style-type: none"> • Selection bias (https://www.iwh.on.ca/what-researchers-mean-by/selection-bias) • Selection Bias Video (https://academy4sc.org/topic/selection-bias-dont-forget-about-me/) • Survival Bias (https://www.boredpanda.com/world-war-2-aircraft-survivorship-bias-abraham-wald/) • Psychology's WEIRD Problem (https://www.psychologytoday.com/us/blog/non-weird-science/202004/psychologys-weird-problem) <p>Watch:</p> <ul style="list-style-type: none"> • Central limit theorem: <ul style="list-style-type: none"> ○ Bunnies & Dragons (https://www.youtube.com/watch?v=jvoxEYmQHNM&ab_channel=TheNewYorkTimes) ○ A little more technical (https://www.youtube.com/watch?v=YAIJCEDH2uY&ab_channel=StatQuestwithJoshStarmer) <p>Do:</p> <ul style="list-style-type: none"> • Use the concepts in the readings and video on sample biases to critique the strengths and weaknesses of the sampling method used in Meleady et al (2017) and Bruneau et al (2020). Post these in the class discussion thread by 11 a.m. along with any questions that you have about the concepts.
Feb 1	<p>Read:</p> <ul style="list-style-type: none"> • Dane Ch 5 (Measurement) <p>Do:</p> <ul style="list-style-type: none"> • Use the concepts in Ch 5 to identify and describe at least one method used to measure a key theoretical concepts in Meleady et al (2017) and Bruneau et al (2020). Post the the concept and brief description of the measure in the class discussion thread by 11 a.m. along with any questions that you have about the measurement approach.

Feb 3	<p>Read:</p> <ul style="list-style-type: none"> • Chavous, T. M. (2005). An intergroup contact-theory framework for evaluating racial climate on predominantly White college campuses. <i>American Journal of Community Psychology</i>, 36(3-4), 239-257. • Klein, G., Shtudiner, Z., Kantor, J., Mollov, B., & Lavie, C. (2019). Contact theory in the workplace: The case of Jewish–Arab contact in Israel. <i>Journal of Community & Applied Social Psychology</i>, 29(2), 146-164. <p>Do:</p> <ul style="list-style-type: none"> • Application Paper #2: Use the frameworks in the readings to identify and briefly summarize in your own words the general context, specific hypotheses, sample, and measures in Chavous (2005) and Klein et al (2019). Your summary of the sample and measures should include a brief evaluation in terms of the concepts discussed in class. Note areas of content that you do not understand or have questions about. Draft due February 2 at 5 p.m. Final version due February 5 at 5 p.m.
Feb 8	<p>Read & Watch:</p> <ul style="list-style-type: none"> • Introduction to Statistics: Basic Concepts and Terminology (https://www.youtube.com/watch?v=zlfdwsEDC4Q&ab_channel=LearnSomething) • Dane Ch 9 (Conceptual Overview of Statistical Analyses) <p>Do:</p> <ul style="list-style-type: none"> • Use the concepts in Ch 9 to identify the descriptive and inferential statistics in Meleady et al (2017), Chavous (2005), Klein et al (2019). For the inferential statistics, identify the type of statistical test used. Post your response in the class discussion thread by 11 a.m. along with any questions that you have.

Feb 10	<p>Read & Watch:</p> <ul style="list-style-type: none"> • What does the p value really mean? (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4635100/) • Understanding the p-value - Statistics Help (https://www.youtube.com/watch?v=eyknGvncKLw&ab_channel=DrNic%27sMathsandStats) • Why Confidence Intervals are better than P-values (https://www.youtube.com/watch?v=51uXJkVf-kk&ab_channel=RahulPatwari) • ASA Statement on Statistical Significance and P-Values (note, the statement starts about halfway down the page after the section on Context, Process, and Purpose) (https://amstat.tandfonline.com/doi/full/10.1080/00031305.2016.1154108) • Science, Trust And Psychology In Crisis (https://www.npr.org/sections/13.7/2014/06/02/318212713/science-trust-and-psychology-in-crisis) • Questionable Research Practices: Definition, Detection, and Recommendations for Better Practices (https://replicationindex.com/2015/01/24/qrps/) <p>Do:</p> <ul style="list-style-type: none"> • Use the concepts in Ch 9, the readings, and the videos to identify which, if any, of the inferential statistics in Meleady et al (2017) and Klein et al (2019) indicate that the observed differences in the samples are statistically significant and which do not. In addition, review the methods section to see if anything was measured but not reported in the study. Post your response in the class discussion thread by 11 a.m. along with any questions that you have.
Feb 15	<p>Read:</p> <ul style="list-style-type: none"> • Dane Ch 6 (Experimental Research)
Feb 17	<p>Read:</p> <ul style="list-style-type: none"> • Dane Ch 7 (Quasi-Experimental Research)

Feb 22	<p>Read:</p> <ul style="list-style-type: none"> • Dane Ch 11 (Survey Research) <p>Do:</p> <ul style="list-style-type: none"> • Application Paper #3: Use the frameworks in the readings to identify and briefly summarize in your own words the general context, specific hypotheses, samples, research designs, measures, and statistical significance of the results of the studies in Bruneau et al (2020). Your summary should include a brief evaluation in terms of the concepts covered in the course thus far. Note areas of content that you do not understand or have questions about. Draft due February 21 at 5 p.m. Final version due February 26 at 5 p.m.
Feb 24	<p>Read:</p> <ul style="list-style-type: none"> • Dane Ch 8 (Qualitative Research)
Mar 1	<p>Read:</p> <ul style="list-style-type: none"> • Dane Ch 10 (Archival Research)
Mar 3	<p>Read:</p> <ul style="list-style-type: none"> • Maoz, I. (2004). Coexistence is in the eye of the beholder: Evaluating intergroup encounter interventions between Jews and Arabs in Israel. <i>Journal of Social Issues, 60</i>(2), 437-452. • Novak, J., Feyes, K. J., & Christensen, K. A. (2011). Application of intergroup contact theory to the integrated workplace: Setting the stage for inclusion. <i>Journal of Vocational Rehabilitation, 35</i>(3), 211-226. <p>Do:</p> <ul style="list-style-type: none"> • Application Paper #4: Use the frameworks in the readings to identify and briefly summarize in your own words the general context, specific hypotheses, samples, research designs, and findings in Maoz (2004) and Novak et al (2011). Your summary should include a brief evaluation in terms of the concepts covered in the course thus far. Note areas of content that you do not understand or have questions about. Draft due March 2 at 5 p.m. Final version due March 5 at 5 p.m.

Mar 8	<p style="text-align: center;"><u>Review Day</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Dane Epilogue <p>Do:</p> <ul style="list-style-type: none"> • Identify at least 3 questions that you have about conducting a research review, critically evaluating research, any of the topics covered in the course, or any specific issues you faced in conducting your own research review and annotated bibliography. Post your response in the class discussion thread by 11 a.m.
Mar 10	<p style="text-align: center;"><u>Research Presentations</u></p>
Mar 14	<p style="text-align: center;"><u>Annotated Bibliography Due</u></p>