

Analyzing conflicts Research methods in peace and conflict studies

(Methods of International Relations, 6 ECTS)

Fall 2018

Instructor: Cosima Meyer	Time: Thursdays, 8:30 – 10:00
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Office hours: Upon request. Please contact me via e-mail (including a short description of your problem or question).

Course description: The course covers two important areas in science: 1) analyzing and developing research designs which are tailored to answer specific research questions in the field of conflict studies, and 2) using writing as a way to continuously think and develop your own academic study. Besides, students will also apply their knowledge throughout critical discussions in the case study sessions and thereby achieve case specific insights in this course.

While we are going to deal with various research methods in conflict studies throughout the course (mainly micro- and macro-level studies), the course will spend a considerable amount of time on writing. This class seeks to incorporate writing as part of the learning process. Students should therefore work continuously, in guided steps, on their final papers. As part of this, you will hand in a rough research exposé, your preliminary literature review and theory before discussing your research design in the final sessions. Students give and receive constructive feedback on a peer-review basis. As final project for this class, I ask you to submit a well-developed research proposal.

The course is taught in English.

Learning objectives: The goal of this course is to give students a comprehensive understanding of research methods in peace and conflict studies. By the end of the seminar, students should be able to critically discuss research designs and come up with their own research ideas. Since the grade for the course is based on a written scientific term paper, the readings and

class discussions should encourage you already during the semester to think critically about appropriate topics for your final paper.

The specific learning objectives that students will achieve by the end of the course are:

- Critically analyze and discuss research designs in conflict studies both in the form of written submissions and oral presentations (presenting your own research design and serve as a discussant)
- Analyze and critically discuss academic literature
- Experience writing as an important component of the scientific process and progress
- Relate academic literature to “real world examples” by gaining case study insights and further knowledge through newspaper articles
- Become accustomed to discussing and debating issues in large and small groups
- Conceptualize an academic study and write a seminar paper detailing the research question, theory, hypotheses, and methodology
- Increase knowledge and interest in conflict studies

Important Deadlines:

- 1) Research exposé (ca. 300 words) 18.09.2018 (week 3)
- 2) Peer review (500-1,000 words) 25.09.2018 (week 4)
- 3) Literature review (500-1,000 words) 09.10.2018 (week 6)
- 4) Peer review (500-1,000 words) 16.10.2018 (week 7)
- 5) Theory (500-1,000 words) 30.10.2018 (week 9)
- 6) Peer review (500-1,000 words) 06.11.2018 (week 10)
- 7) Research design (ca. 1,000 words) 13.11.2018 (week 11)
- 8) Brief presentation of RD 22.11.2018 & 29.11.2018 (week 12 & 13)
- 9) Discussant 22.11.2018 & 29.11.2018 (week 12 & 13)
- 10) Term paper (3,000 words) 10.01.2019

All submission must be handed in electronically via ILIAS at 23:59 (the latest) on the respective day. Note, the submissions during the semester (1-7) are due on Tuesdays. Giving a brief presentation of the research design (8) and serving as a discussant (9) is expected to happen in-class.

Grading policy: The examination regulation of the University of Mannheim differentiates between coursework (“Studienleistung” or “SL”) and examination (“Prüfungsleistung” or “PL”). Coursework is graded as ‘passed’ or ‘failed’. It is defined as a required preliminary coursework and thus necessary for the admission to an examination. *Please keep in mind: without successfully passing the coursework, there is no admission to the final examination.* The final examination is assessed at the end of the semester and is graded according to the grading scheme of the University of Mannheim (for further information please see your examination regulations, in particular §12(2), §13(a), §17; <http://bit.ly/2hNyxTS>).

1. Research exposé (pass/fail)
2. Peer-review on research exposé (pass/fail)
3. Literature review (pass/fail)
4. Peer-review on literature review (pass/fail)
5. Theory (pass/fail)
6. Peer-review on theory (pass/fail)
7. Research design (pass/fail)
8. Presentation of your research design (pass/fail)
9. Discussant (feedback on research design) (pass/fail)
10. Term paper (graded)

You find all essential information on general requirements in the Appendix in the section “Assessment criteria”.

Class attendance and participation: The learning process of this class is based on in-class discussion and participation. Attendance and careful preparation of the course material is therefore highly recommended. This includes coming to class on time.

The number of readings is limited and, in return, I expect you to read the assigned texts carefully and critically. Reading and understanding is a crucial ability for research. I recommend to conduct this task with the aid of a reading guide (I uploaded an example on ILIAS).

Late submission policy: Late submissions will not be accepted. If there are any (severe) problems in meeting the deadlines, I expect you to discuss the issues with me *in good time beforehand*.

Plagiarism: The University’s minimum penalty for plagiarism is failing the course. Cheating or plagiarism can lead to expulsion from the University of Mannheim. Your written assignments will be checked for plagiarism.

Laptop and phone policy: In order to ensure an active participation and to keep your attention on the important things (our class), please avoid distracting yourself and others through electronic devices. For further insights on the consequences of multitasking, I recommend the study by Bellur, Nowak, and Hull (2015) (Bellur, Saraswathi, Nowak, Kristine L., and Hull, Kyle S. (2015). “Make it our time: In class multitaskers have lower academic performance.” *Computers in Human Behavior* 53: 63–70). They found that in-class multitasking leads to significantly lower performance.

Interesting links: As an additional input, I recommend to follow the news regularly and strongly encourage you to refer to them during the class discussions. Besides the newspapers, I also recommend to follow the political science blogs “[Monkey Cage](#)”, “[Political Violence @ a Glance](#)”, [Christopher Blattman’s blog](#), the talks at “[The McMillan Report](#)”, or the app “[The Economist Espresso](#)” (gives you a daily morning briefing). For further input, have a look at the [Chair’s homepage](#).

Schedule

1) Sep, 6: Introduction to the seminar and organizational issues

2) Sep, 6: Reading and writing scientific articles

No class on September, 13. Re-cap session on September, 6 - after session 1.

3) Sep, 20: Conflict studies on various levels — Macro-level and micro-level

4) Sep, 20: Pitfalls and challenges – Conducting surveys in conflict situations

No class on September, 27. Re-cap session on September, 20 - after session 3.

5) Oct, 4: Uganda

6) Oct, 11: Liberia

7) Oct, 18: Sierra Leone

8) Oct, 25: Spain and the Basque country

9) Nov, 1: Public holidays

10) Nov, 8: Cyprus

11) Nov, 15: Bosnia Herzegovina

12) Nov, 22: Research design workshop

13) Nov, 29: Research design workshop

14) Dec, 6: Semester wrap-up and final discussion

Course outline:

The readings consist of journal articles, book chapters, and working papers. If appropriate, I will also add some other (non-scientific) articles. They should serve as supplementary “real-life” examples. All *required readings* will be uploaded on ILIAS.

⇒ *Note, only the readings marked as “Required readings” are mandatory readings.*

Session 1 (06.09.2018): Introduction to the seminar and organizational issues

This week will introduce you to the seminar in general, give a brief outline of the course, and address organizational issues.

No readings for this session.

No class on September 13, 2018. Recap-class on September 6, 2018 in room B 143 in A5,6 from 10:15-11:45 a.m.

Session 2 (06.09.2018): Reading and writing scientific articles

Reading and writing are essential skills in science. This week is dedicated to both collecting strategies how to read scientific articles efficiently and wrapping up the basic ingredients of a good scientific paper. I uploaded a reading guide on ILIAS that could serve you as a guide while reading academic articles.

*I highly recommend to read the short essay by Henry Farrell on good writing in political science (<http://bit.ly/2l0J0tP>). It presents illustratively typical pitfalls and shows solutions how to avoid them while writing your term paper. The article by Maryanne Wolf provides you with food for thought on your regular reading habits. It was recently published in *The Guardian* and discusses the method of ‘skim reading’ and its (dangerous) effects (<https://bit.ly/2BMd3Bb>). Concerning the assigned reading of this week, Lynn Nygaard (2017) – who works as a special adviser at PRIO – provides us with a good overview of common knowledge on the academic standards of articles. We will further address easy writing and working techniques (e.g. free writing and pomodoro) that will be helpful when you get stuck.*

Required reading:

- Nygaard, Lynn P. (2017). *Writing your Master’s thesis: From A to Zen*. Sage. Chapter 7 (93-106) and chapter 9 (123-136).

Optional readings:

- Nygaard, Lynn P. (2017). *Writing your Master’s thesis: From A to Zen*. Sage (Rest of the book)

- Powner, Leanne C. (2014). *Empirical research and writing: A political science student's practical guide*. CQ Press
- Schimel, Joshua (2012). *Writing science: How to write papers that get cited and proposals that get funded*. OUP USA
- Schrodtt, Philip (2014). “Seven deadly sins of contemporary quantitative political analysis.” *Journal of Peace Research* 51(2): 287–300
- Strunk, William and White, Elwyn Brooks (2007). *The Elements of Style*. Penguin
- Van Evera, Stephen (1997). *Guide to methods for students of political science*. Cornell University Press. (In particular chapter 1 (page 7-48) and chapter 4 (page 97-108)).

Session 3 (20.09.2018): Conflict studies on various levels — Macro and micro-level studies

The following two weeks are dedicated to methodological foundations in conflict studies. This week deals with the trend from macro-level data to disaggregated micro-level data analyses and next week considers how to best bridge the qualitative-quantitative divide. Given the scarcity of data in the field of conflict studies, studies relied on macro-level data for a long time, however, a recent development engages more and more micro-level data. The text by Gleditsch, Metternich, and Ruggeri (2014) illustrates descriptively the general data development in peace and conflict research; Weidmann (2014) looks particularly at the trend of micro-level data. While we also consider macro-level studies, we will mainly focus on micro-level research designs throughout this class.

Your preliminary research question and rough explanation (ca. 300 words) is due this week (September 18, 2018).

Required readings:

- Gleditsch, Kristian Skrede, Metternich, Nils W., and Ruggeri, Andrea (2014). “Data and progress in peace and conflict research.” *Journal of Peace Research* 51(2): 301–314
- Weidmann, Nils B. (2014). “Micro-level studies.” In: *Routledge Handbook of Civil Wars*. Routledge: 83–94

Optional readings:

- Balcells, Laia and Sullivan, Christopher M. (2018). “New findings from conflict archives: An introduction and methodological framework.” *Journal of Peace Research* 55(2): 137–146

- Brück, Tilman et al. (2010). “Identifying conflict and violence in micro-level surveys.” *Discussion paper series // Forschungsinstitut zur Zukunft der Arbeit, No. 5067*
- Cunningham, David E., Skrede Gleditsch, Kristian, and Salehyan, Idean (2009). “It takes two: A dyadic analysis of civil war duration and outcome.” *Journal of Conflict Resolution* 53(4): 570–597
- Justino, Patricia (2009). “Poverty and violent conflict: A micro-level perspective on the causes and duration of warfare.” *Journal of Peace Research* 46(3): 315–333
- Kalyvas, Stathis N. (2012). “Micro-level studies of violence in civil war: Refining and extending the control-collaboration model.” *Terrorism and Political Violence* 24(4): 658–668
- Scharpf, Adam (2018). “Ideology and state terror: How officer beliefs shaped repression during Argentina’s ‘Dirty War’.” *Journal of Peace Research* 55(2): 206–221

No class on September 27, 2018. Recap-class on September 20, 2018. Room will be announced as soon as it’s available.

Session 4 (20.09.2018): Pitfalls and challenges – Conducting surveys in conflict situations

Following session 3, we will consider potential pitfalls and challenges when conducting surveys in conflict situations. The book chapter by Mneimneh et al. (2014) considers various challenges in more detail and offers possible solutions for own studies. Brück et al. (2010) review existing micro-level surveys on conflict and violence. These readings can give you good ideas for your own research designs and offer an overview on possible (already existing) data sets. The article “Yes, it’s possible to do research in conflict zones. This is how.” (<https://wapo.st/2MbxyMt>) was published in the Washington Post and is written by two researchers who discuss the feasibility (and necessity) of field research in conflict studies.

Your peer review (500-1,000 words) is due this week (September 25, 2018).

Required reading:

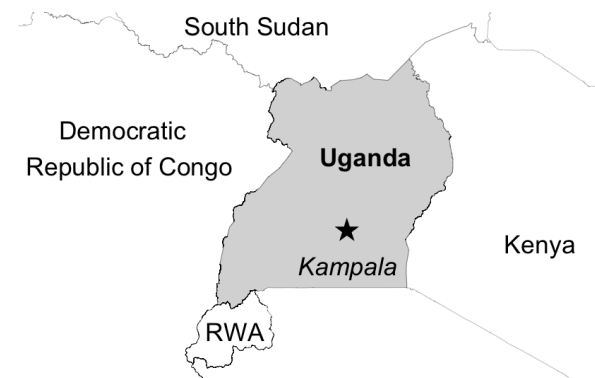
- Mneimneh, Zeina N. et al. (2014). “Conducting surveys in areas of armed conflict”. In: *Hard-to-survey populations*. Cambridge University Press, Cambridge: 134–156
- Brück, Tilman et al. (2010). “Identifying conflict and violence in micro-level surveys.” *Discussion paper series // Forschungsinstitut zur Zukunft der Arbeit, No. 5067*

Optional readings:

- Goertz, Gary (2016). “Multimethod research”. *Security Studies* 25(1): 3–24
- Goertz, Gary (2017). *Multimethod research, causal mechanisms, and case studies: An integrated approach*. Princeton University Press
- Schulhofer-Wohl, Jonah et al. (2014). “Armed group repertoires and recollection in survey research.” *Households in Conflict Network Working Paper* 171
- Shesterinina, Anastasia (2018). “Ethics, empathy and fear in research on violent conflict.” *Journal of Peace Research*
- Thaler, Kai M. (2017). “Mixed methods research in the study of political and social violence and conflict.” *Journal of Mixed Methods Research* 11(1): 59–76

Session 5 (04.10.2018): Uganda

Throughout the following weeks, we delve into our case studies. The cases illustrate how research applies the potential methods to better understand various aspects of violence and civil wars. We will learn how to analyze research critically as to which types of methods they used. We start with the sub-Saharan African region before looking at European cases.



*Civil wars are often described as cruel and hard to cope with. This characteristic can be found when it comes to short-term consequences such as atrocities and battle field deaths as well as in the long-run: civil wars are often long-lasting and disastrous when it comes to damaging the infrastructure, civilian populations and the economy. Blattman and Annan (2010) analyze the effects of military activities of children on education and economy. To do so, they use the case of Uganda and the rebel group “Lord’s Resistance Army” (LRA). This case offers an unfortunate but extraordinary natural experiment that has been largely exploited by research. The article in *The Guardian* tells a narrative story of a former child soldier of the LRA (<https://bit.ly/2m6VjFG>), while *The New York Times* reports on the psychological consequences of child soldiers in South Sudan (<https://nyti.ms/2o54nh4>) and *Foreign Policy* on children drafted by the Taliban (<https://bit.ly/2NxtUsT>).*

This week, we will also have a guest researcher: Sebastian Siehl (Medical Faculty Mannheim, Heidelberg University/ Central Institute of Mental Health). Sebastian worked on various research projects in Sudan and Burundi and will discuss his research experiences with us.

You will also have the chance to ask Sebastian questions of interest during the Q&A – so please be prepared!

Required reading:

- Blattman, Christopher and Annan, Jeannie (2010). “The consequences of child soldiering.” *Review of Economics and Statistics* 92(4): 882–898

Optional readings:

- Beber, Bernd and Blattman, Christopher (2013). “The logic of child soldiering and coercion.” *International Organization* 67(01): 65–104
- Haer, Roos, Banholzer, Lilli, and Ertl, Verena (2011). “Create compliance and cohesion: How rebel organizations manage to survive.” *Small Wars & Insurgencies* 22(3): 415–434
- Schauer, Elisabeth and Elbert, Thomas (2010). “The psychological impact of child soldiering”. In: *Trauma rehabilitation after war and conflict*. Springer: 311–360

Session 6 (11.10.2018): Liberia

The paper by Fearon, Humphreys, and Weinstein (2009) is based on a field experiment in Liberia and seeks to test whether development aid can help to improve social cohesion after civil war. This paper also shows how similar research designs may be used in a (non-academic) report format. The New Yorker article (<https://bit.ly/2JDmVMm>) tells you more about Charles Taylor, who was found guilty of



committing war crimes by the international criminal court in The Hague in 2012, and his role in Liberia’s civil war.

Your literature review (ca. 1,000 words) is due this week (October 9, 2018).

Required reading:

- Fearon, James D., Humphreys, Macartan, and Weinstein, Jeremy M. (2009). “Can development aid contribute to social cohesion after civil war? Evidence from a field experiment in post-conflict Liberia.” *American Economic Review* 99(2): 287–91

Optional readings:

- De La O, Ana L. and Wantchekon, Leonard (2011). “Experimental research on democracy and development.” *Cambridge handbook of experimental political science*: 384–396
- Hegre, Håvard, Østby, Gudrun, and Raleigh, Clionadh (2009). “Poverty and civil war events: A disaggregated study of Liberia.” *Journal of Conflict Resolution* 53(4): 598–623
- Pugel, James (2007). *What the fighters say: A survey of ex-combatants in Liberia*. URL: https://sites.google.com/site/jimpugel/UNDPwhatFightersSayLiberia_2006.pdf (visited on 04/07/2018)
- Söderström, Johanna (2013). “Second time around: Ex-combatants at the polls in Liberia.” *The Journal of Modern African Studies* 51(3): 409–433

Session 7 (18.10.2018): Sierra Leone

Sierra Leone represents our last case study from the African continent. The country experienced a long-lasting civil war (1991–2002) between the government and combatants of the rebel army ‘Revolutionary United Front’ (RUF). RUF was supported by Charles Taylor’s National Patriotic Front of Liberia (NPFL). Throughout this conflict, children were recruited and forced to fight. Humphreys and Weinstein (2007) rely on a large-scale survey data set



and look at individual characteristics that facilitate successful demobilization and reintegration. The article by the New York Times Magazine (<https://nyti.ms/2NuJIw9>; short-read) was published around the end of civil war and provides you with some informative background. If you are further interested, the article by The New Yorker (<https://bit.ly/2JEgFnC>; long-read) gives you a broader picture. Note, these articles include children’s descriptions of selected experiences of child soldiering. You might be faced with emotional reactions due to detailed first-person reports.

Your peer review (500-1,000 words) is due this week (October 16, 2018).

Required reading:

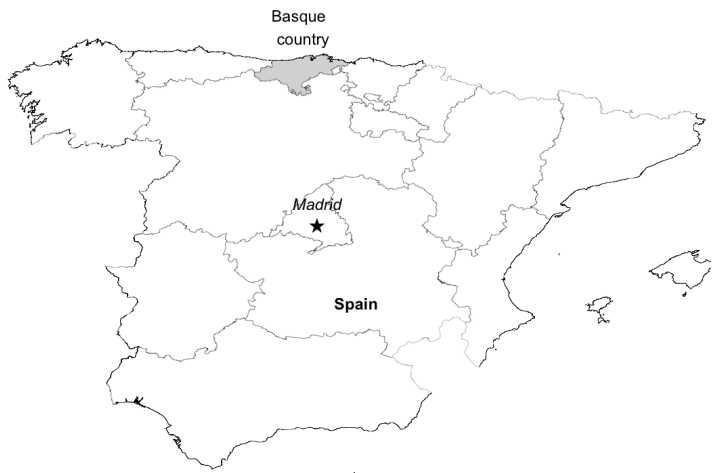
- Humphreys, Macartan and Weinstein, Jeremy M. (2007). “Demobilization and reintegration.” *Journal of conflict resolution* 51(4): 531–567

Optional readings:

- Humphreys, Macartan and Weinstein, Jeremy M. (2006). “Handling and manhandling civilians in civil war.” *American Political Science Review* 100(3): 429–447
- Humphreys, Macartan and Weinstein, Jeremy M. (2008). “Who fights? The determinants of participation in civil war.” *American Journal of Political Science* 52(2): 436–455
- Justino, Patricia and Stojetz, Wolfgang (2017). “On the legacies of wartime governance.” *Unpublished manuscript*. <https://bit.ly/2omxpHL>.
- Mitton, Kieran (2015). *Rebels in a rotten state: Understanding atrocity in the Sierra Leone civil war*. Oxford University Press

Session 8 (25.10.2018): Spain and the Basque country

Starting from the Western end of Europe, we consider the case of ETA, a Basque terrorist organization, in the Basque country and in Spain. Balcells and Torrats-Espinosa (2018) analyze the consequences of terrorist attacks by ETA on citizens’ electoral behavior. The articles published in The Guardian (<https://bit.ly/2HG50aX>) and The Economist



(<https://econ.st/2Ly0AQt>) give you a brief overview of the historical background of this conflict.

Required reading:

- Balcells, Laia and Torrats-Espinosa, Gerard (2018). *The electoral consequences of terrorism. Evidence from a natural experiment*. URL: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2995032 (visited on 04/07/2018)

Optional readings:

- Hamilton, Carrie (2013). *Women and ETA: The gender politics of radical Basque nationalism*. Oxford University Press
- Martín-Peña, Javier and Opatow, Susan (2011). “The legitimization of political violence: A case study of ETA in the Basque country.” *Peace and Conflict* 17(2): 132–150

- Sullivan, John L. (2015). *ETA and Basque Nationalism (RLE: Terrorism & Insurgency): The Fight for Euskadi 1890-1986*. Routledge

Session 9 (01.11.2018): Public holidays – No class

Your theory section (500-1,000 words) is due this week (October 30, 2018).

Session 10 (08.11.2018): Cyprus

The ongoing low-scale conflict in Cyprus still shows remarkable traces in the divided Cypriot society. Maria Hadjipavlou is Professor at the University of Cyprus in Nicosia and her research interest is centered on the conflict in Cyprus in general and the role of women in peace negotiations in particular. She is also part of a women's activist group among Magda Zenon (@MagdaZed) that contributes to Cyprus' peace and reintegration process.



The article for this week looks at the causes of this conflict and addresses what it means for peacebuilding strategies. As a further insight, please have a look at the Post's article which asks what it takes to reunify the country (<https://wapo.st/2uN8srU>).

Your peer review (500-1,000 words) is due this week (November 6, 2018).

Required reading:

- Hadjipavlou, Maria (2007). "The Cyprus conflict: Root causes and implications for peacebuilding." *Journal of Peace Research* 44(3): 349–365

Optional readings:

- Hadjipavlou, Maria (2006). "No permission to cross: Cypriot women's dialogue across the divide." *Gender, Place & Culture* 13(4): 329–351
- Hadjipavlou, Maria (2017). "The "crossings" along the divide: The Cypriot experience." In: *The walls between conflict and peace*. Leiden: 196–216
- Meintjes, Sheila, Turshen, Meredith, and Pillay, Anu (2001). *The aftermath: Women in post-conflict transformation*. Zed Books London, New York

Session 11 (15.11.2018): Bosnia and Herzegovina

The Bosnian war took place in in Bosnia and Herzegovina in the 1990s and was subject to unbearable war-time atrocities such as the Srebrenica genocide. This conflict is highly affected by ethnic divides which are still persistent. To analyze related questions, Mironova and Lazarev (2013) rely on two different research designs: data from a natural experiment as well as experimentally conducted data. They seek to answer



how a minority status influences individual decisions about investment in a post-conflict society. The New Yorker (<https://bit.ly/2zV6VWs>) reports on the never-ending tensions in the region and gives you more recent background information.

This week, we will have another guest researcher: Shirin Tumenbaeva (American University of Central Asia, Bishkek, Kyrgyzstan). Besides her work at the American University of Central Asia, Shirin works as a consultant for the World Bank and gained prior experience while working for the Central Asian Studies Institute and conducted interviews for the study on Religion and Identity in Central Asia and also worked with journalists on interviews with witnesses of the ethnic conflict in post-conflict areas near Osh in 2010. In this session, she will discuss her experiences with us. You will also have the chance to ask Shirin questions of interest during the Q&A – so please be prepared!

Your research design is due this week (November 13, 2018). You will then have to prepare a brief presentation of your own research design and a short discussion for another research design for our research design workshops in the following two weeks.

Required reading:

- Mironova, Vera and Lazarev, Egor (2013). *Minority Status and Investment: Evidence from Natural and Lab Experiments in Bosnia and Herzegovina*. URL: <https://bit.ly/2NrXcsy> (visited on 04/07/2018)

Optional readings:

- Weidmann, Nils B. (2011). “Violence “from above” or “from below”? The role of ethnicity in Bosnia’s civil war.” *The Journal of Politics* 73(4): 1178–1190
- Whitt, Sam and Wilson, Rick K. (2007). “The dictator game, fairness and ethnicity in postwar Bosnia.” *American Journal of Political Science* 51(3): 655–668

Session 12 & 13 (22.11.2018 & 29.11.2018): Research design workshops

These sessions are dedicated to present and discuss the research designs of the course participants. Please make sure to be prepared to present your research question and research design briefly (max. 5 minutes). You will then receive feedback from your discussant and the rest of the course.

You will have to present your research design and serve as a discussant during these sessions.

Please skim through the research designs and prepare constructive feedback where appropriate.

Session 14 (06.12.2018): Semester wrap-up and final discussion

This week, we will have a final discussion and deal with potential challenges of your term papers. If you have any further questions or would like to discuss something particular, please feel free to contact me beforehand.

No readings for this session.

Assessment criteria

Research exposé (coursework)

The goal of this seminar is both to provide you a broad insight into the research methods in peace and conflict studies. Between session 2 and 3 you will have one week without a seminar session. To give you the chance to think already early about your final project, I ask you therefore to submit your rough research idea (including your research question and a brief description of your research plan) online on September 18, 2018 (week 3).

A good starting point to do so may be going through the syllabus and check both scientific articles (skim abstracts), read attached newspaper articles, and/or read news in general for inspiration.

- **Formal requirements:** 300 words (+/- 10% tolerance), Times New Roman, 1.5 line spacing, font size 11
- **Submission:** As PDF on ILIAS with the file title “yourlastname_yourfirstname.pdf”
- **Should be included:**
 - Research question
 - Explain why this question is interesting
 - Briefly elaborate on your theoretical assumptions and how you would like to analyze your question

Literature review (coursework)

Based on your research exposé and the feedback by your peers, you should then work on a preliminary literature review. While this submission is due at an early stage of your project, it helps you to work continuously on a project and already receive fruitful feedback that improves your final paper.

Formal requirements: 500-1,000 words (+/- 10% tolerance), Times New Roman, 1.5 line spacing, font size 11

Submission: As PDF on ILIAS with the file title “yourlastname_yourfirstname.pdf”

Should be included:

- Overview of the state of the art in the literature (roughly categorize relevant literature)
- Critical discussion of the literature (Put literature into context, discuss strengths and weaknesses)

Theory (coursework)

Following your literature review, you should then work on your theory section. While the focus of your final paper is on the research design, a short theoretical section should be also included in your term paper.

Formal requirements: 500-1,000 words (+/- 10% tolerance), Times New Roman, 1.5 line spacing, font size 11

Submission: As PDF on ILIAS with the file title “yourlastname_yourfirstname.pdf”

Should be included:

- Definition of key terms
- Theoretical argument and argumentative structure
- Theoretically driven hypothesis (or hypotheses)

Research design (coursework)

Throughout the course, we will discuss several research designs and reflect on their potential strengths and weaknesses. While I do not expect a fine-polished research design at this stage yet, this submission should already help you to think about your research design more thoroughly and to receive substantial feedback in-class during the research design workshops.

Formal requirements: ca. 1,000 words (+/- 10% tolerance), Times New Roman, 1.5 line spacing, font size 11

Submission: As PDF on ILIAS with the file title “yourlastname_yourfirstname.pdf”

Should be included:

- Discussion and justification of sample and time span/case selection (What are possible biases of your sample?)
- Discussion of operationalization (advantages, disadvantages; what are possible alternatives?)
- Discussion and explanation of sampling strategies (if you consider conducting a sample)

Peer reviews (coursework)

As part of this class, you are asked to provide both written and oral feedback. Since academia is a collaborative world, giving and receiving feedback is an essential skill. Learning how to provide constructive feedback is therefore part of your learning process in this course.

Formal requirements: 500-1,000 words (+/- 10% tolerance), Times New Roman, 1.5 line spacing, font size 11

Submission: The written feedback has to be submitted via ILIAS at 23:59 (25.09.2018, 16.10.2018, 06.11.2018; please upload your submissions as a PDF with the title “Review_yourlastname_yourfirstname.pdf” in the respective folder)

Should be included:

- Address **both** positive and negative constructive critique
- Positive feedback first
- Write a brief summary to allow the author to quickly estimate your understanding of the text
- Add points for improvement with suggestions **how** to improve shortcomings
- Mind the tone!
- Have a look at the uploaded [tips on how to write a good peer review](#)

Presentation of your research design (coursework)

After submitting your preliminary research design (13.11.2018), you will have to present it as part of our research design workshops in the final sessions. Note that the time is limited to allow a close consideration of each research design. You will then receive feedback (in total ca. 10 minutes; depending on the course size) from your discussant and your study colleagues.

Formal requirements: 5 minutes (max.)

Submission: Present your research design as part of the research design workshops in the final sessions.

Should be included:

- Brief summary of research question
- Brief summary of tentative research design

Discussant (coursework)

You will also serve as a discussant (oral feedback) as part of the research design presentations in our last sessions. Being a discussant implies to briefly address key points (both strength and weaknesses) of the presented research design.

Formal requirements: Briefly address key points (you only have about **5 minutes**; if you cannot cover all the points during your oral presentation, you are highly welcome to jot them down as keynotes and share your thoughts with the presenter after class.)

Should be included:

- Address **both** positive and negative constructive critique
- Start with positive feedback
- Add points for improvement with suggestions **how** to improve shortcomings
- Mind the tone!
- Have a look at the uploaded [guide on how to be a good discussant](#)

Term paper (examination)

The deadline for the term paper is January, 10 2019 (23:59; upload on ILIAS as PDF).

For the purpose of consistency, please use a *coherent citation style* (see for example the [APSA citation guidelines](#) (uploaded on ILIAS) or Mannheim's "Arbeitshilfen-Reader" (also uploaded on ILIAS; unfortunately only in German)).

General requirements

1. Formal requirements

- Cover page: university, chair, semester, course type and title, name of the instructor, title of the term paper, date; name, contact information, program and semester of the student; indicate word count
- Table of contents: complete structure of the final paper including page numbers and informative headlines
- Length: 3,000 words (+/- 10% tolerance, will be checked); 3,000 words include only the content (*no* cover page, table of content, references, or appendices)
- Signed statutory declaration (both in English and in German, as uploaded on ILIAS)
- Layout: 1.5 line spacing, font size 11, Times New Roman, pagination of the text
- Orthography and grammar
- Formatted as a PDF

2. Scientific standards

- Appropriate use and formal correctness of references, e.g. for example according to APSA or Mannheim's citations style (as uploaded on ILIAS)
- Independent research
- List of references: coherent citation style, e.g. for example according to APSA or Mannheim's citations style (as uploaded on ILIAS).

Content

1. Introduction

- Relevance
- Analytical research question
- Overview of the paper's structure

2. Theoretical part

2.1 Literature Review

- Overview of the state of the art research in the literature
- Critical discussion of the literature

2.2 Theory and Hypotheses

- Definition of key terms
- Theoretical argument and argumentative structure
- Generating hypotheses

3. Empirical part

3.1 Research Design

- Discussion and justification of sample and time span/case selection
- Discussion operationalization
- Discussion and explanation of sampling strategies

The following illustration provides you an example how the cover page and a good structure of a term paper could look like:

