ANTH 6316: Advanced Research Methods

Instructor: Dr. Maryann Cairns
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Office hours: Mondays 3-5 pm and by appointment
Office: Heroy Hall 402

Description: Advanced ethnographic methods and qualitative analysis. Focus on preparing for research, research design, innovative methods, mixed-method design, approaches to data collection, ethics, data management, qualitative and mixed-method data analysis, and practicalities for research. Includes peer-evaluations and workshops. Focus on Technology for Research.

What to Expect: This course is dynamic. The course periods will contain a combination of lecture, discussion of the day's themes, workshops, and active learning exercises. Many class periods also contain an open discussion topic that focuses on the realities of fieldwork and research. Please see the course schedule for more information.

Course Texts:
H. Russell Bernard: Research Methods in Anthropology: Qualitative and Quantitative Approaches, 6th edition (RMA)

H. Russel Bernard, Amber Wutich, and Gery W. Ryan: Analyzing Qualitative Data: Systematic Approaches, 2nd edition. (AQD)

J. Cresswell and V.L. Plano Clark, Designing and Conducting Mixed Methods Research, 3rd edition. (MMR)

*Other readings assigned on CANVAS

For your convenience, the texts have been ordered through the SMU Bookstore and will be available through Fondren Library Reserves. The books are also available at many other retailers. It is the student's responsibility to acquire the texts. Students should have their books in hand by no later than the 2nd week of class.

In addition to texts, students will need to download a free trial of MAXQDA software for the analysis portion of the syllabus. Students may also want to just purchase a student license of MAXQDA. More information is here: https://www.maxqda.com/licenses/order-information

Assignment Summary and Grading Scale

Assignment Summary:

Attendance, Participation, and Preparation	10 percent
Assessment Design & Data Packet	20 percent
Contributions to Collaborative Bibliographies	10 percent

Analysis Workshop Guide	30 percent
Method Dive Project	30 percent
	100 percent

Grading Scale:
A: 92.50-100
A-: 90-92.49
B+: 87.50-89.99 Grading scale is non-negotiable. Do not ask for a change in your grade.
B: 82.50-87.49
B-: 80-82.49
C+: 77.50-79.99
C: 72.50-77.49
C-: 70-72.49
D+: 67.50-69.99
D: 62.50-67.49
D-: 60-62.49
F: 00-59.99

Brief Requirement Overviews *(Students are responsible for reading and understanding all of the long form assignment details in Canvas, as well as following the course schedule in Canvas/at the end of this Syllabus).*

1. **Attendance, Participation, and Preparation 10%** is key to the course. Attendance will be taken each day, and your presence and active participation will be required. This includes preparation and participation in course intros and assignments (e.g., software downloads ready, movement on collaborative projects, etc.) as well as peer review completion. **If you miss 3 class periods or more without an excused absence, you will automatically fail the course.**
This is graded as pass/fail each day. You will always need your computer in class.

2. **Assessment Design & Data Packet: 20%** Students will co-design class data collection instruments and individually collect original qual data and transcribe it for use in the qualitative analysis portion of the class, implementing and reviewing key anthropological methods and concepts in the process. Components include: collaborative design of data collection instruments, collaborative IRB application completion (incl. sampling plan, etc.), and individual qual data collection completion using the course-constructed assessments. *This process is graded as complete/incomplete as assessed only through completion/submission of all materials. Students will work collaboratively together in google docs to create assessments/communicate. They also have the use of Zoom through Canvas.*

The course relies on each student contributing to design and completing qual data collection, transcription, and prep. I will not hesitate to give zeros to partially completed packets.

3. **Contributions to Collaborative Bibliographies (and annotations): 10%.** Students will build collaborative bibliographies of research articles on the course-chosen research topic that support the day's content focus, reviewing techniques for data collection and assessment design in practice. Students must provide: citation, upload PDF document, and a short 200-word annotation/review of methodological considerations.
This is graded as complete/incomplete per class period for Modules 2-4 (3 submissions of 2

documents each).

Group Peer Review: Will complete constructive and collaborative feedback of all colleagues' work in designing, gathering and experiencing data collection. This is a space for sharing experience and suggestions. This will be a group peer-review.

4. **Analysis Workshops Collaborative Guide Component**: **30%** Utilizing data collected by the class as a whole during part 1 of the class (and potentially supplemental practice materials), students will a) complete all workshops and b) after, create an interactive/creative guide geared toward other grad students to illustrate/expand a key concept in qualitative data analysis. Each student will choose a focus area and create guide content with the approval of the instructor. This guide can be completed through audio, video, art, writing, graphic novel, or other formats—get creative if you'd like. Format/length expectations should be discussed with the instructor and ill be handled on a case-by-case basis.

5. **Choose your own Adventure Assignment: Method Dive: 30%**
Note: *This is not a research project; it is a deep dive into one method of interest.*
For this assignment, you will pick one innovative method in your field of study that could plausibly help you answer your own research question. Then, complete a 3000 word overview of the method, including the below components:
* What is the method and why is it important? Why would it work for you/your research?
* Data Collection/Technology to deal with this data– where do you get it? How do you learn the technique? Trainings?
* Analysis – how do you analyze these data?
* Network of Scholars (individuals, conferences, groups) – Who's who with this method?
* Funding/cost considerations
* Bibliography/reading list with at least 20 sources that provide examples of or information on the method.

Students will need to choose 1 reading for class that exemplifies the method & be prepared to lead a short discussion on it in Module 13. Provide a 500 word summary of your overview as a whole for your fellow classmates.

Peer-Review: You will review one of your colleague's methods dive and provide constructive feedback.

Notes on pedagogy and design: This course is iterative and reflects, to a certain extent, the interests and goals of the students who participate in the class. Students should understand that method is a lifelong journey and a constantly-shifting target (read: good news, there are always generative & exciting things going on!). Mastery of techniques and technologies doesn't happen in a semester, and students shouldn't expect it. With the exception of the MAXQDA workshop, all nods to technology are squarely informational/introductory. This is not a statistics class. The analysis portion of this class is focused on qualitative/text analysis. The course is designed to ensure that students know how to get the information they need about method and design that assists them in effectively gathering data related to their research interest, know how to teach themselves about a growing field of methodological interest, and gain confidence in the research process. The course includes multiple individual and collaborative components. Each week has up to 4 components that are addressed/met by class material that are

highlighted in the schedule:

a) Tensions: This component covers main points of dissent and critique in the field.

b) Tech: This section covers short nods to some technologies for research.

c) Logistics: This section covers logistical components of research-in-practice.

d) Open Discussion: The Open Discussions are meant to be an ask-me-anything approach to scooping up any questions that students may have on philosophical or practical aspects of being an advanced researcher in practice.

More Important Information:

PowerPoints will not be shared unless there is a clear need that is communicated through DASS (shared in whatever way requested by the DASS office) or in the case of an excused absence, at which point they will only be shared in office hours or by appointment.

Instructor feedback is available in Canvas for relevant assignments (those that are pass/fail or complete/incomplete are provided only ongoing in-class feedback from the instructor, but students may make appointments with the instructor to ask for more information or raise any questions). Make sure that you understand how to locate both your grade and your feedback on individual assignments.

Readings assigned should be completed before class meetings.

Canvas*:* This course relies on your use of Canvas. We will communicate with you through Canvas and/or email. You will be responsible for any and all information communicated to you through canvas and email. You will need to access canvas for readings, assignments, etc. All registered students have access to Canvas.

Tips for doing well in this course:

1. Come to every class.
2. Always do the readings.
3. Make use of interactions with your fellow students—discussion, study group participation, and cooperation is encouraged.
4. Ask questions.
5. Come by the instructor's office hours.

Course Policies

Policy for late, makeup, or missed work: Participation, Bibliography, and Data Packet assignments will NOT be accepted late. Guide and Dive projects will be marked down 25% for each day that they are late (0.01-24 hrs late = 75% credit, 24.01-48 hrs late= 50% credit, 48.01-72 hrs late = 25% credit). If either of these requirements are more than 72 hrs late they will not be graded. Makeup work will be given at the discretion of the instructor and only if absence is excused.

Missed Classes: Students are expected to self-start and gather notes and materials from classmates for any missed classes, excused or unexcused. Class attendance is mandatory; this is grad school.

Back-up copies: It is the student's responsibility to maintain: (1) a backup copy, and (2) a printout or screenshot of the 'Properties' page which shows the production date and size of any document. In the event of lost documents, the student can produce these to avoid late penalties.

Southern Methodist University Code on Academic Integrity:
Cheating, plagiarism, academic sabotage, fabrication, and facilitating academic dishonesty are violations of the SMU Honor Code (http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp) and will not be tolerated. Any detected case of plagiarism or of cheating on any assignment or exam will result in a score of zero for that grade category, and will automatically result in the submission of a Faculty Disposition form to the Honor Council. The instructor may utilize plagiarism detection software through Canvas and request students submit their assignments through that software.

Disability Accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visithttp://www.smu.edu/Provost/ALEC/DASS to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (See 2018-2019 University Undergraduate Catalogue)

Other Excused Absences: Excused absences require a doctor's note or notice from the Dean of Students. Please provide these electronically (scan/photo via email) to the instructor, Ccing your TA for your discussion section.

"Campus Carry": In accordance with Texas Senate Bill 11, also known as the "campus carry" law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: http://www.smu.edu/BusinessFinance/Police/Weapons_Policy."

Questions regarding graded tasks: Students are expected to communicate with the instructor/TA if there are any questions or comments about graded discussions, assignments, activities, or expectations at least 1 week before the assignment/task is due. Do not leave these questions to the last minute.
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Email etiquette: Do not expect the instructor to email responses to questions outside of the work week or day (M-F 9-5). Please leave at least 48 hours for a response via email from the instructor or TA (exception: see above for questions regarding graded tasks, which should be emailed at least 1 week ahead). If after 48 hours (occurring during the work week) you have not yet heard back, please feel free to send follow-up email as your request may have been missed.

Feedback: Expect feedback on assignments approximately 2 weeks after you submit, unless extraordinary circumstances require a longer period.

Cell Phones/Computers: Can be used for course purposes. Please silence phones.

Assignment Format: See CANVAS. All written submissions should include a word count.

Changes to Syllabus: I reserve the right to change, add to, and/or edit the syllabus and course schedule as needed and/or to reflect needs of students in the course.

Further (Courtesy) Information on Some Key University Resources

Confidential Resources on Campus:
Counseling Center: **SMU Counseling Services** provides confidential counseling and assistance from counselors. Call 214-768-2277; an emergency contact number is provided at all hours.
https://www.smu.edu/StudentAffairs/HealthCenter/Counseling

Chaplain's Office: The **SMU Chaplain's Office** also provides confidential counseling; call 214-768-4502. https://www.smu.edu/StudentAffairs/chaplain

*Note, your professor is not a confidential resource.

Title IX:
For questions or concerns regarding Title IX and sexual violence, please contact Samantha Thomas, the Title IX Coordinator in IAE. To file a complaint or make a report of Title IX harassment including all forms of sexual misconduct and sexual violence, please complete the Title IX Harassment Complaint Form and submit it to IAE at accessequity@smu.edu or in Perkins Administration Building, Room 204.
General website for Title IX: https://www.smu.edu/iae
How to Get Help: https://www.smu.edu/SexualMisconduct/Get-Help

A-LEC Tutoring:
The A-LEC's tutoring program provides interactive tutoring in a dynamic and comfortable environment. At SMU, students see tutoring as a resource for all students, not just for those who find themselves in academic trouble. A-LEC tutoring is designed to complement and support students' direct contact with their
professors. https://www.smu.edu/Provost/ALEC/Tutoring

Graduate Writing Center: Students can work with the writing consultants by booking one-on-one appointments. Individual appointments last for 30 minutes. If you have a large writing assignment, plan on making multiple appointments over several weeks to continue working with the consultant.
https://www.smu.edu/graduate/CurrentStudents/ProfessionalDevelopment/Graduate-Writing-Center

Dean of Students Office:
The Office of the Dean of Students is one of the primary areas within the Division of Student Affairs at SMU. This office oversees departments that provide essential services, support and programs to students, faculty, staff, and the University as a whole.
https://www.smu.edu/StudentAffairs/studentlife

*Many more resources can be found at SMU. This list of resources is not meant to be exhaustive, nor can the professor promise the most up-to-date information about SMU services/resources as this syllabus is only updated when necessary for course content. The list is simply meant to help students become more aware of the services available to them.

Course Schedule

Session	Content & Reading Assignments	Materials Due & In-Class Workshops
Module 1 8/20/18	**Introduction** Knowledge spheres Importance of theory & full process thinking [theory-method-analysis-praxis] Working Collaboratively Tensions: What makes a "real" anthropologist? Logistics: Question-first research, or: How to not put the cart before the horse. Open Discussion: Where do I start? How do I create methodologically rigorous research? *Important Links:* SMU Sponsored Projects AAA Code of Ethics	Due: IRB CITI Training IC: Brainstorming Research Questions/Topics for Course Project Packet Progress Plan: Brainstorming for Data Packet Project Begins Set up/Use Google Docs IRB Structure up in Google Docs Think of potential Research Questions
Module 2 8/28/18	**Getting the Most out of Qualitative Data & The Research Process** What is "qualitative" data? Texts, objects, images, sounds, videos Interviews, Oral Histories, Fieldnotes Moving from understanding to theoretically-informed methodological design. What does qualitative data collection look like? Tensions: Is qualitative data "squishy"? Tech: Transcription Pedals, Recorders Logistics: Informed Consent, Sampling, Design Open Discussion: How do I get people to talk to me? [Recruitment & Approach] Readings Required: RMA Ch 1: Anthropology and the Social Sciences AQD Ch 1: Introduction to Text: Qualitative Data Analysis AQD Ch 2: Choosing a Topic and Searching the Literature *Review RMA Chapter 8: Interviewing 1* *Review RMA Chapter 12: Participant Observation* *2 readings each to the Collaborative Bibliography [focus on qual data]	*-Begin Collaborative Bibliography-* Due: CBIB 1 of 3 IC: Review Packet Requirements, start constructing questions/IRB app. Packet Progress Plan: Qual Assessment Design Continued Collaboratively. IRB app design continued collaboratively.

Module 3 9/4/18	**More Talk on Data: Thinking more about Text; Structured Observation and Questionnaires in Practice** Narrative and Discourse Sets of Stimuli Structured Design, Data Collection, Replicability The Data Collector Sampling and Design Tensions: Qual, Quant, or Qual-Quant? Tech: ODK, survey monkey, and some other survey software that costs money Logistics: Team-based research with data collectors, response rates, ethics Open Discussion: How do I gauge how long it takes to create good assessments and get research done? And how much will it cost? [Time, preparation, estimating, budgeting, and editing] Readings Required: AQD Ch. 3: Research Design 1: Sampling AQD Ch. 4: Research Design II Collecting Data AQD Ch. 13: Narrative Analysis *Review RMA Chapter 9: Questionnaires* *2 readings each to Collaborative Bibliography [focus on quant or quant/qual data]	Due: CBIB 2 of 3 IC: ODK Intro Packet Progress Plan: Base Qualitative Data Collection Plan/ Design Solidified. Submit IRB App w/ at least qual-focused data.
Module 4 9/11/18	**Mixing it Up: Mixed Methods Design & Interdisciplinary Research** Mixed Method Movements QualQuant Interdisciplinary & Transdisciplinary Tensions: Why disciplines? Whose research is this anyway? Tech: Slack Logistics: Synergistic design, connecting datasets, creating and managing teams Open Discussion: How do I connect all these data and all these people? [triangulation, team-based research, transdisciplinarity, networks] Readings Required: MMR Ch 1: The Nature of Mixed Methods Research MMR Ch 3: Core Mixed Methods Designs MMR Ch 7: Analyzing and Interpreting Data in Mixed Methods Research *Tailored Readings TBD* *2 readings each to Collaborative Bibliography [focus on mixed method/interdisciplinary work]	Due: CBIB 3 of 3 IRB Application Complete Packet Progress Plan: More Instruments? Amend IRB? Imaginarium: If you had anyone you wanted to work with available, how would you expand this study? -End of Collaborative Bibliography-
Module 5 9/18/18	**Data Management, Intros: Semantic Network Analysis, and Social Network Analysis** Data Management Considerations Introduction to Semantic Network Analysis Introduction to Social Network Analysis Tech: Dropbox, Cloud Storage, Servers, Basecamp, Livescribe Pens, UCINET, Egonet, Venmaker, Gephi Open Discussion: How do I keep myself organized in the field? What if I get tired, bored, or annoyed with a component of my research? [Why I hate spreadsheets, or: try to eat the frog first thing in the morning] Readings Required: AQD Ch 19: Semantic Network Analysis RMA Ch 10 pp 247-253: Section on Social Network Analysis *Tailored Readings TBD*	IC: Create Data Naming Protocols and Backup Plan Packet Progress Plan: [IRB Approval Back?]
Module 6 9/25/18	**Hacking, Mapping, and Making: Creative Solutions for the Adventurous Researcher** Participatory Mapping Making Friends with Google Maps Crowdsourcing Makerspaces Open Source Communities Tensions: Democratization of data, data privacy, creativity, space as politics. Tech: Apps, Fusion Tables Logistics: Have you thought about a methods workshop at the AAA conference?	Due: NONE IC: Mapping Packet Progress Plan: Data Collection

	Open Discussion: What if something goes terribly wrong in the field? [Comfort with chaos/ safety & logistics/It's just research] Required Readings: *TBD Tailored Readings*	
Module 7 10/2/18	**NO CLASS - DATA COLLECTION –** go get some data (if you haven't already).	**NO CLASS**
FALL BREAK 10/9/18	**NO CLASS – FALL BREAK** – are your transcriptions finished? Do you have your files uploaded?	**NO CLASS**
Module 8 10/16/18	**Analyzing Qualitative Data Workshop Part 1** Creating Codebooks Grounded Theory Deductive Coding Content Analysis Intercoder Reliability Tech: Dedoose, MAXQDA, NVivo, & Atlasti More info at the Computer Assisted Qualitative Data Analysis Website Ad-hoc Open Discussion Required Reading: AQD Ch 5: Finding Themes AQD Ch 6: Codebooks and Coding AQD Ch 10: Grounded Theory AQD CH 11: Content Analysis *Optional if you are particularly interested in language/linguistic analysis:* AQD CH 12: Schema Analysis	Due: Qual Data Packet MAXQDA Download DO NOT DOWNLOAD FREE TRIAL EARLIER THAN THIS DAY OF CLASS…we have 14 days exactly for this analysis workshop IC: Data Analysis Workshop w/ MAXQDA, getting started. Progress: Click around with your data in MAXQDA
Module 9 10/23/18	**Analyzing Qualitative Data Workshop Part 2** Qualitative Analysis, Continued… Ad-hoc Open Discussion Required Watching: *MAXQDA Video Tutorials* Getting started in just 10 minutes Webinar: Introduction to MAXQDA 2018 Transcription Coding Visualize Organizing the Code System Lexical Search Document Variables *Extra Help*: MAXQDA User guides are also available for your review on Canvas	Due: None IC: Data Analysis Workshop Continued
Module 10 10/30/18	**Analyzing Qualitative Data Workshop Part 3** KWIC Analysis and Word Counts QualQuant Open Discussion: How do I professionalize my findings? [Data Visualization] Required Reading and Watching: AQD Ch 17: KWIC Analysis and Word Counts *TBD Tailored Readings* *MAXQDA Video Tutorials:* Spotlight: Visualization PS: You can do literature reviews with MAXQDA! Extra reading online.	Due: None IC: Data Analysis Workshop Continued [Part C]
Module 11 11/6/18	**Virtual Ethnography and Your Online Presence** Ripping Data from the Internet Social Media as Data	DUE: Methods Dive Reading & Overviews Due [in-class portion]

	Your Online Presence Tensions: Do I really need an Instagram account? Tech: All of the social media—wordpress, linkedin, instagram, etc. Logistics: Ethics, representation, and time. Open Discussion: How do I get people to pay attention to my work? [Branding, Public Relations, Advertising, and Social Media] Required Readings: *TBD Tailored Readings*	IC: Elevator Pitches
Module 12 11/13/18	**NO CLASS** - start reading other classmates' Method Dives if you're able, or at least pay attention to method at AAA. Take a methods workshop at the AAA?	*Enjoy the AAAs/work on your projects!*
Module 13 11/20/18	**Method Dive Day:** Student Methods Seminar Readings as Assigned by Students TBD	Due: Guides IC: Watch/Experience Guides from Peers, Peer Learning from Dive Readings & Summaries in Seminar Style
Module 14 11/27/18 Last day of class	**Data Driven: Professionalism, Writing, and Speaking** *This day we will run 2 mini-classes with separate (but naturally related) content components, separated by the day's break. No, this will not be enough time to answer all of your questions. **Part 1:** Professionalism & Making Method Work Tensions: Is this whole anthropology thing going to work/how will method help me? Logistics: Seeking diverse mentorship, seeking professional development/growth & further training in methods. Open Discussion: How do I move toward being a professional anthropologist? [Charging your own path and channeling a little audacity, or: how to avoid letting *The Professor is In* completely freak you out.] Required Reading: Beronda Montgomery "Mentoring Roadmap" Complete: AAAS Individual Development Plan **Part 2**: Writing your Analysis Section, Explaining your Method in Oral & Written Formats Tensions: Who do I talk/write to and where? Will they like me? Which data go where? Tech: Scrivener Logistics: Writing to the journal, choosing a journal, cover letters to journals, corresponding authorship, author order. Open Discussion: How do I get someone to publish my work and/or let me present in front of an audience? [+ Any last questions?] Required Reading: Excerpt from: "How to publish your journal article in 12 weeks" MMR Ch 8: Writing and Evaluating Mixed Methods Research	Due: Full Method Dive Project to Professor IC: Fully discussion-focused.
Final Exam Week	**NO CLASS: Meetings with the Professor Possible by Appointment**	N/A

*all TBD/current events readings will be provided 2 weeks before the class session on Canvas and will be approximately the same length as your usual reading loads.