Overview of this course:

This course will provide an overview of the design and implementation of research projects in the interdisciplinary field of Global Studies. We will review several social science research methodologies, including: qualitative interviewing, participant observation, archival research, and narrative/textual analysis. However, the methodological training in this course is intended as an overview of relevant research methods, which students may choose to supplement with additional coursework in allied disciplines at UO (e.g. Sociology, Anthropology, Geography), depending on the nature of their research projects and their professional aims. Throughout the course, assignments will be intended to assist students in developing their own MA research project prospectus or proposal. Given that GLBL MA projects vary in scope and approach, students may need to engage in additional outside reading relevant to their project focus and selection of methodological approaches. The majority of course readings and supplementary materials will be available via the course Canvas page. These materials will include sample research proposals from relevant social science funding organizations (e.g. the National Science Foundation); when proposals from former students are shared, they should not be shared any further than the cohort of this course, to respect the scholar who agreed to share their proposals with us. As a key aim of the course is for students to work towards development of their own research proposal by the end of the term, during weeks 5-10, one student each week will workshop their work-in-progress proposal (with the understanding that the draft circulated can be very preliminary and incomplete, but that our goal as a learning community is to provide constructive feedback to the author/scholar on their proposal). The goal of these workshop sessions is twofold: to practice presenting one’s scholarly ideas in an academic environment, and to practice providing and receiving critical, constructive feedback on one’s academic work.
Aims and Objectives; by the end of the term, students will:

1) Gain greater familiarity with methods and modalities of social science research and the principles of the research process.

2) Have developed clear research question(s) for their research project.

3) Consider which methods are most appropriate for their research project, understand the tradeoffs in selecting certain research methods, and develop a preliminary research plan for their project.

4) Be able to engage with questions of privilege, power, and the research process (e.g. through consideration of research ethics, broader impacts, and reflexivity as related to their projects).

5) Complete their CITI training for research with Human Subjects (via the UO IRB).

6) Have drafted a preliminary proposal for their MA thesis project.

7) Have identified potential sources (internal and external) of funding for their projects.

8) Identify options for further training in research methods, as desired and applicable.

9) Gain professional development skills (e.g. forming a committee, working with mentors, making contacts for one’s research project, building intellectual community, etc.)

Grading:

→ All students will earn an “A” grade in this course, given they:

1) Submit writing assignments listed below,

2) Participate in workshopping their research proposal (e.g. sign up and present their proposal during one class period of week 5-10),

3) Provide constructive and critical feedback to their peers and in the space of the class throughout the seminar,

4) Post as indicated below to course discussion pages,

5) Share helpful resources to support their peers on Canvas and in class,

6) At the end of the course (e.g. by Monday of finals week), students will submit a short (e.g. one-paragraph) assessment of their performance in the class, noting what they learned that was most of value, and the grade they would give themselves based on this performance (submit to Professor via email by 5pm on Monday, March 14th).

Readings:

Readings for the course will be selected to supplement the topics and writing assignments each week. Readings are recommended, not required (although it is highly recommended that you read carefully in areas particular to your chosen research methodologies and approaches). Dr. Yarris will continue to build our Canvas modules with relevant readings as the term progresses. If you know of additional readings that are useful for the topics under consideration, please share them on the course Canvas page. Readings are not listed on the syllabus, but will be posted on Canvas in File Folders organized by week, and also linked to the relevant weekly course Module in Canvas for your review.

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A few additional bits of advice before we dive in...

- GLBL graduate students are doing MA thesis projects (e.g. not PhD dissertations, not post-doctoral funded research). Consider the limitations of time and other resources as you shape your project, pose your question, and select your methodological approach.
- In Prof. Yarris’s view, the idea that an MA project will “fill a gap in existing literature” is over-confident and can and does lead to overwhelm in students. Consider your job to identify an area of scholarship that you wish to engage with in your work, to pose significant research questions, gather data relevant to respond to your research questions, and to present your findings in a coherent way for your intended audiences. In other words, setting realistic expectations for the scope of these projects is key.
- Develop communities of support for your research and writing. Write together (in person or remotely), share drafts, make the research and writing process more collaborative.
- We are entering year three (!!!) of a global pandemic. We may not be thriving, but we can… complete our graduate degrees, design and conduct research that matters to us, and write solid (thesis) papers that we will be proud of in the future, and that will open further professional and/or academic opportunities for us. Let’s enter this term with a healthy dose of realism (the pandemic sucks!) and an abundance of grace for ourselves and each other as we do the best we can under much less-than-ideal circumstances...

Weekly Topics, Readings, Activities, and Assignments

Week 1 (Jan 3 & 5): Overview of research proposals

Monday:
1) Introductions – research experiences and interests
2) Discussion on Canvas: What are your research aims and research questions (at this point in time)?

Wednesday:
2) Review: Sample former student NSF DDIG Proposal (Tobin Hansen, UO Anthropology) – do not circulate or share – available on Canvas.
3) Review, if desired: A helpful overview of the NSF DDIG process from a BIO PhD student: https://opda.fsu.edu/sites/g/files/imported/storage/original/application/a5233e3903922e0dcc77444dd03f2b75.pdf
4) Review, if desired: A blog by a cultural anthropology applicant about their experience revising and resubmitting an NSF: https://jabunce.wordpress.com/sample-nsf-proposals/
5) Writing assignment: Draft an outline for your research proposal – just the section headings and subheadings (use NSF DDIG and Yarris’ guidelines as samples)

Week 2 (Jan 10 & 12): Quantitative approaches, survey research, using secondary data

1) [Monday] Lecture: Overview of surveys and statistical methods of data analysis aka quantitative research methods

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2) Review: Data repository of the University of Michigan’s Institute for Social Research, at: https://www.icpsr.umich.edu/web/pages/ICPSR/index.html

3) Discuss (in class): the tradeoffs of using extant datasets and the types of research questions these sorts of data permit us to ask and to respond to

4) Identify & Post on Canvas Discussion: A) survey research methods courses available at UO (SOC and Poli Sci); B) internal and external funding sources for your research. Use: https://research.uoregon.edu/plan/find-funding

5) Writing Assignment: What is your plan for using secondary datasets and/or conducting quantitative (statistical) analyses as part of your project? If not within your research plan, note the ways you might have use survey or extant data, even if you are choosing not to do so.

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**Week 3 (Jan 19): Archival Methods, Establishing Historical Context**

*Note: No Class Meeting Monday Jan 17th – MLK Jr. Holiday*

**Wednesday:**

1) Lecture/Discussion (in class): Examining public records, Accessing the archives, Textual analysis and discourse analysis

2) Consider: What can be learned from the archives? How do we use history to inform our study of Global Studies?

3) Review: Creative use of historical materials in Global Studies, e.g. https://researchguides.uoregon.edu/commonreading/2020-2021/economy

4) Share on Canvas Discussion: additional samples and ideas

5) Writing Assignment: Draft (approx. 1 page) the Historical/Political/Sociocultural Context for your research project (in your proposal, this might become the “Context of the Study” or “Research Setting” section)

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**Week 4 (Jan 24 & 26): Ethnographic & Qualitative Methods**

**Monday**

1) Lecture: Ethnographic Fieldwork, Participant Observation, engaged approaches, field notes, conducting qualitative interviews; selecting participants – population, sample, recruitment

2) Canvas Discussion: How do you understand the “population” for your study? How will you select your “sample” of research participants? What inclusion/exclusion criteria will you use to select study participants. Give feedback to your peers.

**Wednesday**

1) Guest speaker, Alexis Han, UO Undergraduate GLBL: Using Dedoose for Qualitative content analysis.

2) Writing Assignment: A) Revise your Research Questions; B) Outline your research methods, including sample selection; C) (if applicable) develop preliminary research questions for qualitative interviews
Week 5 (Jan 31 & Feb 2): Qualitative Interviewing and Narrative Data Analysis

Monday

Lecture: Participant selection, studying “up” and “down”; reflexivity and positionality; qualitative interview types: life history, structured and semi-structured, focus groups.

Consider: Other data analysis tools, share with class (e.g. qualitative data analysis software), bibliographic reference tools

Canvas Discussion: Share questions and ideas about different types of interviews you may employ in your research project for feedback.

Wednesday: Workshop Proposal. One student to sign up & circulate proposal by end of day Tuesday for class to review and provide feedback during class on Wednesday.

Week 6 (Feb 7 & 9): Identifying Constructs (Variables); Using existing scales and measures

Monday

Lecture: Identifying “constructs” and “variables”, situating these within bodies of literature; determining whether to use validated scales of measures for constructs of interest

Canvas Discussion: What are the “constructs” of interest in your research project? Do any of these lend themselves to examination using existing scales or instruments? How can scales and instruments be validated for cross-cultural and cross-national research projects?

Identify (if applicable): 1-2 instruments or standardized measures to assess constructs of interest to your research project

Writing Assignment: List and define constructs or variables of interest to your research study; use existing literature to substantiate these definitions; write @ 1 paragraph for each key construct/variable

Wednesday: Workshop Proposal. One student to sign up and circulate proposal for today’s discussion

Week 7 (Feb. 14 & 16): Ethical issues in Human Subjects research in Global Contexts

Monday: Guest Speaker, Carolyn Craig, UO IRB/ Office of Research Compliance Services

Complete: CITI training for research with human subjects, save and store certificate

https://research.uoregon.edu/plan/training-opportunities/collaborative-institutional-training-initiative-citi

→ Review SBE module on “International Research” and review and discuss Course on “History and Ethical Principles”

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Canvas Discussion: Consider the ethical implications of your project, mitigating potential risks and harms, seeking to do right by study populations.

Writing Assignment: One Paragraph – ethical considerations for your research project (you may choose to combine this with a statement of your research positionality)

Wednesday: Workshop Proposal *One student to sign up and circulate proposal for today’s discussion*

**Week 8 (Feb 21 & 23): Broader Impacts: Producing public-facing products from our research**

Monday class discussion: What benefits can we cultivate from our research beyond the academy? Ideas include: Websites, podcasts, policy papers, grant proposals, Op-ed writing, Scholars Strategy Network, Medium, Twitter...

Canvas Discussion: What products, beyond the thesis, might you produce and share with your study community, organization(s), decision makers, broader publics?

Writing Assignment: “Broader Impacts” and “Dissemination plan” sections of your proposal (@ 1 paragraph each)

Wednesday: Workshop Proposal *One student to sign up and circulate proposal for today’s discussion*

**Week 9 (Feb 28 & March 2): Library research tools**

Review: [https://researchguides.uoregon.edu/grad_resources/thesis_dissertation_support](https://researchguides.uoregon.edu/grad_resources/thesis_dissertation_support)
[https://library.uoregon.edu/research-data-management/consultations](https://library.uoregon.edu/research-data-management/consultations)

Librarian guest speaker: Mirigam Rigby, Bibliographic organization and citation management tools, e.g. Zotero

Brainstorm and discuss: Other software to make research and writing easier!

Writing Assignment: Data management section of your proposal

Wednesday: Proposal Workshop *One student to sign up and circulate proposal for today’s discussion*

**Week 10: Wrap up**

Monday: content TBD

Wednesday: Proposal Workshop *One student to sign up and circulate proposal for today’s discussion*
Finals Week Assignments: *No class meeting during finals week*

1) Submit your draft proposal on Canvas for feedback (by Monday March 13)
2) Provide peer review comments on at least 2 other proposals (by Friday March 17)
3) Submit via email your performance assessment to Dr. Yarris (keyarris@uoregon.edu) (by Monday March 13)

Additional Resources:

COVID Resources:

The UO has available resources to support students in COVID-related isolation and quarantine, including social and economic support. See: [https://coronavirus.uoregon.edu](https://coronavirus.uoregon.edu)

Prof. Yarris encourages all students to take advantage of the free COVID testing available to members of the community through UO MAP as one of several strategies to mitigate the spread of COVID.

[https://coronavirus.uoregon.edu/map-testing](https://coronavirus.uoregon.edu/map-testing)

If you test positive or are contacted about possible COVID exposure, please take isolation and quarantine seriously—get the support you need to stay home and get well, test negative (at least once) before returning to your in-person activities. GLBL 607 activities can ALL be accessed remotely, without penalty, so take care of yourself and don’t worry about missing our classes (your health and the health of the community are priorities!).

Resources for Mental Health and Wellbeing:

Prof. Yarris encourages graduate students to develop healthy habits that support their personal wellness and therefore professional success. These can include the counseling resources available through the Counseling Center (see: [https://counseling.uoregon.edu](https://counseling.uoregon.edu)), resources available through UO Recreation ([https://rec.uoregon.edu](https://rec.uoregon.edu)), or other social and emotional supports on campus. Students are encouraged to share resources amongst themselves in class whenever appropriate.

UO Division of Graduate Studies:

The Division should be the main source of information on UO Policies for Graduate Students, and archives information on funding, fellowships, and filing and formatting requirements for MA theses and PhD dissertations.

[https://graduatestudies.uoregon.edu](https://graduatestudies.uoregon.edu)

[https://graduatestudies.uoregon.edu/academics/thesis-dissertation](https://graduatestudies.uoregon.edu/academics/thesis-dissertation)

Methods courses in other UO departments:

Sociology: SOC 611 (General Methods) and SOC 612 (Stats)

Dr. Clare Evans: SOC 613 - Multilevel and Panel Data Analysis

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