



University of the Witwatersrand
African Centre for Migration & Society

The Logics and Methods of Migration Research

2017

Course Coordinator: Dr Becky Walker
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THURSDAYS 9:30-12:30
(please note the times for the supplementary workshops below)

Location: SH2143
Consultation on Thursday afternoons by appointment

COURSE DESCRIPTION AND OBJECTIVES

This course is intended to strengthen your understanding of, and capacity to conduct, social research on issues related to migration. The focus is on developing an understanding of what social research is, the various methods employed and their logics and the challenges and questions different kinds of social research present. You will also work to develop your skills in evaluating the merits of published material, analysing data and developing strategies for conducting methodologically sound and theoretically relevant research in the contexts in which migrants are typically found.

Note: This course is **compulsory** for the following students:

- Students registered for the *MA (coursework and research report)* in Migration and Displacement.
- Students registered for the *Honours* in Migration and Displacement

It is **strongly recommended** for:

- *MA (dissertation)* without a strong background in social science research.
- ACMS Doctoral students without a strong background in independent social science research

STRUCTURE AND ASSESSMENT

The course consists of:

- three-hour classroom sessions based on prior reading;
- 3 intensive practical workshops;
- an examined research proposal;
- 2 response papers (4 for honors students); and
- student presentations of their research proposals.

Each classroom session will be a mixture of lecture and discussion based on assigned readings. All students should come to class having read the key assigned readings and be prepared to discuss and explore with their lecturer, and fellow students. The classes are an opportunity to obtain more intensive hands-on practice with methods discussed in class. Attendance is compulsory. There will be a qualitative methods workshop and also 4 day long quantitative methods workshop – both will end with an examination, which together will comprise **25% of the final mark**. Students will also write 2 response papers each (4 for honours students) and these will comprise **25% of the final mark**.

Students will be required to work on their own research proposal throughout the course and submit it for examination at the end of the course. **This will comprise 50% of the final mark.** Before submission students will present their proposals to ACMS staff. In addition to the course, students are required to attend both the internal and external research seminars run by ACMS throughout the year.

Unless pre-approved, attendance is mandatory and active participation is expected. To ensure a common ground for our discussions, students are required to complete KEY READINGS before class meetings. You will be asked for your thoughts and feedback on the readings and therefore are expected to come to class prepared. Those planning to use a discussed method/technique for their research report should also undertake RECOMMENDED READINGS (given in this outline and available in the course dropbox) on this topic. It is expected that the research methods section of all proposals will be informed by classroom discussions, seminar readings, and additional readings. There is also a list of key texts at the end of this outline – all texts are available in the Wits libraries or online.

Response papers: The response papers will enable students to engage with the course material and practice critical thinking and develop their writing styles. Each student must write two response papers (4 for honours). One response paper will be based on the third workshop on mixed/participatory methods. The other one can be chosen from any of the

week's topics, and must be a response to the issues raised in the readings. At least two readings must be used. The response paper should demonstrate the student's ability to critically engage with the topics and key issues in the readings and to develop their own argument (response) to this. Papers will be submitted electronically to the methods course email and students will receive a grade and comments. Feedback on the response papers will be useful when writing the research proposal.

The course will be assessed in the following way:

MA (Coursework and research report):

- *Research proposal for submission (50%)*
- *Examinations on workshop 1 and 2 (25%)*
- *Response papers x 2 (25%)*

Honours:

- *Research proposal for submission (50%)*
- *Examination workshop 1 (10%)*
- *Response papers x 4 (40%)*

Further details on these assessments will be provided during class sessions.

Workshop Schedule 2017

<p>6th April 9am - 1pm</p>	<p><i>Interpreting and analysing qualitative data</i></p>	<p><i>Using data collected by the ACMS, this workshop will give practical experience analysing qualitative data. At the end of the workshop you will be given an interview transcript to analysis for examination.</i></p>
<p>18 - 20th April 18 – 1.30 – 4.30pm 19 – 9.30-3.30 20 – 9.30-3.30</p>	<p><i>Quantitative data analysis</i></p>	<p><i>This will be an intensive 4 day workshop using a statistical analysis programme and ending with an examination.</i></p> <p><i>NB: This workshop is for MA students only</i></p>
<p>10th & 11th May 9am – 2pm</p>	<p><i>Mixed/participatory methods workshop (with Carlton students)</i></p>	<p><i>2 day mixed methods workshop (with Carlton students). Includes an emphasis on visual methods.</i></p>

WEEKLY SESSION SCHEDULE: TOPICS AND READINGS.

WEEK 1: 16th February (Orientation Week)

❖ SESSION 1: GETTING STARTED: SOCIAL SCIENCE AND MIGRATION RESEARCH (Prof. Ingrid Palmary)

This introductory session covers the following key topics:

- *What is social research?*
- *How does the context of migration affect social research?*
- *What is a research question?*

KEY READINGS:

- 1) Ragin, C. (1994). What is Social Research? In *Constructing Social Research*. Thousand Oaks: Pine Forge Press.
- 2) Jacobsen, K. and Landau, L. (2003) The Dual Imperative in Refugee Research: Some Methodological and Ethical Considerations in Social Science Research on Forced Migration. *Disasters*. 27(3): 95-116.
- 3) 'The Research Question'. Berkeley Online Dissertation Proposal Workshop. (<http://globetrotter.berkeley.edu/DissPropWorkshop/nuts&bolts/question.html>)

RECOMMENDED READINGS:

- Bousmaha B. (2000). Research and the Research Problem. In N. Waliman (ed.), *Your Research Project*. London: Sage.
- Voutira, E. and Doná, G. (2007). Refugee Research Methodologies: Consolidation and Transformation of a Field. *Journal of Refugee Studies*, 20(2): 163-171.
- Fischer, D. (1970). Fallacies of Question-Framing. In *Historians' Fallacies: Toward a logic of historical thought*. London: Routledge.

WEEK 2: 23rd FEBRUARY:

❖ SESSION 2: WHAT IS AN EFFECTIVE RESEARCH PROPOSAL? (Prof. Ingrid Palmary)

This session will discuss what makes an effective research proposal and what issues and questions must be considered.

KEY READINGS:

- 1) Grad Studies Handbook on the Research Proposal [available from the faculty office]
- 2) Watts, M. (2000). *The Holy Grail: In Pursuit of the Dissertation Proposal*.
<http://globetrotter.berkeley.edu/DissPropWorkshop/process/>
- 3) Corbin, J. & Strauss, A. (2008). *Basics Of Qualitative Research*, 3rd Edition, Sage, Pp. 19–41.

RECOMMENDED READINGS:

- 4) Kaniki, A. (1999). Doing an Information Search. In M. Terre Blanche and K. Durrheim (eds.), *Research in Practice: Applied methods for the social sciences*. Cape Town: UCT Press.

WEEK 3: 2nd March

❖ SESSION 3: Qualitative research – concepts, experiences and questions (Dr Becky Walker and Dr Barbara Bompani)

This session will introduce the different research methodologies used when conducting a qualitative study. These include an overview of different types of interviews, ethnography, participant observation, and case studies – and looking at their advantages, limitations and some of the critical questions that can arise. We will also explore some of the key terms used in research such as epistemology, ethnography, ontology etc. In the second part of the session, Dr Barbara Bompani will discuss her experiences of research in South Africa and focus in particular on the emotional and ethical aspects of fieldwork.

KEY READINGS:

- 1) Hubbard, G., K. Backett-Milburn & D. Kemmer (2001) Working with emotion: Issues for the researcher in fieldwork and teamwork, *International Journal of Social Research Methodology*, 4:2, 119-137
- 2) Gemignani, M. (2011) Between Researcher and Researched : An Introduction to Countertransference in Qualitative Inquiry. *Qualitative Inquiry* 2011 17: 701- 708.
- 3) Watts, J. H. (2008). Emotion, empathy and exit: reflections on doing ethnographic qualitative research on sensitive topics. *Medical Sociology Online*, 3(2) pp. 3–14.

RECOMMENDED READINGS:

- Corbin, J. & Strauss, A. (2008). *Basics of Qualitative Research*, 3rd Edition, London: Sage, pp. 1–17.
- Erickson, F. (2011). A History Of Qualitative Inquiry In Social And Educational Research. In Denzin, N. & Lincoln, Y. S. *The Sage Handbook Of Qualitative Research*. London: Sage, Pp. 43–61.
- O'Brien, M and A. Madden (2007). 'Knowledge, Relationships and Identity in Research on Drug Use' In *Researching the Margins: Strategies for Ethical and Rigorous Research with Marginalised Communities* Smith, A., and M. Pitts (eds). Hampshire: Palgrave MacMillan.

WEEK 4: 9th March

**❖ SESSION 4: PARADIGMS OF SOCIAL RESEARCH
(Prof. Ingrid Palmary)**

KEY READINGS:

- 1) Guba, E. and Lincoln, Y. (2005). Paradigmatic controversies, contradictions and emerging confluences. In Denzin, N. and Lincoln, Y. (eds.), *The Sage handbook of qualitative research (3rd ed)*. London: Sage.
- 2) Landau, L. and Jacobsen, K. (2005). 'The Value of Transparency, Replicability, and Representativeness: A Response to Graeme Rodgers' 'Hanging Out' With Forced Migrants.
- 3) Palmary, I. 2009. Migrations of theory, method and practice: A reflection on themes in migration studies, *Psychology in Society (PINS)*, 37: 55-66

RECOMMEDED READINGS

- 1) Gage, N. L. (1989). The paradigm wars and their aftermath: A “historical” sketch of research on teaching since 1989. *Educational Researcher*, 18(7): 4-10.
- 2) Ponterotto, J. (2005). Qualitative research in counselling psychology: a primer on research paradigms and philosophy of science. *Journal of counselling psychology*, 52(2): 126-136.

WEEK 5: 16th March

❖ SESSION 5: ENGAGING IN RESEARCH: FIELDWORK AND THE CHALLENGES OF RESEARCH “ON THE GROUND” (Dr Becky Walker)

This session will draw on session 3 to further explore qualitative research methods in relation to your research question. In this session we will look at student’s preliminary research questions and ideas about methodologies. We will also look more at ethnography both as a research method and as a particular way of writing about the things we study – particular in relation to migration. We will consider the complex, often controversial history of ethnography as a genre in anthropology and more broadly in the humanities and use the key readings to explore the various issues and challenges that can arise when engaging in research on sensitive topics and with people in marginal spaces.

KEY READINGS:

- 1) Swanson, K. (2014). ‘Urban ethnographic research’ in Ward, K. *Researching the City*. London: Sage publications: 54-70.
- 2) Li, J. (2008). Ethical Challenges in Participant Observation: A reflection on Ethnographic Fieldwork. *The Qualitative Report*. Volume 13 Number 1 March 2008 100-115
- 3) Colvin, C. ‘Who benefits from research? ethical dilemmas in compensation in anthropology and public health’ in Ross, F & D Posel (2015). *Ethical Quandries in Social Research*. HSRC press:
<http://www.hsrcpress.ac.za/product.php?productid=2329> (book can be downloaded for free)

RECOMMENDED READINGS:

- Kleinman S. & Copp, M. A. (1993). Emotions And Fieldwork. *Qualitative Research Methods* No. 28. London: Sage, Pp. 27–48.
- Agustin, L. (2010). 'The (Crying) Need for Different Kinds of Research' in Ditmore, M, A. Levy and A. Willman. *Sex Work Matters*. London: Zed Books.

WEEK 6: 23rd March

❖ SESSION 6: Designing Interviews, Questionnaires and Surveys (Dr Mphatso Kamndaya)

This session will explore interviews, questionnaires and surveys as research methods and for data collection. It will consider the processes of design and implementation and also look at the advantages and limitations of each method. An emphasis will also be placed on understanding how the analysis and coding of data drawn from qualitative research develops.

KEY READINGS:

- 1) Larossi, Giuseppe. 2006. *The Power of Survey Design: A User's Guide for Managing Surveys, Interpreting Results, and Influencing Respondents*. Washington, DC: World Bank. Available at: <https://openknowledge.worldbank.org/handle/10986/6975>
- 2) Hermanowicz, J.C. (2002). The great interview: 25 strategies for studying people in bed. *Qualitative Sociology*, 25 (4), 479-499.
- 3) Theodore, N. (2014). 'Working in the shadow zones of urban economies: using questionnaires to research hidden populations' in Ward, K. *Researching the City*. London: Sage publications: 70-85

RECOMMENDED READINGS:

- Corbin, J. & Strauss. A. (2008). *Basics Of Qualitative Research*, 3rd Edition, Sage, Pp. 159–194.
- O'leary, Z. (2004). *Data Collection*. In *The Essential Guide To Doing Research*. London: Sage, Pp. 150–183.

TEACHING BREAK
24th March – 2nd April

WEEK 7: 6th April

SESSION 7 (Workshop 1): PROCESSING DATA: Qualitative Analysis (Dr Becky Walker & Dr Alexandra Hiropoulos)

WORKSHOP 1: PROCESSING DATA: QUALITATIVE ANALYSIS

This workshop is based on the analysing of qualitative data including coding, thematic analysis and discourse analysis. Students will draw on the key readings to discuss the process of working through collected data to consider 1) coding as a process and practice; 2) analysing interview data; and 3) ensuring rigour in qualitative data analysis. The workshop will mainly focus on interview transcripts and will use data collected by ACMS to gain practical experience in coding and highlighting themes.

Working individually students be given a take home exam from which they will write an analysis of an interview transcript. This will be handed in the next day.

Analysis deadline: 7th April 4pm.

KEY READINGS FOR WORKSHOP

- 1) Babbie, E and J. Mouton (1998). 'Qualitative data analysis' in *The Practice of Social Research*. Cape Town: Oxford University Press (Southern Africa).: 489 – 502
- 2) Hastings, A. (2014) Discourse and Linguistic analysis in Ward, K. *Researching the City*. London: Sage publications: 85-99.
- 3) Ellingson, L. (2011). 'Analysis And Representation Across The Continuum'. In Denzin, N. & Lincoln, Y. S. *The Sage Handbook of Qualitative Research*. London: Sage, pp. 595–610.
- 4) Moore, E (2015) Researching the Private Sphere: Methodological and Ethical Problems in the Study of Personal Relationships in Xhosa Families In van Schalkwyk, S and Gobodo-Madikizela, P. *A Reflexive Inquiry into Gender and Gender-Based Violence: Toward a New Paradigm of Knowledge Production Across Multiple Divides*. Oxford Publishers.

SECTION 2: QUANTITATIVE METHODOLOGIES

WEEK 8: 13th April

❖ SESSION 8: INTRODUCTION TO QUANTITATIVE RESEARCH. (Dr Mphatso Kamndaya)

This session will discuss the wide variety of research designs available to social researchers. It will introduce students to how to design a study, specifying exactly who or what is to be studied when, how and for what purpose. It will also explain different models of explanation and the prerequisites for establishing causality. The aims will be:

- To identify the two major tasks of research design and define and illustrate the basic purposes of research.
- Define units of analysis and identify and illustrate each of the basic types.
- To clarify what social scientists mean when they speak of causal relationships.

KEY READINGS:

- 1) Blackstone, A. [Principles of sociological inquiry](#). Chapter 5. Research Design. pp. 51-59. [Open Library Text](#).
- 2) Babbie, E. (2010). The Practice of Social Research. Chapter 4, Research Design. pp. 98-120. Cengage, 12th Edition.
- 3) Bickman, L. Rog, D. and Hedrick, T. (1998). Applied Research Design: A Practical Approach.' Pp. 5-38 in L. Bickman and D. Rog (Eds.), *Handbook of Applied Research Methods*. London: Sage.
- 4) Singh, Kultar (2007) Quantitative Social Research Methods. Los Angeles, CA: Sage.

RECOMENDED READINGS:

- Babbie, E. (2010). The Practice of Social Research. Chapter 11, Unobtrusive Research. pp. 344-359. Cengage, 12th Edition.
- Chauhan, P., Fera, A.G., Welsh, M.B., Balazon, E., & Misshula, E. (2014). Trends in misdemeanor arrest rates in New York. Report Presented to the Citizens Crime Commission. New York: New York.

WEEK 9: WORKSHOP 2 18th – 21st April . Basic Quantitative Data Analysis with IBM SPSS.

**WORKSHOP 2: Basic Quantitative Data Analysis with IBM SPSS
(Dr Mphatso Kamndaya)**

This 4 day long workshop will provide practical experience with quantitative data analysis – IBM SPSS, culminating in an examination at the end of the week.

Test to be completed in class on Friday 20th April.

ALL students must have the softwear loaded onto their computers prior to the workshop

Data set for the workshop: "Exploring The Migration Profiles of Primary Healthcare Users in South Africa" (will be provided prior to the workshop)

KEY READINGS FOR WORKSHOP 2:

- 1) Bryman, Alan & Cramer, Duncan (2011) Quantitative Data Analysis with IBM SPSS 17, 18 & 19: A Guide for Social Scientists.
- 2) Field, A. Relationships between variables. Research Methods I: SPSS for Windows part 5. <http://www.statisticshell.com/docs/correlation.pdf>
- 3) Lane, D., Hebl, M., Guerra, R., Osherson, D. & Zimmer, H. Introduction to statistics. Chapter 3, Summarizing Distributions, pp. 123-141. Online *Statistics* Education: A Multimedia Course of Study. <http://onlinestatbook.com/2/>

ADDITIONAL READINGS:

- 1) Babbie, E. (2012). The Practice of Social Research, Cengage, 12th Edition. Chapter 16, Statistical Analysis

- 2) Lane, D., Hebl, M., Guerra, R., Osherson, D. & Zimmer, H. Introduction to statistics. Chapter 4, Describing Bivariate Data, pp. 155-168. Online *Statistics Education: A Multimedia Course of Study*. <http://onlinestatbook.com/2/>

WEEK 10: 27th April – Public Holiday – no class

WEEK 11: 4th May

❖ **SESSION 11: Ethics and real world challenges. (Prof. Jo Vearey)**

This session will explore the ways in which ethical – and associated methodological – challenges arise in conducting real-world research, including with disadvantaged migrant populations. Consideration will be given to the role of the (social) researcher in mediating and responding to ethical concerns in relation to knowledge production, including: notions of “vulnerability” in relation to specific population groups in research; positionality, power and reflexivity; recruitment, participation and informed consent; anonymity and confidentiality; and, the roles of research ethics committees (RECs). The ethics associated with different forms of knowledge production, research dissemination and ways of using research will also be explored. The aims are:

- To equip students with a grounding in social research ethics and the skills required to develop an ethical research proposal.
- To explore ethical considerations of research with disadvantaged migrant groups, including undocumented migrants.
- To debate the tensions that exist between research ethics committees, researchers, and “real world problems” when generating and using research.

KEY READINGS

- 1) Guillemin, M. and Gillam, L. (2004) Ethics, Reflexivity, and “Ethically Important Moments” in Research *Qualitative Inquiry* 10: 261-280
- 2) Leaning, J. (2001) Ethics of research in refugee populations. *The Lancet* 357: 1432-1433.

- 3) Steven L. Vanderstaay, S. (2005) One Hundred Dollars and a Dead Man: Ethical Decision Making in Ethnographic Fieldwork *Journal of Contemporary Ethnography* 34: 371-408
- 4) Matebeni, Z (2015) My best participants' informed consent in Ross, F & D Posel. Ethical Quandries in Social Research. HSRC press:
<http://www.hsrcpress.ac.za/product.php?productid=2329>

RECOMMENDED READINGS

- Glass, R. and Newman, A. (2015) Ethical and epistemic dilemmas in knowledge production: Addressing their intersection in collaborative, community-based research *Theory and Research in Education* 13: 23-37
doi:10.1177/1477878515571178
- Liong, M. (2015) In the shadow of deception: Ethical dilemma, positionality, and reflexivity in ethnographic fieldwork *Qualitative Research Journal* 15(1), 61 – 73
- Mertens, D. and Ginsberg, P. (eds) (2008) *The Handbook of Social Research Ethics* SAGE: London
- Mackenzie, C. McDowell, C. and Pittaway, E. (2007). 'Beyond "Do No Harm": The Challenge of Constructing Ethical Relationships in Refugee Research' *Journal of Refugee Studies*, 20: 299-319.
- Wits University Guidelines: <https://www.wits.ac.za/research/about-our-research/ethics-and-research-integrity/>

WEEK 12: 10th and 11th May: WORKSHOP 3: Exploring alternative research methods – mixed, visual and participatory research in marginal contexts. Inc. Carlton Students

**Workshop 3: Mixed and Visual Methods Workshop
(Dr. Becky Walker, Dr. Glynis Clacherty and Prof. Jo Vearey)**

Complex experiences and social realities, such as those explored in migration- focused research are not always easily or usefully explored using traditional qualitative or quantitative methods. As such mixed methods and alternative approaches (participatory, visual, arts-based) to research offer a different and often innovative way of exploring these issues. This two- day workshop will explore these different methodologies and think through how and why different contexts require different approaches. Drawing on the experience of ACMS researchers and their projects the workshop will include a practical exercise based on the Wits campus.

ACMS students should write a response paper on the issues raised in the workshop using at least TWO of the key readings.

READINGS MUST BE DONE PRIOR TO THE WORKSHOP

KEY READINGS

Day one

- 1) Burke Johnson, R. and Onwuegbuzie, A. (2004). Mixed Methods research: A research paradigm whose time has come. *Educational researcher* 33 (7) 14-26.
- 2) Mertens, M. (2007) Transformative Paradigm: Mixed Methods and Social Justice *Journal of Mixed Methods Research* 1: 212-225

Day two

- 1) Guillemin, M., & Drew, S. (2010). Questions of process in participant-generated visual methodologies. *Visual Studies*, 25(2), 175-188.
- 2) Aldridge, J. (2012). The participation of vulnerable children in photographic research. *Visual Studies*, 27(1), 48–58.

- 3) Introduction to Special issue Mitchell, C.M., Sommer, M., 2016. Participatory visual methodologies in global public health. *Glob. Public Health* 11, 521–527. doi:10.1080/17441692.2016.1170184
- 4) Walker, R. and G. Clacherty (2015) “Shaping New Spaces: An alternative approach to healing in current shelter interventions for vulnerable women in Johannesburg” in Palmary, I. Nunez, L. and Hamber, B. *Healing and change in the city of gold: Case studies of coping and support in Johannesburg*. New York: Springer

RECOMMENDED READINGS:

Day one

- Brannen, J. (2005) Mixing Methods: The Entry of Qualitative and Quantitative Approaches into the Research Process *Int. J. Social Research Methodology* (8)3 173–184
- Maxwell, J. (2016) Expanding the History and Range of Mixed Methods Research *Journal of Mixed Methods Research* 10 12-27
- Burke Johnson, R., Onweuegbuzie, J. and Turner, L. (2007) Toward a Definition of Mixed Methods Research *Journal of Mixed Methods Research* 1: 112-133
- Denzin, N. (2009). The elephant in the living room: or extending the conversation about the politics of evidence. *Qualitative Research*, 9(2): 139-160
- Morgan, D. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1: 48-76.
- Bhana, A. (1999). Participatory Action Research: A Practical Guide For Realistic Radicals. In Terre Blanche, M. And Durrheim, K. (Eds.), *Research In Practice: Applied Methods For The Social Sciences*. Cape Town: UCT Press, Pp. 227–238

Day two

- Special issue on participatory visual methodologies in global public health <http://www.tandfonline.com/toc/rgph20/11/5-6>

- Liebenberg, L., Didkowsky, N., & Ungar, M. (2012). Analysing image-based data using grounded theory: the Negotiating Resilience Project. *Visual Studies*, 27(1), 59-74.
- Walsh, S., 2016. Critiquing the politics of participatory video and the dangerous romance of liberalism. *Area* 48, 405–411. doi:10.1111/area.12104
- Hirsch, J.S., Philbin, M.M., 2016. The heroines of their own stories: Insights from the use of life history drawings in research with a transnational migrant community. *Glob. Public Health* 11, 762–782. doi:10.1080/17441692.2016.1168862

WEEK 13: 18th May

❖ SESSION 13: Students away on Fieldwork – no class

Please use this week to catch up on any readings missed and ensure you are prepared for the next class.

WEEK 14: 25th May

❖ SESSION 14: RETURNING TO THE RESEARCH QUESTION: THINKING THROUGH YOUR PROPOSAL (Dr Becky Walker & Dr Mphatso Kamndaya)

This session will draw on the previous classes and workshops to explore ways in which data can be understood and analysed, and findings drawn. It will centre the research question – as guiding and shaping the design, collection and analysis of research data. Students will discuss their research questions and methods in the class as well as discuss literature reviews and writing styles.

Please come to class prepared with a written draft outline of your research question(s), aims, ideas of literature and description of your chosen methodology(ies).

KEY READINGS:

- 1) Wolcott, H. F. (2009). *Writing Up Qualitative Research*, 3rd Edition, Sage, pp. 25–43.

- 2) Ward, K. (2014). 'Writing up' in Ward, K. Researching the City. London: Sage publications. 153-161.
- 3) Ward, K. (2014). 'Designing an urban research project' in Ward, K. Researching the City. London: Sage publications.13-24.

WEEK 15: 1st June

- ❖ **SESSION 15: Proposal mock presentations to class
(Dr Becky Walker & Dr Mphatso Kamndaya)**

WEEK 16: 8th June.

- ❖ **SESSION 16: Proposal presentations to staff**

WEEK 17: 22nd June

- ❖ **Proposal submission deadline.
All proposals must be submitted by 3pm. No late submissions will be accepted.**

If you have any questions or concerns about the course please contact Dr Becky Walker: Rebecca.Walker@wits.ac.za

You can also contact any of the individual lecturers:

- Dr Mphatso Kamndaya: kamndayam@yahoo.com
- Prof. Ingrid Palmary: Ingrid.Palmary@wits.ac.za
- Prof. Jo Vearey: Jo.Vearey@wits.ac.za