

Hons and MA in migration & displacement 2023

Researching migration & displacement



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Thursdays, 10-11.30 In class / Zoom
(except extended training workshops or where previously indicated)
9 March – 1 June 2023

Introduction

Research takes many forms and shapes how we understand the world around us. Journalists, artists, activists, governments, and ordinary people assess the information they encounter, seek to answer questions, and develop explanations. It is often on these foundations that important individual, collective, or policy decisions are made. Yet how we see the world, how we collective information, and how we analyse it are not neutral. They are deeply embedded in systems of values and forms of communication. Research is often conducted to prove a point. Or, inadvertently, confirms our biases and presuppositions.

This course is designed to help students identify the biases inherent in various 'ways of seeing' and to develop the essential skills necessary to critique and conduct ethically sound and methodologically rigorous *social scientific* research. Over twelve weeks, the course introduces students to general questions of ethics and positionality, research design, approaches to data collection and analysis, proposal writing, and field-work practicalities.

Course aims and objectives

This course provides students a basic knowledge of and capacity for conducting essential research in the social sciences in general with a distinct emphasis on the ethical, political, and practical peculiarities of migration research. It introduces a variety of tools, techniques and approaches without providing extensive practical training in any. As such, these are intended as the foundation for further study for students wishing to employ these approaches in their own research projects. Through its concentration on research proposal development, it offers practical guidance on selecting and applying research tools and techniques to research questions while developing critical perspectives on knowledge generation.

The course situates social research within primary debates about knowledge generation on socially and politically contested topics. This includes introducing fundamental philosophical debates over the objectives of research, the possibility of 'objective' analysis, and conducting ethical research. The course also provides entrée into core techniques although these are necessarily limited by the time we have together. Throughout the course, students will be asked to evaluate the potential of these methods for responding to a question collectively determined early in the course.

The course outline contains key readings to be completed in advance of the lectures, as well as a more comprehensive list of resources on different qualitative research methods, which may be used for reference and for self-directed study.

Teaching modality

All teaching will be done through a mix of asynchronous and real-time engagement. Most weeks, a recorded lecture will be posted on Monday. This will serve as the basis for our Thursday morning discussion. In some weeks there will also be recorded interviews or guest lectures introducing specific methods and approaches. Each of these will be accompanied by a small selection of readings that should be completed before watching the lectures and interviews.

Assessment

Students will be assessed based on a group project presentation (30%) and submission of a draft research proposal (70%). The latter will be presented during an extended, final session, and will be assessed by a team of scholars who will serve as an assessment jury.

Group project:

Groups of three students (variable depending on class size) will be asked to address a specific question through a mixed method approach to data gathering and analysis. You will be asked to draft a collective 1500–3000 word report describing your methodological approach, presenting your main findings, and critically reflecting on the data collection and analysis process. Students will make a 10-minute presentation during the penultimate session.

The project write up is due on the day of presentation: 25 May 2023

Research proposal:

Each student is expected to present a draft research proposal conforming to Faculty of Humanities Guidelines. These will be distributed and discussed in class. Students will then be expected to make a ten-minute presentation to the jury outlining key questions, embedding their work in a debate, and outlining their approach to data collection and analysis.

While the proposals are expected to be students' individual work, you are encouraged to meet regularly with your supervisor to identify appropriate literatures, research questions, ethical concerns, and methodological approaches.

Assessment will be based on a mix of student's written and verbal presentation.

Research proposal presentations: 1 June 2023

Written proposal deadline: 9 June 2023 by 17.00 SAT

Course structure

Research methods may seem peripheral to your substantive interests, but this class is likely to be one of the most practical and durable elements of your time at Wits. To maximise the benefits, you are expected to come to class having read all core readings on that week's topic. These are chapters or journal articles, which are short and well written. In some instances, they are not about research methods, *per se*, but provide an important overview of a relevant technique, approach, or research challenge. In some instances, you will also be asked to watch a short video. These have the same status as core readings. All the readings assigned will be available on line. Additional readings are thematically organised in Appendix II.

The following provides an overview of the programme general structure. Lecture / interview topics are included on the first line. The second indicates the focus of our 'live' meetings.

I. Introduction and framing

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|-----------|--|
| 9 March: | Introduction: The intent and logic of researching mobility and migration |
| 16 March: | Positionality, partnership, and ethics |
| 23 March: | The research proposal: questions and concepts |

II. Approaches

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| 30 March: | Traversing scales: Positioning yourself in the literature (Noelle Brigden) |
| 6 April: | Subjectivity and social constructions (Brittany Birberick)
Potential research questions and research design |

RESEARCH BREAK

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|-----------|---|
| 20 April: | Quantitative analysis (Beth Wellman)
In-class workshop (Kabiri Bule) |
| 27 April: | Historical approaches (Patrick O'Halloran)
Revisiting questions and research design |
| 4 May: | Socio-Legal scholarship (Tamara Last)/
From design to data collection |
| 11 May: | POSSIBLE EARLY CLASS TIME Incorporating visual, sound, and the arts
Data collection |
| 18 May: | Space, time, and critical cartographies
In class mapping workshop with Kabiri Bule |

III. Presentations (Date changes to presentation times possible)

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|---------|---------------------------------|
| 25 May: | Group project presentations |
| 1 June: | Research proposal presentations |
| 9 June: | RESEARCH PROPOSALS DUE |

9 MARCH: THE INTENT AND LOGIC OF RESEARCHING MOBILITY AND MIGRATION

By definition, human mobility is about social structures and transformation. People move within social, political, and institutional frameworks motivated by diverse incentives. Movements in turn reshape migrants and the structures surrounding them. This session situates social research generally within the specific goals, ethics, challenges, and opportunities of researching mobility at multiple temporal and geographic scales. This includes discussions of epistemology, ontology, concepts, causality, and the relationship between research, advocacy, and public policy.

Required readings

- Ragin, C. 1994. Chapter 1: What is Social Research? In *Constructing Social Research*. Thousand Oaks: Pine Forge Press. 5–35.
- 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.
- Watts, M. 1998. *The Holy Grain: In Pursuit of the Dissertation Proposal*
<https://iis.berkeley.edu/sites/default/files/pdf/inpursuitofphd.pdf>

16 MARCH: POSITIONALITY, PARTNERSHIP, AND ETHICS

Even the most well-meaning academic or applied research often reflects and reinforces local and global power imbalances. Beyond the sometimes uncomfortable ethics of knowledge production and dissemination, recognising one's position to the themes, people, and places can result in more nuanced, sensitive, and ultimately honest research. Such concerns matter in all social research, but are particularly pronounced in migration research which is often conducted with vulnerable populations, across linguistic and cultural divides, in partnerships with less privileged researchers, and in politically charged environments where 'telling truth' brings substantial risk.

Note: The university frequently provides specialised methods training. Details of these will be distributed if and when they are announced.

Required reading

- Association of Social Anthropologists of the UK and the Commonwealth Ethical Guidelines for Good Research Practice. https://www.theasa.org/downloads/ethics/Ethical_guidelines.pdf
- Jacobs-Huey, L. 2002. 'The Natives Are Gazing and Talking Back: Reviewing the Problematics of Positionality, Voice, and Accountability among 'Native' Anthropologists,' *American Anthropologist*. 104:3: 791-804.
- Landau, L.B. 2012. 'Communities of Knowledge or Tyrannies of Partnership: Reflections on North-South Research Networks and the Dual Imperative,' *Journal of Refugee Studies* 25(4):555-570.

Recommended reading

- Armenta A. 2018. 'Seeing Like a Cop, Writing Like a Critical Scholar.' In: Rice S., Maltz M. (Eds.) *Doing Ethnography in Criminology*. Springer.
- Ellsworth, E. 1989. 'Why Doesn't This Feel Empowering? Working Through the Repressive Myths of Critical Pedagogy.' *Harvard Educational Review*. 59(3): 297-325.
- Miraftab, F. 2004. Can You Belly Dance? Methodological questions in the era of transnational feminist research *Gender, Place & Culture: A Journal of Feminist Geography*. 11(4):595-604.
- Smith, L. T. 'Introduction' and 'Imperialism, History, Writing and Theory,' in *Decolonizing Methodologies*. London: Zed.

23 MARCH: QUESTION, THEORY AND RESEARCH DESIGN

Research questions are the foundation of any question. The nature of the question and reasons for asking it should shape your research design and approach to collecting and analysing data. Whether your question is aimed at reshaping theory, generating new empirical insights, or informing policy, answering it requires careful conceptualisation, data collection, and inferential analysis. In this session, we consider how to select a topic that interests you while speaking to broader concerns and how to convert that question into a research design.

In this session we will begin a discussion of the research proposal and begin considering how to select researchable questions.

Required reading

Bryman, A. 2007. 'The Research Question in Social Research: What Is Its Role?' *International Journal of Social Research Methodology*. 10(1): 5-20.

Schmitter, Philippe C. 2008. 'The Design of Social and Political Research.' In Donatella Della Porte and Michael Keating (eds). *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective*, Cambridge: Cambridge University Press: [pp. 263–95.]

Other References:

Creswell, J.W. 2014. *Research Design: Qualitative, Quantitative, and Mixed methods Approaches*, Thousand Oaks: SAGE: 203-227.

Castles, Stephen. 2012. 'Methodology and Methods: Conceptual Issues'. In: De Haas, H. and Berriane, M. (Eds.). *African Migrations Research: Innovative Methods and Methodologies*. New Jersey: Africa World Press: 15-36.

Cole, G. 2021. 'Sampling on the Dependent Variable: An Achille's Heel of Research on Displacement?', *Journal of Refugee Studies*, <https://doi.org/10.1093/jrs/feaa123>

Wits University: Preparing a Research Proposal:

<https://libguides.wits.ac.za/c.php?g=145381&p=953603>

Pzreworks, A. and F. Salomon. *On the Art of Writing Proposals*:

<https://www.ssrc.org/publications/view/the-art-of-writing-proposals/>

See APPENDIX 1

30 MARCH: TRAVERSING SCALES: POSITIONING YOURSELF IN THE LITERATURE

Interview with Noelle Brigden, Political Science, Marquette University

Unless you can do a global study, research typically focuses on case studies or relatively small selections of documents, phenomena, or actions. While recognising our limitations, we nonetheless hope to speak to broader, often global ideas. This session discusses scale and inference. In other words, how do we relate macro and micro-processes? In other words, how do we see matters of global significance on the smallest street corner.

Readings:

Brigden, N.K. 2016. 'Improvised Transnationalism: Clandestine Migration at the Border of Anthropology and International Relations,' *International Studies Quarterly* 60: 343-354.

King, G., et al. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton: Princeton University Press. Pp. 3-10

Pryke, M. 2003 'Situated Audiences,' In M. Pryke, G. Rose and S. Whatmore (Eds.) *Using Social Theory: Thinking through Research*. SAGE, London. 163-180.

6 APRIL: SUBJECTIVITY AND SOCIAL CONSTRUCTIONS

Interview with Brittany Birberick, Post-doctoral fellow, ACMS

Understanding reactions to mobility or the meaning families, individuals and communities attach to movement requires an approach that goes beyond objective observation. This week we explore a series of approaches for making sense of the migration as a subjective phenomenon. This includes introductions to ethnography, participant observation, and the making of meaning.

Readings:

- Andersson, R. 2016 'Ethnography – what is it and why do we need it?' BBC Radio 4 blog post.
- Malinowski, B. 1922. 'Introduction: The Subject, Method and Scope of the Inquiry,' from *Argonauts Of the Western Pacific*, London: Routledge and Kegan Paul.
- Hsieh, Hsiu-Fang, and Sarah E. Shannon. 2005. 'Three Approaches to Qualitative Content Analysis.' *Qualitative Health Research* 15 (9): 1277–88.
- Birberick, B. 2020. 'Seeing Numbers: Interpretations of Dream Images and Urban Uncertainty,' *HAU: Journal of Ethnographic Theory* 10(2): 455–472.

Further reading:

- Marcus, G. 1997. 'The Uses of Complicity in the Changing Mise-en-scène of Anthropological Fieldwork,' *Representations* 59: 85–108.
- Trouillot, M-R., 2003. 'Anthropology and the Savage Slot: The Poetics and Politics of Otherness.' In: *Global Transformations*. Palgrave Macmillan, New York. https://doi.org/10.1007/978-1-137-04144-9_2
- Geertz, C. 1972. 'Deep Play: Notes on the Balinese Cockfight,' *Daedalus* 101(1): 1-37.
- Gupta, A & J. Ferguson. 1997. 'Discipline and Practice: "The Field" as Site, Method, and Location in Anthropology' In Gupta & Ferguson (Eds.) *Anthropological Locations: Boundaries and Grounds of a Field Science*. Berkeley. University of California Press. 12-18 & 32-40.
- Fortun, K. 2012. 'Ethnography in Late Industrialism,' *Cultural Anthropology* 27(3): 446-464.
- Shah, A. 2017. 'Ethnography? Participant Observation, A Potentially Revolutionary Praxis,' *HAU: Journal of Ethnographic Theory* 7(1): 45-59.
- Andersson, R. 2016 'Ethnography – what is it and why do we need it?' BBC Radio 4 blog post: <http://www.bbc.co.uk/programmes/articles/16mICRBLD67XtL4hIMMHdF7/ethnography-what-is-it-and-why-do-we-need-it>.
- Corso, A. 2020. 'Chapter One: Rethinking the Anthropologist Hermes in Borderland Spaces'. *Doctoral Dissertation*.
- van Dijk, Teun. 1993. 'Principles of Critical Discourse Analysis'. *Discourse & Society* 4 (2): 249–83.
- Eastmond, M. 2007. Stories as Lived Experience: Narratives in Forced Migration Research. *Journal of Refugee Studies*, 20(2), 248–264.
- Powles, J. 2004. 'Life History and Personal Narrative: Theoretical and Methodological Issues Relevant to Research and Evaluation in Refugee Contexts' *New Issue in Refugee Research* 106.

20 APRIL: QUANTITATIVE ANALYSIS

Interview with Beth Wellman, Post-Doctoral Fellow, ACMS and Visiting Assistant Professor, Williams College

The analysis of quantitative data takes many forms from descriptive demography to nuanced predictions about climate change, migration, and multiple social and political outcomes. While not appropriate for every question, it is a powerful tool for framing specific inquiry within broader debates or making more generalised inferences. Even if highly sophisticated techniques rely on mathematic prowess, even more accessible approaches can add depth and power to your analysis.

Wellman, E.I. 2021. 'Emigrant Inclusion in Home Country Elections: Theory and Evidence from sub-Saharan Africa,' *American Political Science Review* (2021) 115(1): 82–96

doi:10.1017/S0003055420000866

Corbin, J. & Strauss, A. 2008. *Basics Of Qualitative Research*, 3rd Edition, Sage: 159–194.

Larossi, G. 2006. *The Power of Survey Design: A User's Guide for Managing Surveys, Interpreting Results, and Influencing Respondents*. Washington, DC: World Bank.

at: <https://openknowledge.worldbank.org/handle/10986/6975>

Samuels, Peter. 2020. A Really Simple Guide to Quantitative Data Analysis.

<https://doi.org/10.13140/RG.2.2.25915.36645>.

Further readings

O'Leary, Z. 2004. 'Data Collection,' In *The Essential Guide To Doing Research*. London: Sage: 150–183.

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.

27 APRIL: HISTORICAL METHODS AND APPROACHES

Interview with Patrick O'Halloran

History is more than a list of facts. Historical perspectives help understand how societies, practices, and institutions develop through history. Understanding their origins and dynamics offers insights and unsettles perspectives on social structures, norms, and ideas many of us take for granted or overlook. It also can help explain interests, orientations, and subjectivities in ways that contemporary analysis cannot. This session considers the value of situating migration and migration-related processes within history and multiple ways of revealing and telling historical stories.

Readings

Trouillot, M-R. 1995. 'The Power in the Story,' Chapter One in *Silencing the Past: Power and the Production of History*. Boston: Beacon Press. 1-30.

Tosh, J. *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History* (2nd ed, 1991. First published 1984): Chapters 2 and 3.

<https://archive.org/details/91288819ToshPursuitOfHistory5thEd/page/n17/mode/2up>

Harris, V. 2002. 'The Archival Sliver: Power, Memory, and Archives in South Africa,' *Archival Science* 2: 63-86.

4 MAY: SOCIO-LEGAL SCHOLARSHIP

Interview with Tamara Last, ACMS Post-Doctoral Fellow

Law is a significant element of contemporary life. Whether one speaks of global treaties or municipal by-laws, law and efforts to enforce, evade, and remake it shape people's movements. Movement in turn elicits changing legal form and practice. Yet law is not one thing. It is often deeply spatialized and embedded in social values and institutions. Political fragmentation creates multiple jurisdictions and practices, some state centered, others not. This session speaks to ways of understanding law as an instrument of political and social change and examines questions concerning how law matters in people's lives; how law and law-like systems of rules empower and constrain individuals, groups, organizations and communities; and how the structures and values in social institutions shape and are shaped by law.

Reading

- Last, T. G. Mirto, O. Ulusoy, I. Urquijo, J. Harte, N. Bami, M. Pérez Pérez, F. Macias Delgado, A. Tapella, A. Michalaki, E. Michalitsi, E. Latsoudi, N. Tselepi, M. Chatziprokopiou & T. Spijkerboer. 2017. 'Deaths at the Borders Database: Evidence of Deceased Migrants' Bodies Found along the Southern External Borders of the European Union,' *Journal of Ethnic and Migration Studies*, 43(5): 693-712.
- Merry, S.E. 'Legal Pluralism and Legal Culture,' in B. Tamanaha and C. Sage, *Legal Pluralism and Development: Scholars and Practitioners in Dialogue*, Washington DC: The World Bank: 66-82.
- Moore, S.F. 1972. 'Law and Social Change: The Semi-Autonomous Social Field as an Appropriate Subject of Study,' *Law & Society Review* 7(4): 719-746.

Additional readings

- Collier, D. 2011. 'Understanding process tracing', *PS: Political Science & Politics* 44 (04): 823-830.
- Friedland, R and Alford, R.R. 1991. 'Bringing Society Back In: Symbols, Practices, and Institutional Contradictions,' in W. Powell and P. DiMaggio (Eds.). *The New Institutionalism in Organizational Analysis*. 232-263.
- Hoag, C. 2014. 'Dereliction at the Department of Home Affairs: Time for the Anthropology of Bureaucracy,' *Critique of Anthropology*, 34(4): 410-428.

11 MAY: INCORPORATING VISUALS, SOUND & THE ARTS

The social sciences are increasingly drawing inspiration and techniques from the humanities including the visual and performing arts, storytelling, and poetry. These offer new means of exploring social realities, revealing dimensions of the lived experience otherwise difficult to capture or communicate. They also offer new options for presenting research to those unlikely to encounter or engage with academic texts.

- Banks, Marcus and David Zeitlyn. 2015. 'Making Images'. In Marcus Banks and David Zeitlin. *Visual Methods in Social Research*, Thousand Oaks: SAGE PUBLICATIONS. [Chapter 5.]
- Savin-Baden, Maggi and Katherine Wimpenny. 2014. 'Arts-Related Research' in *A Practical Guide to Arts-related Research*. Rotterdam: Brill/Sense. [Chapter 1.]
- Oliveira, E. & J. Vearey. 2015. 'Images of Place: Visuals from Migrant Women Sex Workers in South Africa,' *Medical Anthropology*, 34:4, 305-318.

Clacherty, G. 2019. 'Artt-Based, narrative research with unaccompanied migrant children living in Johannesburg, South Africa,' *Journal of Borderlands Studies*, doi: 10.1080/08865655.2019.1621766

Recommended readings

Nyamnjoh, F. B. 2011. Cameroonian Bushfalling: Negotiation of Identity and Belonging in Fiction and Ethnography. *American Ethnologist*, 38(4), 701–713.
The Guardian. 2019. 'Joy, despair and determination: photographs from Kibera,'
<https://www.theguardian.com/global-development/gallery/2019/aug/13/joy-despair-and-determination-photographs-from-kibera>

18 MAY: SPACE, TIME, AND CRITICAL CARTOGRAPHIES

By its nature, migration is a translocal, trans-temporal process. While many research approaches offer guidance on conducting longitudinal or historical research, many presume relatively sedentary or space-bound populations. However, accurately assessing the dynamics and impacts of contemporary migration often demand perspectives that incorporate space-time compression or long periods of deferral and waiting. This week explores ways of studying translocality and approaches to the multiple temporalities informing the migration experience.

Required readings

Crampton, Jeremy, and John Krygier. 2005. 'An Introduction to Critical Cartography'. *ACME: An International Journal for Critical Geographies* 4 (1), 11-33. <https://acme-journal.org/index.php/acme/article/view/723>.
 Cerwonka, A. and L. Malkki (2007). *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. Chicago: University of Chicago Press. (read chapter 1 'Nervous Conditions' and browse/read other chapters)
 Tayob, H. 2018. 'Subaltern Architectures: Can Drawing 'Tell' a Different Story?' *Architecture and Culture* 6(1): 203-222.
 Parker, Karen E, and Matthew V Pruitt. 2000. "Poverty, Poverty Concentration , and Homicide." *Social Science Quarterly* 81 (2): 555–70.

Recommended readings

Falzon, M.A. 2009. 'Introduction' in *Multi-Sited Ethnography: Theory, Praxis and Locality in Contemporary Research*, Routledge. Available online at:
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.512.218&rep=rep1&type=pdf>

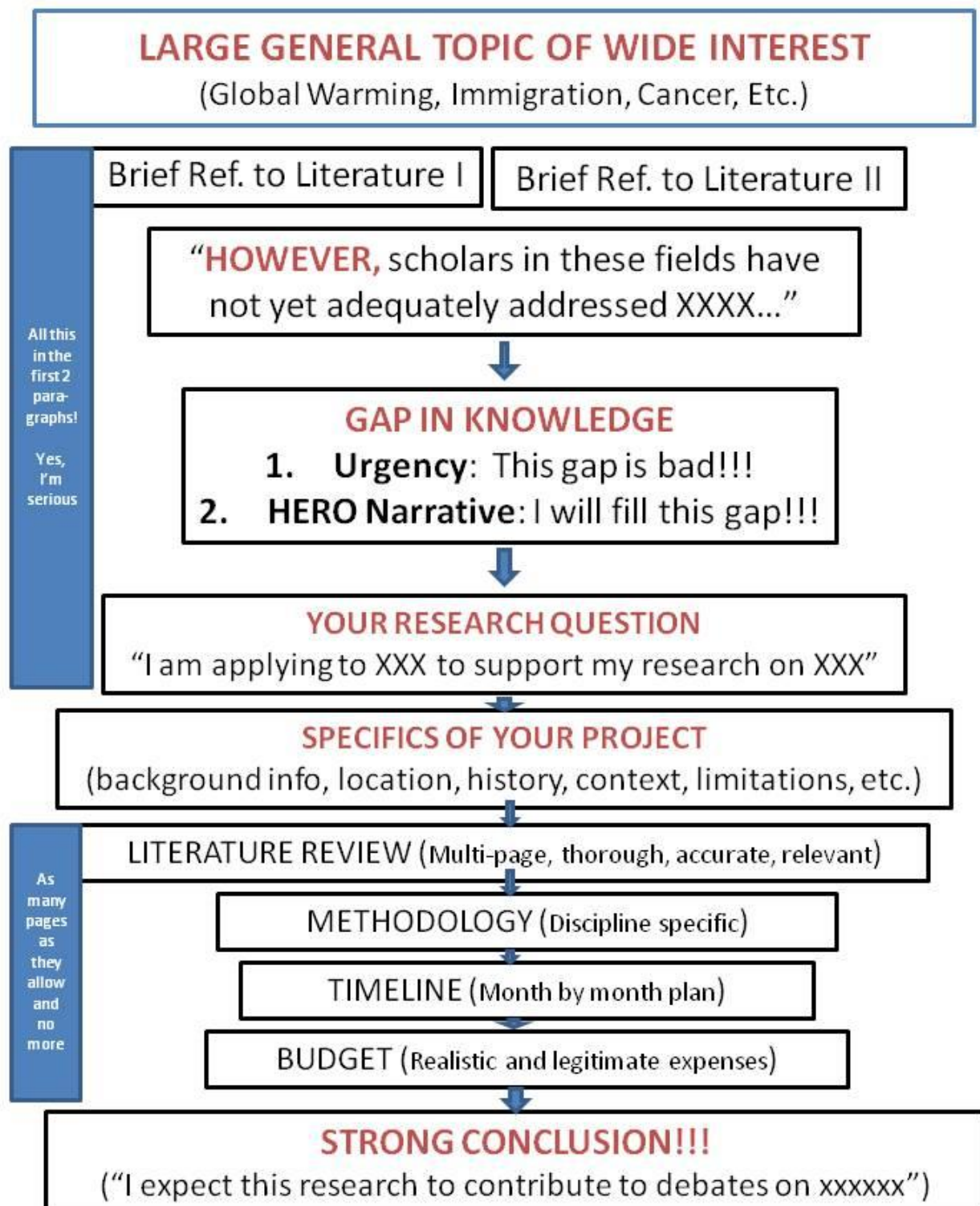
25 MAY: GROUP PROJECT PRESENTATIONS (TBC)

1 JUNE: STUDENT PRESENTATIONS – EXTENDED SESSION (TBC)

9 JUNE: RESEARCH PROPOSALS DO

APPENDIX ONE:

“The Foolproof Research Proposal Template”



May be reproduced with credit: Karen Kelsky, Ph.D., McNair Scholars Program, University of Oregon

APPENDIX TWO: ADDITIONAL READINGS BY THEME

The following are recommended for those who wish to learn more about an approach, issue, or technique. They are listed here by theme, but you are encouraged to read broadly as you prepare your assignments and personal research proposal.

Questions, theory, and research design

Critical Reading

- Bayard, P. 2008. *How to Talk about Books You Haven't Read*, London: Granta: i-xix and 113-130.
- Della Porta, D. and Keating, M. 2008. *Approaches and Methodologies in the Social Sciences*. Cambridge: Cambridge University Press. 19-39.
- 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.
- Godfrey, J. 2013 *How to Use Your Reading in Your Essays*, Basingstoke: Palgrave Macmillan. Pp. 31-46
- Graff, G. and C. Birkenstein. 2014 *'They say/I say': the Moves that Matter in Academic Writing*, New York: W. W. Norton & Company: 19-51.
- King, G., et al. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton: Princeton University Press. Pp. 3-10
- Love, J. 2012. 'Reading Fast and Slow.' In *The American Scholar*.
- Mikics, D. 2013 *Slow reading in a hurried age*, Cambridge: Belknap Press: 7-52.

Writing

- Eco, U. 2015. 'Writing the thesis' in *How to write a thesis*. Cambridge: The MIT Press: 145-183
- Elbow, P. 2012. *Vernacular Eloquence: What Speech can Bring to Writing*. Oxford University Press, Oxford.: 259-274.
- Hayot, E. 2014. *The Elements of Academic Style: Writing for the Humanities*. New York: Columbia University Press:5-56.
- Lamott, A. 1995. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books, New York: 21-43 and 176-182.
- Murray, R. 2011. *How to Write a Thesis, 3rd ed*. Maidenhead, England: McGraw Hill: 238-257 (Chapter 8: 'It is never too late to start').
- Orwell, G. 1945. *Politics and the English Language* (Available freely online)
- Pinker, S. 2014. *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Allen Lane, London. Chapter 3.
- Prose, F. 2012 *Reading Like a Writer: A Guide for People who Love Books and for Those Who Want to Write Them*, London: Union: 35-84.
- Strunk, W. and E.B. White. 2000 *The Elements of Style*, Boston: Allyn and Bacon.
- Sword, H. 2012 *Stylish Academic Writing*. London: Harvard University Press: 37-121.
- Zinsser, W. 2006. *On Writing Well: The Classic Guide to Writing Nonfiction*, New York: HarperCollins.
- Concepts and Categories*
- Bakewell, O. 2008. 'Research Beyond the Categories: The Importance of Policy Irrelevant Research into Forced Migration', *Journal of Refugee Studies*, 21(4): 432-453.
- Bell, D.C. .2009. *Constructing social theory*, Lanham: Rowman & Littlefield Publishers. Pp. 3-34
- Blaikie, N. 2010. *Designing social research: the logic of anticipation*, Cambridge: Polity Press. Pp. 56-156.
- Latour, B. 2005. *Reassembling the social: an introduction to actor-network-theory*, Oxford: Oxford University Press. Pp. 141-158.
- Law, J. 2004. *After Method: Mess in Social Science Research*, London: Routledge.
- Luker, K. 2008. *Salsa Dancing into the Social Sciences: Research in an Age of Info-glut*, Cambridge: Harvard University Press: 22-50

Research Design

- Andrees, B. and M. N. J. van der Linden, 2005. 'Designing trafficking research from a labour market perspective: The ILO experience.' *International Migration* 43(1-2): 55-73.
- Barakat, S., et al. 2002. 'The Composite Approach: Research Design in the Context of War and Armed

- Conflict', *Third World Quarterly*, 23(5): 991-1003.
- Blaikie, N. (2010) *Designing social research: the logic of anticipation*, Cambridge: Polity Press. Pp. 57-78.
- Bryant, A. 2014. The Grounded Theory Method. In P. Leavy (Ed.), *The Oxford Handbook of Qualitative Research*. 116–136.
- Bryman, A. 2001. *Social Research Methods*, Oxford: Oxford University Press. :159-163 and 291-295.
- Bousmaha B. 2000. 'Research and the Research Problem,' In N. Waliman (ed.), *Your Research Project*. London: Sage.
- Elliot, N. and Higgins. 2012. Surviving Grounded Theory Research Method in an Academic World: Proposal Writing and Theoretical Frameworks Grounded Theory Review 11(2) – open access, online: <http://groundedtheoryreview.com/2012/12/07/surviving-grounded-theory-researchmethod-in-an-academic-world-proposal-writing-and-theoretical-frameworks/>
- Fischer, D. 1970. 'Fallacies of Question-Framing. In *Historians' Fallacies: Toward a Logic of Historical Thought*. London: Routledge.
- Hughes, J. 1990. *The philosophy of Social Research*, London: Longman, Chapter One.
- Janesick, V. 2000. 'The choreography of qualitative research design'. In: Norman Denzin and Yvonna Lincoln (Eds.). *Handbook of qualitative research*, 2nd ed. London: Sage: 379-399.
- King, G., et al. (1994) *Designing social inquiry: scientific inference in qualitative research*, Princeton: Princeton University Press. Pp. 12-26
- Lincoln, Y. and E. Guba. 2000 'Paradigmatic controversies, contradictions, and emerging confluences'. In: Norman Denzin and Yvonna Lincoln (Eds.) *Handbook of qualitative research*, London: Sage: 163-188.
- Luker, K. 2008 *Salsa dancing into the social sciences: research in an age of info-glut*, Cambridge: Harvard University Press. Pp. 76-98.
- Marshall, C. and G.B. Rossman. 2006. *Designing qualitative research*, London: SAGE. Chapter 4.
- McQueen, R.A. and C. Knussen. 2002. *Research methods for social science: a practical introduction*, Harlow: Prentice Hall. Chapter 2.
- Palmay, I. 2009. Migrations of theory, method and practice: A reflection on themes in migration studies, *Psychology in Society (PINS)*, 37: 55-66.
- Robson, C. 2011. *Real world research: a resource for users of social research methods in applied settings*, Chichester: Wiley. Chapter 2
- Silverman, D. 2010. *Doing qualitative research: a practical handbook*, London: SAGE. Pp. 318-327.
- Spencer, R., Pryce, J. M., & Walsh, J. (2014). Philosophical approaches to qualitative research, *The Oxford Handbook of Qualitative Research*, 81–98.
- Voutira, E. and Doná, G. 2007. Refugee Research Methodologies: Consolidation and Transformation of a Field. *Journal of Refugee Studies*, 20(2): 163-171.

Institutional and policy analysis

Historical method

- Chaudhuri, N., Katz, S.J., and Perry, M.E. (Eds). 2010. *Contesting Archives: Finding Women in the Sources*. University of Illinois Press.
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