

# Hons and MA in migration & displacement 2024

## Researching migration & displacement



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Appointments on request

**Lectures: Wednesdays, 10-11.30 (In-class / Online)**  
(except extended training workshops or where otherwise indicated)  
21 February - 29 May 2024

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### Introduction

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Human mobility shapes and is shaped by social, economic, and institutional configurations and dynamics working at multiple scales. This course introduces you to the conceptual research tools needed to understand these connections and transformations. The course provides the foundation for further study within the academy and elsewhere. Through its concentration on conceptualisation, knowledge production, and 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.

This course serves as a primer and map to a broader world of qualitative research which you will better be able to explore through further reading, online viewing, and specialised training. It includes the primary objectives of social research, the logics of causal and descriptive inference, question formulation, research design, and proposal writing. 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 the term, 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.

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### Course aims and objectives

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Research methods may seem peripheral to your substantive interests, but they are one of the most practical and durable elements of a social science education. To maximise the benefits, you are expected to read all core readings before the week's lecture. These include 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 or application of a relevant technique, approach, or research challenge. You are encouraged to refer to these (and other readings) in your research proposals. All assigned readings and materials are available on-line through Canvas / Ulwazi. Additional readings are included as references should you wish to further explore an issue or approach. There are a wide range of online resources available on specific techniques should you wish to employ these in your own work. These include, *inter alia*, discourse analysis, mapping, archival research, focus groups, ethnography, and policy and impact analysis.

This course provides students a basic knowledge of and capacity for conducting essential research in the social sciences. This includes developing basic literacy in a range of approaches and research 'families' without providing extensive practical training in any. Throughout the term there is a distinct emphasis on the ethical, political, and practical peculiarities of researching migration and displacement.

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.

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### **Teaching modality**

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All teaching will be done through a mix of asynchronous and real-time engagement. In many weeks, there are online interviews or lectures that you can view. These will serve as the basis for our Wednesday morning discussion. While the instructor may join you online, you will be expected to be in class for the discussion each week unless otherwise noted. There will also be two weeks in which there are short workshops. One on proposal writing and research design, the other on quantitative methods. All of these will be accompanied by a small selection of readings that should be completed before watching the lectures and interviews.

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### **Assessment**

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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: 15 May 2024**

#### 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: 22 May 2024**

**Written proposal deadline: 29 May 2024 by 17.00**

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## Course structure

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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 online. 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.

### Date

12 February	Orientation week
21 February	What is social science (online)
6 March	Positionality, partnership, and ethics (online)
14 March	The research question: Positioning yourself in the literature
18 and 20 March	Workshop – research question and design – from question to project, in class exercise; group project (in person)
28 March:	Subjectivity and social constructions
3 April	Research break
10-12 April	Intro to Quant: Statistical workshop (Kabiri Bule) (3, 3 hour sessions)
17 April	Incorporating visuals and the arts (online) (possibly reschedule to 22 April)
24 April	Space, time, and critical cartographies
1 May	In-class proposal workshops / analysing data
8 May	Socio-legal and institutional analysis (Nicole Stremlau)
15 May	<b>Group project presentation and written reports due</b>
22 May	<b>Proposal presentations</b>
29 May	<b>Proposals due</b>

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**21 FEBRUARY: THE INTENT AND LOGIC OF RESEARCHING MOBILITY AND MIGRATION**

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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>

*Recommended*

- 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. [pp. 15-36.]

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**6 MARCH: POSITIONALITY, PARTNERSHIP, AND ETHICS**

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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*

- 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](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.
- Soedirgo, J. and A. Glas. 2020. 'Toward Active Reflexivity: Positionality and Practice in the Production of Knowledge.' *Ps Political Science and Politics* 53(3): 527-531.

*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.
- 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.
- 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.

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**14 MARCH: QUESTION, THEORY AND RESEARCH DESIGN**

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NOTE THURSDAY CLASS TIME

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.]

*Recommended*

- 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>
- Pzreworski, A. and F. Salomon. *On the Art of Writing Proposals*:  
<https://www.ssrc.org/publications/view/the-art-of-writing-proposals/>

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**18 AND 20 MARCH: TRAVERSING SCALES: POSITIONING YOURSELF IN THE LITERATURE**

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NOTE MON-WED SCHEDULE

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.

*Required 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.

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**28 MARCH: SUBJECTIVITY AND SOCIAL CONSTRUCTIONS**

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NOTE THURSDAY CLASS TIME

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.

*Required 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.

*Recommended readings*

- 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](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/16mlCRBLD67XtL4hIMMHdF7/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.

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**3 APRIL: RESEARCH BREAK**

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**10-12 APRIL: QUANTITATIVE ANALYSIS: WORKSHOP WITH KABIRI BULE**

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READINGS TO BE REVISED

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.

Salamońska, J. (2022). Quantitative Methods in Migration Research. In: Scholten, P. (eds) Introduction to Migration Studies. IMISCOE Research Series. Springer, Cham. [https://doi.org/10.1007/978-3-030-92377-8\\_26](https://doi.org/10.1007/978-3-030-92377-8_26) <https://rdcu.be/dypWO>

Lane, D., Hebl, M., Guerra, R., Osherson, D. & Zimmer, H. Introduction to statistics. Chapter 2, Graphing Distributions, pp. 61-70. Online Statistics Education: A Multimedia Course of Study. <http://onlinestatbook.com/2/>

Lynn, P., Japiec, L., & Lyberg, L. (2006). What's so special about cross-national surveys? In Conducting cross-national and cross-cultural surveys: Papers from the 2005 meeting of the international workshop on Comparative Survey Design and Implementation (CSDI) (pp. 7–20). GESIS-ZUMA.

Tourangeau, R., Edwards, B., Johnson, T. P., Wolter, K. M., & Bates, N. (Eds.). (2014). *Hard-to-survey populations*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139381635>

<https://www.researchgate.net/publication/298819464> Defining hard-to-survey populations

Babbie, E. (2014). The Practice of Social Research, Cengage, 12th Edition. Chapter 16, Statistical Analysis. <https://lms.su.edu.pk/download?filename=1606930922-earl-babbie-the-practice-of-social-research-cengage-learning-2014.pdf&lesson=47225>

### *Recommended 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.

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>.

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## 17 APRIL: INCORPORATING VISUALS AND THE ARTS

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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.

### *Required readings*

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. 'Art-Based, narrative research with unaccompanied migrant children living in Johannesburg, South Africa,' *Journal of Borderlands Studies*, doi:

### 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>

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## 25 APRIL : SPACE, TIME, AND CRITICAL CARTOGRAPHIES

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NOTE THURSDAY TIME

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

- Corner, J. 2011. 'The Agency of Mapping: Speculation, Critique, and Invention', In Martin Dodge, Rob Kitchin, Chris Perkins (Eds), *The Map Reader: Theories of Mapping Practice and Cartographic Representation*. New York: John Wiley 213-252
- Lo Presti, L. 2020. 'The migrancies of maps: complicating the critical cartography and migration nexus in 'migro- mobility' thinking. *Mobilities* 15(6): 911– 929
- Tayob, H. 2018. 'Subaltern Architectures: Can Drawing 'Tell' a Different Story? *Architecture and Culture* 6(1): 203-222.

### 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>
- 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>.
- Parker, Karen E, and Matthew V Pruitt. 2000. "Poverty, Poverty Concentration , and Homicide." *Social Science Quarterly* 81 (2): 555–70.
- 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)

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## 1 MAY: IN CLASS PROPOSAL WORKSHOP

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**8 MAY: SOCIO-LEGAL SCHOLARSHIP - NICOLE STREMLAU**

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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.

*Required readings*

- 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.

*Recommended 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.

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**15 MAY: GROUP PROJECT PRESENTATIONS (TBC)**

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**22 MAY STUDENT PRESENTATIONS – EXTENDED SESSION (TBC)**

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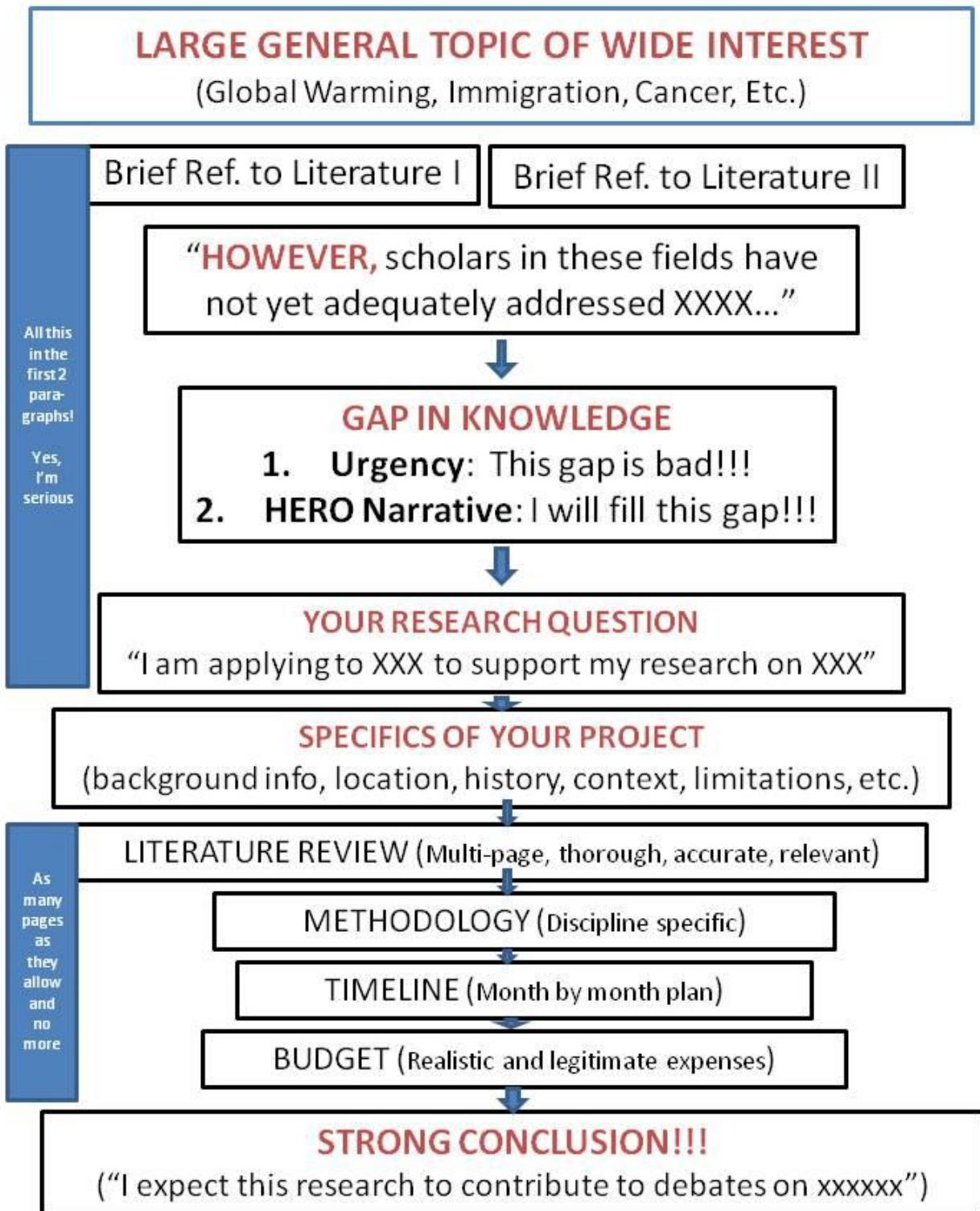
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**29 JUNE: RESEARCH PROPOSALS DUE**

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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* (3<sup>rd</sup> 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.
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