

## The Logics and Methods of Migration Research

2019

### Course Coordinators:

Dr. Dudu Ndlovu, Postdoctoral Fellow, ACMS [duduzile.ndlovu@gmail.com](mailto:duduzile.ndlovu@gmail.com)

Dr. Jo Vearey, Associate Professor, ACMS [jovearey@gmail.com](mailto:jovearey@gmail.com)

**SEMINARS: THURSDAYS 9:30-12:30**

**WORKSHOPS and SPECIAL SEMINARS: as indicated below**

**ACMS Seminar Room**

**Consultations 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 will be assessed in the following way:

#### **MA (Coursework and research report):**

- 10 x 3-hour seminars based on prior reading;
- 3 x methodology workshops;
- A series of 3x proposal writing workshops;
- 2 x assessments/exams (25%)
- 2 x response papers (20%)
- student presentations of their research proposals;
- an examined research proposal (50%); and
- participation in seminars and workshops (5%).

### **Honours:**

- 10 x 3-hour seminars based on prior reading;
- participation in 1 and 2 workshop (Qualitative workshop);
- 1 x assessments/exams [Qualitative workshop] (25%);
- 4 x response papers (20%);
- student presentations of their research proposals;
- an examined research proposal (50%); and
- participation in seminars and workshop (5%).

### **Seminars**

Each seminar 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. Attendance at all 10 sessions is compulsory.

### **Workshops**

There will be four workshops

1. Tili Tonse (We are Listening): Mapping Oral Narratives and Storytelling Traditions Amongst Various Community Health Settings in Malawi
2. Qualitative methods (1/2 day) plus take home exam (24 hours): COMPULSORY FOR HONS STUDENTS
3. Creative & Art Based Methods (1day)
4. Quantitative methods (2.5 days) plus exam (in-class)
5. A series of 3 proposal writing workshops

Attendance at all workshops is compulsory for MA and PhD students. HONS students are only required to attend workshops 1 and 2 [Quali methods].

### **Research proposal**

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)**. Response papers 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.

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

#### IMPORTANT DATES

<b>Friday 14 March</b>	Take Home Examination 1 due
<b>Wednesday 24 April</b>	Take Home Examination 2 submission
<b>Thursday 20 June</b>	Proposal Presentation
<b>Friday 28 June</b>	Ethics Application Submission to Wits Research Ethics Committee (non-medical) Proposal Submission for Examination
<b>Wednesday 31 July</b>	Final Proposal Submission to Faculty

### Methods Workshop Schedule 2019

1	Friday 15 February 9:30- 11:30	Tili Tonse (We are Listening): Mapping Oral Narratives and Storytelling Traditions Amongst Various Community Health Settings in Malawi	Workshop with visiting Researcher Dr Chisomo Kalinga on her work using different creative methods in the wider medical humanities space. <i>NB: Compulsory for all</i>
2	Thursday 14 March 09:30 – 13:00	Interpreting and analysing qualitative data	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>NB: Compulsory for all</i>
3	Thursday 4 April 09:30-13:00	Art Based Research Methods	
4	Thursday 18 April 09:30 – 13:00	Statistical Analysis	<i>NB: optional for HONS students</i>

### Proposal Writing Workshops

Date	Focus	Student Preparation
Friday 03 May 13:00-15:00	Re-Visiting The Literature & Statement Of The Problem	Submit a draft research question and supporting literature review matrix <b>Thursday 2 May</b>
Thursday 16 May 09:30-12:30	Research Design	Hand out with instructions to be provided <b>Wednesday 15 May</b>
Thursday 30 May 09:30-12:30	Research Ethics Applications	Submit a completed ethics application form <b>Monday 27 May</b>

## WEEKLY SESSION SCHEDULE: TOPICS AND READINGS.

**Thursday 7th February 2019**

### SEMINAR 1: GETTING STARTED: SOCIAL SCIENCE AND MIGRATION RESEARCH

Dudu Ndlovu and Jo Vearey

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:

- Ragin, C. (1994). Chapter 1: What is Social Research? In *Constructing Social Research*. Thousand Oaks: Pine Forge Press. Pages 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.
- Eastmond, M. (2007). Stories as lived experience: Narratives in forced migration research. *Journal of Refugee Studies*, 20(2), 248–264.

#### 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.

**Thursday 14 February 2019**

### SEMINAR 2: PARADIGMS OF SOCIAL RESEARCH

Dudu Nlovu and Jo Vearey

#### KEY READINGS:

- Chilisa, C. Decolonising transdisciplinary research approaches: an African perspective for enhancing knowledge integration in sustainability science *Sustainability Science* Volume 12, Issue 5, pp 813–827
- 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.

- Landau, L. and Jacobsen, K. (2005). 'The Value of Transparency, Replicability, and Representativeness: A Response to Graeme Rodgers' 'Hanging Out' With Forced Migrants.
- Paris, D. (2011) 'A friend who understand fully': notes on humanizing research in a multiethnic youth community *International Journal of Qualitative Studies in Education* 24(2) 137-149

## RECOMMEDED READINGS

- Chilisa, B., Major, T. and Khudu-Petersen, K. (2017) Community engagement with a postcolonial, African-based relational paradigm *Qualitative Research* 17 issue: 3, page(s): 326-339
- Palmary, I. 2009. Migrations of theory, method and practice: A reflection on themes in migration studies, *Psychology in Society (PINS)*, 37: 55-66
- Smith, L. (2012) *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books: London

**Friday 15 February 2019**

**Workshop 1 09:30- 11:30**

**Tili Tonse (We are Listening): Mapping Oral Narratives and Storytelling Traditions Amongst Various Community Health Settings in Malawi**

**Dr Chisomo Kalinga**

This workshop with provides students an opportunity to engage and discuss ongoing research in Malawi. Dr Kalinga will present on her work using different creative methods in the wider medical humanities space.

**NB: Compulsory for all**

**Thursday 21 February 2019**

## **SEMINAR 3: AN INTRODUCTION TO RESEARCH PROPOSAL WRITING?**

Dudu Ndlovu and Jo Vearey

This session will discuss what makes an effective research proposal and what issues and questions must be considered. The discussion will explore how a preliminary literature review is pivotal to identify/choose a research problem, crafting a research question, choosing a research design: methodology and methods.

**NB/ Students should come in ready to talk about areas of research interest and participate in discussing possible research questions they could ask**

## **KEY READINGS:**

- Corbin, J. & Strauss. A. (2008). *Basics Of Qualitative Research*, 3rd Edition, Sage, Pp. 19–41.
- 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-research-method-in-an-academic-world-proposal-writing-and-theoretical-frameworks/>

- Denicolo, P., & Becker, L. (2012). What Should be Included in the Introduction, Rationale and Literature Review? (pp. 43–51). SAGE Publications, Ltd.

#### **RECOMMENDED READINGS:**

- 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.
- Grad Studies Handbook on the Research Proposal [available from the faculty office]

**Thursday 28 February 2019**

#### **SEMINAR 4: Qualitative research – concepts and methods**

Dudu Ndlovu

This session will introduce the different research methodologies used when conducting a qualitative study. These include an overview of the varieties of qualitative research 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.

#### **KEY READINGS:**

- Bryant, A. (2014). The Grounded Theory Method. In P. Leavy (Ed.), *The Oxford Handbook of Qualitative Research* (pp. 116–136).
- Corbin, J. & Strauss, A. (2008). *Basics of Qualitative Research*, 3rd Edition, London: Sage, pp. 1–17.
- Spencer, R., Pryce, J. M., & Walsh, J. (2014). Philosophical approaches to qualitative research, *The Oxford Handbook of Qualitative Research*, 81–98.

#### **RECOMMENDED READINGS:**

- Introduction (Kisber Qualitative Inquiry)
- Buskens, I. (2002). Fine lines or strong cords? Who do we think we are and how can we become what we want to be in the quest for quality in qualitative research. *Education as Change*, 6(1), 1–31
- Kinlock and San Pedro. Chapter 2: The space between listening and storyfying. In: *Humanizing research*.
- 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

**Thursday 7 March 2019**

#### **SEMINAR 5: Qualitative Methods: Data Analysis**

Dudu Ndlovu

#### **Overview**

Now that I have all this data what do I do? The purpose of this seminar is to explore the steps that follow the research fieldwork or data generation. How does one process the data? We will discuss the different

ways of data reduction and analysis beginning with thematic analysis which forms the basis of most qualitative research analysis, content analysis, discourse and narrative methods

### KEY READINGS

- Guest, G., MacQueen, K. M., & Namey, E. E. (2012). Introduction to applied thematic analysis. In *Applied thematic analysis* (Vol. 1, pp. 3–18).
- Jørgensen, M., & Phillips, L. (n.d.). I the Field of Discourse Analysis (pp. 1–23). SAGE Publications Ltd.
- Prior, L. (2014). Content analysis. In P. Leavy (Ed.), *The Oxford handbook of qualitative research* (pp. 359–379). Oxford University Press, Oxford, New York.
- Squire, C., Andrews, M. & Tamboukou, M. (2008). Introduction: what is narrative research?. In Andrews, M., Squire, C., & Tamboukou, M. *Doing narrative research* (pp. 1-21). London: SAGE Publications, Ltd.

### Recommended readings

- Babbie, E and J. Mouton (1998). 'Qualitative data analysis' in *The Practice of Social Research*. Cape Town: Oxford University Press (Southern Africa):. 489 – 502
- Hastings, A. (2014) *Discourse and Linguistic analysis* in Ward, K. *Researching the City*. London: Sage publications: 85-99.
- 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.

### Thursday 14 April

#### Workshop 2: Qualitative Data Analysis

Dudu Ndlovu

#### Qualitative Data Analysis

Thursday 14 March 2019

The purpose of this workshop is to provide hands on practice of qualitative data analysis. Students will draw on seminar 5 and the key workshop reading/s to discuss the process of working through collected data to consider:

- 1) The different types of qualitative data
- 2) Ethical data management
- 3) Analysing qualitative data;
- 4) Ensuring rigour in qualitative data analysis.

The workshop will utilise 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.**

#### **READINGS**

- Butler-Kisber, L. (2010) Issues in qualitative inquiry. In *Qualitative inquiry* (pp. 13-23). 55 City Road, London: SAGE Publications, Inc.
- Guest, G., MacQueen, K. M., & Namey, E. E. (2012). Planning and preparing the analysis. *Applied thematic analysis* (pp. 21-48). Thousand Oaks, CA: SAGE Publications, Inc.
- Saldaña, J. (2014). Coding and Analysis Strategies. In P. Leavy (Ed.), *The Oxford Handbook of Qualitative Research* (pp. 581–605).

#### **Recommended readings**

- Butler-Kisber, L. (2002). Artful portrayals in qualitative inquiry: The road to found poetry and beyond. *Alberta Journal of Educational Research*, 48(3).
- Koschmann, T. (1999). The Edge of Many Circles: Making Meaning of Meaning Making. *Discourse Processes*, 27(2), 103-117.

**28 March 2019 STUDY BREAK**

**Thursday 4 April 2019**

#### **Arts Based Research Methods Workshop**

This workshop will introduce students to the use of creative methods in research. The workshop will showcase examples from ACMS research projects. Topics covered will include but not limited to:  
Visual research methods,  
Poetry in research

**Thursday 11 April 2019**

#### **SEMINAR 6:**

#### **Introduction to QUANTITATIVE METHODS - Designing Interviews, Questionnaires and Survey**

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.

**NB// In preparation for the workshop next week please install IBM SPSS**

#### **KEY READINGS**

- 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>

- Hermanowicz, J.C. (2002). The great interview: 25 strategies for studying people in bed. *Qualitative Sociology*, 25 (4), 479-499.
- 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.

**Thursday 18 April 2019**

## WORKSHOP 3: QUANTITATIVE METHODS

**Mphatso Kamndaya**

The workshop will provide experience with quantitative research designs and basic quantitative data analysis using IBM SPSS, culminating in an exam at the end of the workshop. The exam will be submitted on **Wednesday 24 April 2019** .

### Contingency Tables and goodness-of-fit

Analysis of Variance (ANOVA) and related techniques

Regression, and multivariate analysis

Exam: You will be asked to conduct a number of statistical analyses and interpret your results.

**24 April 2019 Exam Submission**

### Readings:

- 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/>
- Babbie, E. (2012). *The Practice of Social Research*, Cengage, 12th Edition. Chapter 16, Statistical Analysis
- Field, A. Relationships between variables. *Research Methods I: SPSS for Windows part 5*. <http://www.statisticshell.com/docs/correlation.pdf>

**Thursday 25 April 2019**

## SEMINAR 7: ENGAGING IN RESEARCH: FIELDWORK AND THE CHALLENGES OF RESEARCH “ON THE GROUND”

Dudu Ndlovu

In this session we will look at student’s preliminary research questions and ideas about methodologies. A key objective of this session is to discuss the practical implications of how to apply the theoretical principles

discussed in the previous sessions in an ethical way when conducting research. The discussion will explore the political and moral challenges and choices one has to make as a researcher on the ground.

#### KEY READINGS:

- Clark, J. (2009). Mother Power in the African context: Resisting agendas through mobilising m/other positions. *Radical Psychology*, 9(2). Retrieved from <http://www.radicalpsychology.org/vol9-2/clark.html>
- Finlay, L. (2002). 'Outing' the Researcher: The Provenance, Process, and Practice of Reflexivity. *Qualitative Health Research*, 12(4), 531–545.
- 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)
- Li, J. (2008). Ethical Challenges in Participant Observation: A reflection on Ethnographic Fieldwork. *The Qualitative Report*. Volume 13 Number 1 March 2008 100-115

#### 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.

**Thursday 2 May 2019**

#### **SEMINAR 8: RETURNING TO THE RESEARCH QUESTION: THINKING THROUGH YOUR PROPOSAL**

Dudu Ndlovu

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:

- Mupotsa, D. (2010). If I could write this in fire/African feminist ethics for research in Africa. *Agenda Africa*, 6(1), 1–18.
- Wolcott, H. F. (2009). *Writing Up Qualitative Research*, 3rd Edition, Sage, pp. 25–43.

- Ward, K. (2014). 'Writing up' in Ward, K. *Researching the City*. London: Sage publications. 153-161.

**Friday 3 May 2019**

**Proposal Workshop 1**

### **Re-Visiting The Literature & Statement Of The Problem**

This is the first of three workshops aimed at providing space for students to workshop their research ideas and receive feedback from peers as well as senior researchers.

**PREP: Submit a draft research question and supporting literature review matrix by Thursday 2 May 2019**

**Thursday 9 May 2019**

### **SEMINAR 9: Ethics and real world challenges**

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**

- Dube, L., Mhlongo, M., & Ngulube, P. (2014). The ethics of anonymity and confidentiality: reading from the University of South Africa Policy on Research Ethics. *Indilinga African Journal of Indigenous Knowledge Systems*, 13(2), 201–214
- Guillemin, M. and Gillam, L. (2004) Ethics, Reflexivity, and “Ethically Important Moments” in *Research Qualitative Inquiry* 10: 261-280
- Leaning, J. (2001) Ethics of research in refugee populations. *The Lancet* 357: 1432-1433.

## 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
- Matebeni, Z (2015) My best participants' informed consent in Ross, F & D Posel. Ethical Quandaries in Social Research. HSRC press: <http://www.hsrcpress.ac.za/product.php?productid=2329>
- 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.
- Mertens, D. and Ginsberg, P. (eds) (2008) The Handbook of Social Research Ethics SAGE: London]

**Thursday 16 May 2019**

**Proposal Writing Workshop 2**

### Research Design

This will be the second of three hands on workshops where students will workshop their individual research projects with feedback from peers and senior researchers.

**Study Break 23 May 2019**

**Thursday 30 May 2019**

**Proposal writing Workshop 3:**

### Research Ethics Applications

**Submit a draft of the completed ethics application by Monday 27 May 2019**

- Wits University Guidelines: <https://www.wits.ac.za/research/about-our-research/ethics-and-research-integrity/>

**Thursday 6 June 2019**

SEMINAR 10: revision class: Mock Proposal Presentations

**Thursday 20 June 2019**

Proposal presentations to staff

**Friday 28th June 2019, 5pm**

Submission of research proposals for examination