

# Course Information

Critical methodologies in ethnic and migration studies, 7,5 credits

Course Code: 742A24

Spring Semester 2019

**Course Coordinator: Zoran Slavnic,**  
e-mail: [zoran.slavnic@liu.se](mailto:zoran.slavnic@liu.se)

## **Aim of the course**

After successful completion of the course the student shall be able to:

- display an in-depth knowledge of various methodological perspectives and practical research methods in the field of research Ethnicity and migration;
- critically reflect on the interconnections of theory and method;
- critically reflect on ethical dilemmas, possibilities and limitations of different methodological approaches.
- design and present an outline of an independent scientific investigation.

## **Contents**

This course provides an introduction to methodology and research methods in the social sciences and humanities as applied in studies on ethnic relations, ethnic diversity, migration, discrimination, racism and social inclusion/exclusion. The course focuses, on the one hand on the methodological heterogeneity of the field. Four major methodological dichotomies are going to be presented – Objectivism vs relativism, Historical vs Positivist/Empirical methods, Engagement vs Neutrality, and Quantitative vs Qualitative research methods. On the other hand, focus is going to be on developing a basic method skills, through in-depth specialization in one or a few research methods in ethnic and migration studies, such as: text analysis, narrative analysis and ethnographic method.

## **Teaching**

The course offers a combination of lectures, seminars and workshops. Language of instruction is English. The course comprises of two 5 weeks (7,5 credits) blocks of full time studies.

Lectures are complementary to the literature. Seminars and workshops are important aspects of the learning process and provide opportunities for mutual, critical discussions which develop attitudes and skills.

Students are expected to be well prepared for lectures and to have completed assigned preparations for seminars. Students are expected to read and take in the literature independently and/or in self-organized reading groups. Activities which constitute elements of examination are mandatory

## **Schedule**

For updated schedule always see link to Timeedit.

## **Attendance**

Students are welcome and encouraged to attend and audit open events in the REMESO research community, such as the REMESO seminars, PhD defenses, guest lectures and open workshops. They are also kindly asked to show courtesy in case seating at such events is limited.

Unless otherwise noted, attendance at scheduled master's advanced seminars, tutorials and group work is expected.

Students who due to illness or other personal or private circumstances are unable to attend for substantial periods (two consecutive days/seminars or more) should notify the course director.

## **Class Room Culture**

Students and teachers will collectively set rules concerning class room culture. However, teachers may always ask students to turn off and store away equipment that causes disturbances.

## **Examination**

The course is examined through seminar participation (20 percent), oral presentations based on a written assignments (40 percent) and a course paper (40 percent).

The instructions for the oral presentations based on a written assignments are going to be handed out during the first week of the course.

The course paper should have the form of PM for design of an independent scientific investigation (6-8 pages, excl. the list of references, Times New Roman 12, 1.5 spacing and 2,5 cm margins).

The language of examination is English. Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination. Students who have passed an examination may not retake it in order to improve their grades.

Examination codes: SEM1 Seminar participation 1,5 hp EC  
SEM2 Seminar presentation 3 hp EC  
EXAM Examination 3 hp EC

## **Grading Criteria**

In grading the examinations, the programme uses the Erasmus Credit Transfer System, or ECTS. It contains the following grades: A (excellent), B (very good), C (good), D (satisfactory), E (sufficient), FX (fail – some more work required) and F (fail).

Written papers are graded by assessing the quality of the paper in three separate respects.

1) Presentation, organisation and formalia.

Teachers look at the presentation and the general ability of the student to make clear and intelligible formulations. We look at the general structure and disposition of the paper. We inquire whether the fundamental questions are formulated clearly, whether there is a correspondence between the purpose, contents and conclusions of the paper, or, in case of a less academic and more essayistic approach, whether the form is adequate to the content and message. Whenever relevant to the assignment, this also includes traditional formalia respects (e.g. how references, footnotes, literature are handled).

2) Knowledge and understanding.

Teachers assess whether the student shows real insight into the problem chosen. Has she/he understood relevant theories and concepts? Does the paper show that the student is familiar with the relevant literature? We ask questions about correctness (or appropriateness) of terminology and the relevance and correctness of facts, presentations of theories and theses described in the paper. We look at the argumentation. Is anything important missing?

3) Creativity and critical approach.

Teachers assess the originality and independence reflected in the student's discussion, argumentation and conclusion. Does the student approach the subject matter, methodology and theory in a critical manner? Are there things that are really the student's own inventions? A new original argument? An innovative conclusion? Or a new distinction (which really can be an important thing) or a new theoretical approach?

In each respect, a student can fulfil these criteria to a (i) high degree, to an (ii) acceptable degree, or (iii) to an unacceptable degree.

After assessing the examination paper as fulfilling to a high, acceptable or unacceptable degree the criteria for each of the three respects (1. Language, organisation and formalia; 2. Knowledge and understanding; 3. Creativity and critical approach), the examiner grades the paper in correspondence with the ECTS grading scale, as follows:

A = High degree in all three respects

B = High degree in two respects and acceptable in the third

C = High degree in one respect and acceptable in the other two.

D = Acceptable in all three respects.

E = Acceptable or high degree in "Language, organisation and formalia" as well as "Knowledge and understanding") but lacking in "Creativity and critical approach".

FX = Lacking in either “Language, organisation and formalia” or “Knowledge and understanding”.

F = Lacking in both “Language, organisation and formalia” and “Knowledge and understanding”.

## **Course Schedule**

### **1) WEEK 1**

#### **Course Introduction**

**Tue 22 January 10-12** - Modes of social inquiry - **Zoran Slavnic**, REMESO

Required reading:

Vargas-Silva, Carlos (ed.) (2012) Handbook of Research Methods in Migration.  
Cheltenham and Northampton, MA: Edward Elgar– Ch. 2, pp.26-49

Bishop, R.C. (2007) The Philosophy of Social Sciences, London and NY, Continuum (Ch. 3  
pp.45-80)

**Tue 22 January 15-17** - The dilemma of ethnic/racial categorization in quantitative research – **Olav Nygård**, REMESO

Required reading:

Dirk Jacobs, Marc Swyngedouw, Laurie Hanquinet, Véronique Vandezande, Roger Andersson, Ana Paula Beja Horta, Maria Berger, Mario Diani, Amparo Gonzalez Ferrer, Marco Giugni, Miruna Morariu, Katia Pilati and Paul Statham (2009) The challenge of measuring immigrant origin and immigration-related ethnicity in Europe. *Journal of International Migration and Integration*, Vol. 10, n. 1, pp. 67-88. (21 pages)

Mateos, Pablo (2012). The international comparability of ethnicity and collective identity; implications for segregation studies. In *Social-Spatial Segregation: Concepts, Processes and Outcomes*, edited by C. Lloyd, I. Shuttleworth and D. Wong, Policy Press, pp. 1-25. Available as working paper here:  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2062580](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2062580) (25 pages)

Runfors, Ann. (2016) What an ethnic lens can conceal: the emergence of a shared racialised identity position among young descendants of migrants in Sweden. *Journal of Ethnic and Migration Studies* (forthcoming), pp. 1-18. (18 pages)

Simon, Patrick (2012) Collecting ethnic statistics in Europe: a review. *Ethnic and Racial Studies*, Vol. 35, n. 8, pp. 1366-1391. (25 pages)

Suggested reading:

De Zwart, Frank (2012) Pitfalls of top-down identity designation: Ethno-statistics in the Netherlands. *Comparative European Politics* 10(3): 301-318. (19 pages)

Seltzer, William, and Margo Anderson (2001) The dark side of numbers: The role of population data systems in human rights abuses. *Social Research*, Vol. 68, n. 2, pp. 481-513. (32 pages)

### **Mon 28 January 10-12 – Seminar**

Ethnography

### **2) WEEK 2 - Historical (multidimensional) vs positivist/empirical (static slices) methods in study of social/institutional reality**

#### **Tue 29 January 10-12 – Hermeneutical method, comparison and the ethics of representation - Patricia Lorenzoni, REMESO**

Taking as a starting point hermeneutical methods of understanding across temporal and cultural differences, as well as histories of transatlantic slavery and insurgencies, this lecture/seminar will discuss archival absences, production of silences and the ethics of representation when working with suffering and trauma.

Required reading:

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*, Beacon Press, Boston 1995, chapter 1 + 3.

Saidiya Hartman, "Venus in Two Acts", *Small Axe*, vol 12, no 2, 2008, pp. 1-14, (<https://myelms.umd.edu/courses/1224150/files/46327971> )

Katherine Mckittrick, "Mathematics Black Life", *The Black Scholar*, vol 44, no 2, 2014, pp. 16-28, (<http://jointphd.ed.brocku.ca/system/files/files/McKittrick%20Article.pdf> )

### **Wed 30 January 09-10 - Tutorials**

#### **Thu 31 January 10-12 - Decolonial approaches to methodology - Xolani Tshabalala, REMESO**

This lecture invites students of migration and ethnicity to reflect on dominant ideologies that shape social science research. By approaching methodology from a decolonial perspective, the aim is to encourage critical thinking on how processes of knowledge production are always mediated by structural power dynamics that configure the contemporary world system.

Required reading:

Mignolo, Walter, 'Geopolitics of sensing and knowing: on (de)coloniality, border thinking and epistemic disobedience' in *Postcolonial Studies*, Vol. 14, No. 3, pp. 273-283, 2011

Tuhiwai-Smith, Linda, 'Imperialism, History, Writing and Theory' and 'Research Trough Imperial Eyes' in *Decolonizing Methodologies: Research and Indigenous Peoples* (London: Zed Books, 1999.)

Gobo, Giampietro, 'Glocalizing methodology? The encounter between local methodologies', *International Journal of Social Research Methodology*, Vol. 14, No. 6, 417-437, 2011

Suggested reading:

Boatca, Manuela (2015) *World-Systems Analysis and the Feminist Subsistence Perspective*, in *Global Inequalities Beyond Occidentalism*. Farnham: Ashgate

### **Mon 4 February 10-12 – Seminar**

Narrative analysis

### **3) WEEK 3 - Engagement vs neutrality - view from nowhere objectivity vs stand point methodology**

**Tue 05 February 10-12 - Feminist methodology: embodied and situated knowledges – Mona Livholts, Division Social Work**

This lecture invites you as a student to reflect on the contribution from feminist- and intersectionality studies to promote embodied and situated knowledge(s). The lecture actualizes a politics of location and translation, researcher accountability, ways of seeing, and diffractive story-telling. It brings forth the transformative role of textual representation through diverse writing genres in feminist- and ethnic studies as a methodological tool to de-colonise and de-hegemonise knowledge.

Required reading

Harding, Sandra (1987) "Is there a feminist method?" In Harding S (Ed). *Feminism and Methodology*, Indiana University Press, Bloomington and Indianapolis: 1-14.

Haraway, Donna (1988), "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective", *Feminist Studies* 14 (3): 162-182.

Livholts, Mona (2012) *Emergent Writing Methodologies in Feminist Studies*, Routledge, Sage (Introduction, Chapter 5, 6, 9).

Mohanty, Chandra Talpade (1988), "Under Western Eyes: Feminist Scholarship and Colonial Discourse", *Feminist Review*, 30: 61-88.

Suggested reading:

Connell, Raewyn (2007) *Southern Theory. The Global Dynamics of Knowledge in Social Science* (choose chapters out of interest)  
Spivak, Gayatri Chakravorty 1993, 'The politics of translation' in G C Spivak, (Ed) *Outside in the teaching machine*, Routledge, New York: 179–200.

**Thu 07 February 10-12 - Engagement and a search for a historical subject – reflections on critical and public sociology - Anders Neergaard – REMESO**

Required reading:

Burawoy, M. (2010). From Polanyi to Pollyanna: The False Optimism of Global Labour Studies. *Global Labour Journal*, 1(2), 301–312.

Neergaard, A. (2017). The Swedish Model in transition: trade unions and racialised workers. I A. Ålund, C. U. Schierup, & A. Neergaard (Red.), *Reimagineering the Nation. Essays on Twenty First Century Sweden* (s. 85–118). Frankfurt am Main: Peter Lang.

Burawoy, M. (2004). Public Sociologies: Contradictions, Dilemmas, and Possibilities. *Social Forces*, (4), 1603.

Collins, P. H. (2015). No guarantees: Symposium on Black Feminist Thought. *Ethnic and Racial Studies*, 38(13), 2349–2354.  
<https://doi.org/10.1080/01419870.2015.1058512>

Burawoy, M. (1998). The Extended Case Method. *Sociological Theory*, 16(1), 4–33.

Burawoy, M. (2015). Facing an unequal world. *Current Sociology*, 63(1), 5–34.  
<https://doi.org/10.1177/0011392114564091>

**Mon 11 February 10-12 – Seminar**

Text analysis

**4) WEEK 4 - Qualitative research vs Quantitative research**

**Tue 12 February 13-15 – Discourse Analysis in Ethnic and Migrations Studies – Peo Hansen, REMESO**

Required reading:

Hall, Stuart (1992) 'The West and the Rest: Discourse and Power', in Hall, Stuart and Bram Gieben (eds), *Formations of Modernity*, Cambridge: Polity Press in association with The Open University (pp. 276–320).



Hansen, Peo (2000) 'Introduction: Discourse analysis and the politics of European identity', in Hansen, Peo (author), *Europeans only? Essays on identity politics and the European Union*, Umeå: Umeå University (pp. 1–34).

Howarth, David (1995) 'Discourse Theory', in Marsh, David and Gerry Stoker (eds) *Theory and Methods in Political Science*, Houndmills: Macmillan (pp. 115–133).

Suggested reading:

Gordon, Paul (1992) 'The racialization of statistics', in Skellington, Richard with Paulette Morris (eds), *"Race" in Britain Today*, London: Sage (pp. 16–34).

Hansen, Peo (1995) 'Questions From Somewhere – Who's Who in Attitude Research About "Immigrants"', *Innovation*, Vol. 8, No. 2: 191–200.

Jørgensen, Marianne W and Louise J Phillips (2002) *Discourse Analysis as Theory and Method*, London: Sage.

Marttila, Tomas (2016) *Post-Foundational Discourse Analysis: From Political Difference to Empirical Research*, Houndmills: Palgrave Macmillan

Rallu, J.L, V. Piché & P. Simon (2006) "Demography and Ethnicity, An Ambiguous Relationship" in *Demography: Analysis and Synthesis* (eds) Caselli, Vallin, Wunsch. Amsterdam: Elsevier (pp 531–549).

Verkuyten, M., W. de Jong and C. N. Masson (1995) 'The construction of ethnic categories: discourses of ethnicity in The Netherlands', *Ethnic and Racial Studies*, Vol. 18, No. 2: 251–76.

**Wed 13 February 09-10 – Tutorials**

**Thu 14 February 10-12** - Research Policy - ethical, regulatory and legal aspects - **Zoran Slavnic**, REMESO

Required reading (ca 100 sidor)

Slavnic, Z. (2013). Towards Qualitative Data Preservation and Re-Use - Policy Trends and Academic Controversies in UK and Sweden. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 14 (2), Art. 10.

Suggested reading:

Vetenskapsrådet. (2006). Good Research Practice – What is it? Views, guidelines and examples. Retrieved from <https://www.vr.se/download/18.6b2f98a910b3e260ae28000469/Good+Research+Practice+20+april.pdf>

## 5) WEEK 5 (Mon 18 February – Fri 22 February) - EXAMINATION PERIOD

### Required reading list

1. Bishop, R.C. (2007) *The Philosophy of Social Sciences*, London and NY, Continuum (Ch. 3 pp.45-80)
2. Burawoy, M. (2010). From Polanyi to Pollyanna: The False Optimism of Global Labour Studies. *Global Labour Journal*, 1(2), 301–312.
3. Burawoy, M. (2004). Public Sociologies: Contradictions, Dilemmas, and Possibilities. *Social Forces*, (4), 1603.
4. Burawoy, M. (1998). The Extended Case Method. *Sociological Theory*, 16(1), 4–33.
5. Burawoy, M. (2015). Facing an unequal world. *Current Sociology*, 63(1), 5–34.  
<https://doi.org/10.1177/0011392114564091>
6. Collins, P. H. (2015). No guarantees: Symposium on Black Feminist Thought. *Ethnic and Racial Studies*, 38(13), 2349–2354. <https://doi.org/10.1080/01419870.2015.1058512>
7. Dirk Jacobs, Marc Swyngedouw, Laurie Hanquinet, Véronique Vandezande, Roger Andersson, Ana Paula Beja Horta, Maria Berger, Mario Diani, Amparo Gonzalez Ferrer, Marco Giugni, Miruna Morariu, Katia Pilati and Paul Statham (2009) The challenge of measuring immigrant origin and immigration-related ethnicity in Europe. *Journal of International Migration and Integration*, Vol. 10, n. 1, pp. 67-88. (21 pages)
8. Gobo, Giampietro, 'Glocalizing methodology? The encounter between local methodologies', *International Journal of Social Research Methodology*, Vol. 14, No. 6, 417–437, 2011
9. Hall, Stuart (1992) 'The West and the Rest: Discourse and Power', in Hall, Stuart and Bram Gieben (eds), *Formations of Modernity*, Cambridge: Polity Press in association with The Open University (pp. 276–320).
10. Hansen, Peo (2000) 'Introduction: Discourse analysis and the politics of European identity', in Hansen, Peo (author), *Europeans only? Essays on identity politics and the European Union*, Umeå: Umeå University (pp. 1–34).
11. Haraway, Donna (1988), "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective", *Feminist Studies* 14 (3): 162-182.
12. Harding, Sandra (1987) "Is there a feminist method?" In Harding S (Ed). *Feminism and Methodology*, Indiana University Press, Bloomington and Indianapolis: 1-14.
13. Saidiya Hartman, "Venus in Two Acts", *Small Axe*, vol 12, no 2, 2008, pp. 1-14,  
(<https://myelms.umd.edu/courses/1224150/files/46327971> )

14. Howarth, David (1995) 'Discourse Theory', in Marsh, David and Gerry Stoker (eds) *Theory and Methods in Political Science*, Houndmills: Macmillan (pp. 115–133).
15. Livholts, Mona (2012) *Emergent Writing Methodologies in Feminist Studies*, Routledge, Sage (Introduction, Chapter 5, 6, 9)
16. Mateos, Pablo (2012). The international comparability of ethnicity and collective identity; implications for segregation studies. In *Social-Spatial Segregation: Concepts, Processes and Outcomes*, edited by C. Lloyd, I. Shuttleworth and D. Wong, Policy Press, pp. 1-25. Available as working paper here: [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2062580](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2062580) (25 pages)
17. Mckittrick, Katherine, "Mathematics Black Life", *The Black Scholar*, vol 44, no 2, 2014, pp. 16-28, (<http://jointphd.ed.brocku.ca/system/files/files/McKittrick%20Article.pdf> )
18. Mignolo, Walter, 'Geopolitics of sensing and knowing: on (de)coloniality, border thinking and epistemic disobedience' in *Postcolonial Studies*, Vol. 14, No. 3, pp. 273-283, 2011
19. Mohanty, Chandra Talpade (1988), "Under Western Eyes: Feminist Scholarship and Colonial Discourse", *Feminist Review*, 30: 61-88.
20. Neergaard, A. (2017). The Swedish Model in transition: trade unions and racialised workers. I A. Ålund, C. U. Schierup, & A. Neergaard (Red.), *Reimagineering the Nation. Essays on Twenty First Century Sweden* (s. 85–118). Frankfurt am Main: Peter Lang.
21. Runfors, Ann. (2016) What an ethnic lens can conceal: the emergence of a shared racialised identity position among young descendants of migrants in Sweden. *Journal of Ethnic and Migration Studies* (forthcoming), pp. 1-18. (18 pages)
22. Simon, Patrick (2012) Collecting ethnic statistics in Europe: a review. *Ethnic and Racial Studies*, Vol. 35, n. 8, pp. 1366-1391. (25 pages)
23. Slavnic, Z. (2013). Towards Qualitative Data Preservation and Re-Use - Policy Trends and Academic Controversies in UK and Sweden. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 14 (2), Art. 10.
24. Gayatri Spivak, "Rethinking Comparativism", *New Literary History*, vol 40, no 3, 2009, pp. 609-626, (<https://blogs.commonsgorgetown.edu/engl-218-fall2010/files/Rethinking-Comparativism-2.pdf> )
25. Tuhiwai-Smith, Linda, 'Imperialism, History, Writing and Theory' and 'Research Trough Imperial Eyes' in *Decolonizing Methodologies: Research and Indigenous Peoples* (London: Zed Books, 1999.)
26. Vargas-Silva, Carlos (ed.) (2012) *Handbook of Research Methods in Migration*. Cheltenham and Northampton, MA: Edward Elgar– Ch. 2, pp.26-49

### Suggested reading list

1. Connell, Raewyn (2007) *Southern Theory. The Global Dynamics of Knowledge in Social Science* (choose chapters out of interest)
2. De Zwart, Frank (2012) Pitfalls of top-down identity designation: Ethno-statistics in the Netherlands. *Comparative European Politics* 10(3): 301-318. (19 pages)
3. Gordon, Paul (1992) 'The racialization of statistics', in Skellington, Richard with Paulette Morris (eds), *"Race" in Britain Today*, London: Sage (pp. 16–34).
4. Gregor Gall (2011) 'Contemporary workplace occupations in Britain - Motivations, stimuli, dynamics and outcomes', *Employee Relations*, 33(6): 607-623 (LISAM)
5. Hansen, Peo (1995) 'Questions From Somewhere – Who's Who in Attitude Research About "Immigrants"', *Innovation*, Vol. 8, No. 2: 191–200.
6. Jørgensen, Marianne W and Louise J Phillips (2002) *Discourse Analysis as Theory and Method*, London: Sage.
7. Marttila, Tomas (2016) *Post-Foundational Discourse Analysis: From Political Difference to Empirical Research*, Houndmills: Palgrave Macmillan
8. Rallu, J.L, V. Piché & P. Simon (2006) "Demography and Ethnicity, An Ambiguous Relationship" in *Demography: Analysis and Synthesis* (eds) Caselli, Vallin, Wunsch. Amsterdam: Elsevier (pp 531–549).
9. Seltzer, William, and Margo Anderson (2001) The dark side of numbers: The role of population data systems in human rights abuses. *Social Research*, Vol. 68, n. 2, pp. 481-513. (32 pages)
10. Spivak, Gayatri Chakravorty 1993, 'The politics of translation' in G C Spivak, (Ed) *Outside in the teaching machine*, Routledge, New York: 179–200.
11. Tuckman, Alan (2014) 'Factory occupation, worker cooperatives and alternative production' (LISAM)
12. Verkuyten, M., W. de Jong and C. N. Masson (1995) 'The construction of ethnic categories: discourses of ethnicity in The Netherlands', *Ethnic and Racial Studies*, Vol. 18, No. 2: 251–76.
13. Vetenskapsrådet. (2006). Good Research Practice – What is it? Views, guidelines and examples. Retrieved from <https://www.vr.se/download/18.6b2f98a910b3e260ae28000469/Good+Research+Practice+20+april.pdf>