

## Methods in Social Research

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### Aims

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The course aims to familiarise students with common qualitative and quantitative research methods in migration studies. It will train students to be both critical consumers and producers of social scientific data by increasing understanding of the choices involved in conducting research and the consequences of these choices. The course also supports students in developing the methodology for their dissertation.

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### Learning outcomes

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At the end of this course students should:

- Have a knowledge of the range of methods used in migration studies
  - Be able to trace how authors of empirical work have arrived at their conclusions and critically assess the approach taken
  - Be able to design a research proposal to address a specific research question
  - Be able to balance constraints – such as time, budget, data availability – in designing research
  - Be able to deduce a testable hypothesis from theory
  - Be able to operationalise theoretical concepts
  - Be able confidently to deal with the concepts of ‘representativeness’ and ‘generalisability’ and critically to reflect on them
  - Be aware of the ethical implications of a research design
  - Be able to conduct basic analysis of quantitative data assisted by software
  - Understand the concept of ‘statistical significance’
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### Assessment

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Assessment takes place in the form of the Methods in Social Research Portfolio that is due for submission in Week 0 of Trinity Term. The Portfolio consists of three assignments; the first two of these assignments relate to the topics covered in Michaelmas, the third to the statistics course in Hilary.

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### Course structure

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The course runs weekly in both Michaelmas and Hilary Term. Michaelmas Term is devoted to epistemology, conceptualisation, sampling, and methods. Sessions consist of a mixture of lectures, small group activities and student presentations. You are expected to prepare the readings and reading questions and actively engage in class activities and discussions. You will be asked to make a short presentation (in groups of two or three) related to the topic of that week. A sign-up list will be passed around during the first lecture.

In week 6 there is an optional extra session on Discourse Analysis on Wednesday afternoon.

Hilary Term consists of an introduction to statistics in the social sciences. The lectures will be interspersed with small group exercises. You are expected to do the readings ahead of class. In Hilary Term you will have weekly one-hour tutorials in addition to the weekly lectures to discuss problem sets. Exercises will be made available to you each week via WebLearn. You are required to submit your answers a day before the tutorial (you may work in pairs). Answer keys will be uploaded before the subsequent lecture. Some of the exercises use published quantitative articles from migration studies, others are based on the exercise dataset that will

be provided and require the use of Stata (or a similar statistical programme such as SPSS or R). This mix allows you to actively learn the use of statistical software and raises awareness of issues related to sampling, operationalisation and interpretation of results. These exercises provide a strong foundation for the first and third assignments in the Methods in Social Research Portfolio. At the end of Hilary Term you will be offered a personal one-hour consultation on your statistical assignment for the Methods in Social Research Portfolio (assignment 3). This consultation is meant as a place to discuss operationalisation, choice of test and any necessary data transformation. A sign-up list will be put on WebLearn nearer the date.

In Hilary Term there are two 2-hour workshops on Stata– a commonly-used programme for statistical analysis. You will receive a personal copy of Stata at the start of Hilary Term which you can use for the weekly exercises and assignment 3.

Throughout the year you are encouraged to post research methods related questions (e.g. flowing from course readings or dissertation readings) on a discussion forum on Weblearn. During term Evelyn Ersanilli has weekly office hours (see staff section for times). You can stop by to discuss anything related to research methods, for example questions about the class readings or exercises, or questions related to your dissertation or DPhil proposal.

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## Lectures and readings - Michaelmas

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### General references

- Berriane, M. & H. de Haas (eds) (2012) [\*African Migrations Research: innovative methods and methodologies\*](#). New Jersey: Africa World Press. (Most chapters are applied research examples)
- Bryman, A. (2012) *Social Research Methods, 4<sup>th</sup> edition*, Oxford: Oxford University Press. (Comprehensive book; especially well-suited for those with little prior training in social research methods)
- Denzin, N. K. & Y. S. Lincoln (eds) (2011) *The Handbook of Qualitative Research, 4<sup>th</sup> edition*. Thousand Oaks, CA: Sage
- della Porta, D. & M. Keating (eds)(2008) *Approaches and Methodologies in the Social Sciences. A pluralist perspective*. Cambridge: Cambridge University Press.
- DeSipio, L., M. Garcia y Griego & S. Kossoudji (eds) (2007) [\*Researching Migration: Stories from the Field\*](#). New York: SSRC Books. (collection of short chapters describing how the authors developed their research design, including selection of cases and choice of methods.)
- Hancké, Bob (2009) [\*Intelligent research design: a guide for beginning researchers in the social sciences\*](#). Oxford University Press, Oxford. (A recommended read if you are working on a DPhil proposal)
- King, G., R. O. Keohane & S. Verba (1994) *Designing social inquiry: scientific inference in qualitative research*. Princeton: Princeton University Press (Available via solo as e-book. A systematic and clear, but unmistakably post- positivist book)
- Refugee Studies Centre (2007) [\*'Ethical guidelines for good research practice'\*](#), *Refugee Studies Quarterly*, 26(3):162-172
- [\*Sage Research Methods Online\*](#) (SRMO) accessible via Oxlip+ (large collection of e-books on research methods, including methods' dictionaries and Sage's green (quantitative) and blue (qualitative) short volumes on methods.)
- Vargas-Silva, C. (ed) (2012) *Handbook on Research Methods in Migration*. Cheltenham: Edward Elgar Publishing. (Contains many examples from the field)

We would encourage you to read as widely as possible from the lists each week. However, as an absolute minimum you should ensure you have read the starred readings in preparation for

each week's class. If you did not receive any previous training in research methods, you are advised to buy a copy of the Bryman book. For week 1 several chapters from this book are recommended as remedial reading.

**Week 1: Qualitative and quantitative approaches in migration studies** (Evelyn Ersanilli & Marie-Laurence Flahaux)

*In this first session we will discuss how to come up with a research question and look at the range of methods used in migration studies. Often a division is made between qualitative and quantitative methods. We will discuss the differences between these two groups and how these are thought to relate to epistemology (i.e. theory of knowledge: what can we know) and different goals of research.*

*Reading questions*

First read the chapters by Della Porta & Keating and Hammersley and the paragraph in Bryman. Then read the articles by Bloch et al (2011) and Diehl et al (2009) and answer the following questions:

1. What is the research question they are trying to answer?
2. What method(s) have they used to collect their data?
3. Do you feel that the authors are testing a theory, developing theory or both?
4. Are they using a qualitative or a quantitative approach? How can you tell?
5. What other method(s) do you think they could have used to answer their research question?
6. Della Porta and Keating (2008) outline four approaches to social science (positivist, post-positivist, interpretivist and humanistic). What approach do you suspect Bloch et al have? Why? And what about Diehl et al?

*Readings:*

- \*Bryman, A. (2012) 'Formulating suitable research questions' pp 85-92, *Social Research Methods*, 4<sup>th</sup> edition, Oxford: Oxford University Press
- \*Bloch, A., N. Sigona & R. Zetter (2011) [Migration routes and strategies of young undocumented migrants in England: a qualitative perspective](#), *Ethnic and Racial Studies*, 34(8):1286-1302
- \*della Porta, D. & M. Keating (2008) 'How many approaches in the social sciences? An epistemological introduction', 19-39 in Donatella della Porta & Michael Keating (eds) *Approaches and methodologies in the social sciences. A pluralist perspective*. Cambridge: Cambridge University Press.
- \*Diehl, C., M. Koenig & K. Ruckdeschel (2009) ['Religiosity and gender equality: comparing natives and Muslim migrants in Germany'](#), *Ethnic and Racial Studies*, 32(2): 278-301
- \*Hammersley, M. (1996) 'The relationship between qualitative and quantitative research: paradigm loyalty versus methodological eclecticism', pp 159-174 in: John T. E. Richardson (ed) *Handbook of Qualitative Research Methods for Psychology and the Social Sciences*, Oxford: BPS Blackwell.
- Bloch, A., N. Sigona, and R. Zetter (2010) ['No right to dream' social and economic lives of young undocumented migrants in Britain](#). London: Paul Hamlyn Foundation.
- Castles, S. (2012) ['Methodology and Methods: Conceptual Issues'](#), 15-36 in M. Berriane and H. de Haas (eds) *African Migrations Research: innovative methods and methodologies*. New Jersey: Africa World Press.
- Lincoln, Y.S. S.A. Lynham & E.G. Guba (2011) 'Paradigmatic controversies, contradictions, and emerging confluences, revisited', 97-128 in N.K. Denzin & Y.S. Lincoln (eds.) *The Sage handbook of qualitative research*, 4<sup>th</sup> edition. Thousand Oaks: Sage.

*Remedial reading*

Bryman, A. (2012) Chapter 1 'The nature and process of social research' (pp 3-16), chapter 2 'Social research strategies' (only pages 18-34), and chapter 5 'getting started: reviewing the literature' (pp 97-128), *Social Research Methods*, 4<sup>th</sup> edition, Oxford: Oxford University Press

**Week 2: Concept formation and measurement** (Evelyn Ersanilli)

*This class focuses on concept formation and measurement. We will discuss the place of concept formation and (measurement) validity in qualitative and quantitative research. Special attention is paid to the role of the researcher in reproducing and deconstructing policy concepts. (Post-) positivist researchers aim to define and measure concepts to approximate 'reality', but might their choices also influence reality?*

*I recommend first reading the text by Gerring (this is a challenging text, but the topic is very important), then Kellstedt & Whitten, Bryman, Kirk & Miller, and then Bakewell and Simon. The further readings include more methodological texts and many empirical examples of the challenges of measurement in migration studies and creative approaches to measurement.*

*Reading questions*

Go over to the readings from Bloch et al (2011) and Diehl et al (2009) from last week.

1. What are the key concepts in these studies?
2. How do Bloch et al and Diehl et al *define* their key concepts? How do these conceptualisations fit with Gerring's criteria of conceptual goodness?
3. How do Bloch et al and Diehl et al *measure* their key concepts? How valid and reliable do you feel these measurements are?
4. What are the similarities and differences between concept formation and measurement in qualitative and quantitative research?
5. What do the articles by Bakewell and Simon tell us about the power of concepts and definitions in social research?

*Readings:*

- \*Bakewell, O. (2008) '[Research Beyond the Categories: The Importance of Policy Irrelevant Research into Forced Migration](#)', *Journal of Refugee Studies*, 21(4): 432-453
- \*Bryman, A. (2012) 'The nature of qualitative research', 388-410 in *Social Research Methods*, 4<sup>th</sup> edition, Oxford: Oxford University Press (You can skip the first bit of the chapter and start from page 388 'Concepts in qualitative research').
- \*Gerring, J. (1999) '[What Makes a Concept Good? A Criterial Framework for Understanding Concept Formation in the Social Sciences](#)', *Polity*, 31(3): 357-393.
- \*Kellstedt, P. M. & G. D. Whitten (2009) Chapter 5 'Measurement' 86-101 in *The Fundamentals of Political Science Research*, New York: Cambridge University Press.
- \*Kirk, J. & M. L. Miller (1986) "three illustrations" pages [24-29](#) and [43-49](#), in *Reliability and Validity in Qualitative Research*. Beverly Hills, California: Sage Publications (Available via online via SRMO).
- \*Simon, P. (2012) '[Collecting ethnic statistics in Europe: a review](#)', *Ethnic and Racial Studies*, 35(8):1366-1391
- Adcock, R. & D. Collier (2001) '[Measurement Validity: A Shared Standard for Qualitative and Quantitative Research](#)', *American Political Science Review*, 95(3): 529-546
- Cho, J., & Trent, A. (2006) '[Validity in qualitative research revisited](#)', *Qualitative Research*, 6(3), 319-340 (the authors present a way of assessing validity that takes the research goal into account; e.g. 'truth seeking' (related to post-positivism) or thick description (interpretivist and critical-realist approaches))

- Economist (2014) [‘A census in Myanmar. Too much information. An ill-considered headcount stirs anger and mistrust’](#), May 22 2014
- De Zwart, F. (2012) [‘Pitfalls of top-down identity designation: Ethno-statistics in the Netherlands’](#), *Comparative European Politics*, 10(3): 301-318.
- Findlay, A., D. McCollum, S. Shubin, E. Apsite & Z. Krisjane (2013) [‘The role of recruitment agencies in imagining and producing the ‘good’ migrant’](#), *Social & Cultural Geography*, 14(2): 145-167 (uses drawings as one of the methods)
- Hammersley, M. (1998) *Reading Ethnographic Research: a critical guide*. London: Longman
- Lincoln, Y. S. & E. H Guba (1985) Chapter 11 “Establishing Trustworthiness” 289-331 in *Naturalistic inquiry* Newbury Park, London: Sage.
- Loveman, M., J. O. Muniz & S. R. Bailey, (2012) [‘Brazil in black and white? Race categories, the census, and the study of inequality’](#), *Ethnic and Racial Studies*, 35(8), 1466-1483.
- Newman, M. M. (2012) [‘Interactive: Mapping the World’s Friendships’](#), *Facebook stories*
- Peters, L. S. (2010) [‘The big world experiment: the mobilization of social capital in migrant communities’](#), PhD thesis. University of Amsterdam (chapter 7 the Big World experiment, 157-180, provides an innovative measurement of social networks)
- Portes, A., L. E. Guarnizo, & P. Landolt (1999) [‘The study of transnationalism: pitfalls and promises of an emergent research field’](#), *Ethnic and Racial Studies*, 22(2): 217-237 (a key text for anyone who is interested transnationalism)
- Rumbaut, R. G. (2004) [‘Ages, life stages, and generational cohorts: decomposing the immigrant first and second generations in the United States’](#). *International Migration Review*, 38(3): 1160-1205.
- Simon, P. (2008) [‘The choice of ignorance: the debate on ethnic and racial statistics in France’](#). *French Politics, Culture & Society*, 26(1): 7-31
- Villarreal, A. (2014) [‘Ethnic Identification and Its Consequences for Measuring Inequality in Mexico’](#), *American Sociological Review*, 79(4): 775-806 (shows how different ways of measuring ethnicity lead to different conclusions about educational inequality between indigenous and non-indigenous children in Mexico).

### **Week 3: Sampling, representativeness and generalizability** (Evelyn Ersanilli)

*Researchers rarely have the time or funds to collect data on all the members of their population of interest (e.g. Bulgarians migrants in the UK, residents of a multicultural neighbourhood, NGOs working with refugees, schools with high shares of immigrant children). Therefore they use a sample: a subset of the population. But when can we use information from a sample to make claims about the wider population; i.e. what criteria does a sample have to meet for results to be generalizable?*

*Nearly all quantitative studies generalize findings, though the extent to which they do varies. Some qualitative researchers also generalize their findings but not always in the same way as quantitative researchers. We will look at different types of generalisation and discuss how these apply to quantitative and qualitative studies. We will also discuss different logics of sampling that can be used in qualitative and quantitative studies. We will discuss how sampling approaches may affect representativeness and generalizability of research findings.*

#### *Reading questions*

1. What ethical problem do Jacobson & Landau (2003) find with snowball sampling?  
Go over to the articles by Bloch et al and Diehl et al again and answer the questions below for each article.
2. What is the population of their study?
3. How have they sampled population members?
4. Do you feel their samples are representative? If so, why and of what population?
5. Which, if any, of two types of generalization mentioned by Schwandt (2007) do they follow? Do you feel the set-up of the study justifies this model of generalisation?



Readings:

- \*Bryman, A. (2012) Chapter 8 'Sampling' (pp 183-207) and Chapter 18 'Sampling in qualitative research', (pp 416-429) in *Social Research Methods*, 4<sup>th</sup> edition. Oxford: Oxford University Press (NB SSL cannot scan these chapters so if you haven't bought the book you will need to go to the library)
- \*Groves, R. M., Fowler, F. J. Couper, M.P., Lepkowski, J.M., Singer, E. & Tourangeau, R. (eds) (2009) 'Target Populations, Sampling Frames and Coverage Error', pp 69-80 (section 3.1-3.3) in *Survey Methodology. Second edition*. Hoboken, New Jersey: Wiley.
- \*Hammersley, M. (1992) 'The generalizability of ethnography', 85-95 in *What's wrong with Ethnography*. London and New York: Routledge
- \*Jacobsen, K. & L. B. Landau (2003) '[The Dual Imperative in Refugee Research: Some Methodological and Ethical Considerations in Social Science on Forced Migration](#)', *Disasters*, 27(3): 185-206.
- \*Schwandt, Th. A. (2007) [Generalisation](#), pp. 127-129 in Thomas A. Schwandt (ed.), *The SAGE Dictionary of Qualitative Inquiry (3rd edition)*. Thousand Oaks, CA: SAGE Publications. (available via SRMO)
- Baio, G., G. C. Blangiardo & M. Blangiardo (2011) '[Centre Sampling Technique in Foreign Migration Surveys: A Methodological Note](#)', *Journal of Official Statistics*, 27(3):451-465
- Charmaz, K. (2006) 'Theoretical Sampling, Saturation, and Sorting', pp 96-122 in *Constructing grounded theory: a practical guide through qualitative analysis*. London: Sage. (very accessible explanation of theoretical sampling).
- Diefenbach, Th. (2009) '[Are case studies more than sophisticated storytelling?: Methodological problems of qualitative empirical research mainly based on semi-structured interviews](#)', *Quality & Quantity*, 43(6):875-894
- Ersanilli, E. & R. Koopmans (2013) '[The Six Country Immigrant Integration Comparative Study \(SCIICS\) – Technical Report](#)', *WZB Discussion Paper SP VI 2013-102*. Berlin: WZB (Example of sampling challenges in a cross-national study on populations of migrant origin)
- Ersanilli, E., J. Carling and H. de Haas (2011) '[Methodology for quantitative data collection](#)', EUMAGINE Project Paper 6A. (Detailed guidelines on sampling in face-to-face survey for EUMAGINE project)
- Ersanilli, E. (2012) '[Survey Report](#)', EUMAGINE Project Paper 7. (Detailed information on actual sampling EUMAGINE project survey)
- Groenewold, G. & L. Lessard-Phillips (2012) 'Research methodology', 39-56 in M. Crul, J. Scheider & F. Lelie (eds) *The European Second Generation Compared: Does the Integration Context Matter?* (Sampling approach of the TIES project on the second generation in 13 European cities. Available via [www.open.org](http://www.open.org))
- Kim, J., Lauderdale, D. S., Shin, H. C., & Lee, Y. (2014) '[Surname Sampling Reevaluating Kim Sampling in Korea and the United States](#)', *Field Methods*, 26(1): 87-104.
- Lincoln, Y. S. & E. H Guba (1985) Chapter 5 "The Only Generalization Is: There Is No Generalization", 110-128 in *Naturalistic Inquiry*. Newbury Park, London: Sage.
- McKenzie, D. J., & Mistiaen, J. (2009) '[Surveying migrant households: a comparison of census-based, snowball and intercept point surveys](#)', *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 172(2): 339-360.
- Polit, D. F. and C. Tatano Beck (2010) '[Generalization in quantitative and qualitative research: Myths and strategies](#)', *International Journal of Nursing Studies*, 47(11):1451-1458.
- Polzer Ngwato, T. (2012) '[Collecting Data on Migrants through NGOs](#)', 205-234 in Mohamed Berriane and Hein de Haas (eds) *African Migrations Research: innovative methods and methodologies*. New Jersey: Africa World Press.
- Reiss, K., et al (2014) '[Comparing sampling strategies to recruit migrants for an epidemiological study. Results from a German feasibility study](#)', *The European Journal of Public Health* (early view)

- Schnell, R., Trappmann, M., & Gramlich, T. (2014) '[A Study of Assimilation Bias in Name-Based Sampling of Migrants](#), *Journal of Official Statistics*, 30(2), 231-249.
- Schofield, J. W. (2002) 'Increasing the generalizability of qualitative research', 171-203 in: A. Michael Huberman & Matthew B. Miles (eds) *The qualitative researcher's companion*. Sage (available via SRMO)
- Tyldum, G. & L. Johnston (2014) *Applying Respondent Driven Sampling to Migrant Populations. Lessons from the Field*. Palgrave

#### **Week 4: Ethnography** (Dace Dzenovska)

*Ethnography has been increasingly taken up in social sciences as a "qualitative method". However, some anthropologists claim that ethnography thus understood is not the same as anthropological fieldwork, which is a practice (Cerwonka & Malkki 2007), or even a craft (Faubion & Marcus 2009). In this session, we will discuss how ethnography as a qualitative method compares to anthropological fieldwork. For example, we will consider whether and how undertaking ethnography as method vs. anthropological fieldwork changes the research question, the definition of the field, use of theory and/or analytics, modes of analyzing data, as well as writing itself. It is for this purpose that students are asked to read one book-length anthropological work.*

*Students are required to read one of the two books listed as required readings below, as well as encouraged to consult readings from the longer non-required list. There will be two class presentations, one on each of the books. During the sign-up for presentations, students will also sign up for reading one of the books. There will be a limited number of slots available per book in order to spread the reading evenly. The presenters will be required to convey the book to their peers by: first, briefly accounting for what the anthropologist did, how they did it, and to what end; and, second, by critically analyzing the relationship between research questions, the field, types of data collected, analytical instruments used, and the knowledge produced.*

#### *Readings:*

- \*Holmes, S. (2013) *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*, University of California Press. (This book is available as e-book via solo)
- \*Ossman, S (2013) *Moving Matters: Paths of Serial Migration*, Stanford University Press. (This book is available as e-book via solo)
- Atkinson, P., A. Coffee, S. Delamont, J. & Lofland, L. (2001) 'Editorial Introduction', in *Handbook in Ethnography*. Sage: Pp. 1-8. (The book gives insight into the various types of ethnography, covering the Chicago School of Sociology, fieldwork in cultural anthropology, and others. The book is available as e-book via solo.)
- Boyer, D. & A. Yurchak (2010) '[American Stioib: Or, What Late Socialist Aesthetics of Parody Reveal about Contemporary Political Culture in the West](#)', *Cultural Anthropology* 25(2): 179-221.
- Cerwonka, A & L. Malki (2007) *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. Chicago: University of Chicago Press. (This book is available as e-book via solo)
- Faubion, J. & G. Marcus (2009) *Fieldwork Is Not What It Used to Be: Learning Anthropology's Method in a Time of Transition*. Ithaca: Cornell University Press.
- Gupta, A. & J. Ferguson (1997) 'Discipline and Practice: "The Field" as Site, Method and Location in Anthropology', pp 1-46, in A. Gupta & J. Ferguson (eds) *Anthropological Locations: Boundaries and Grounds of a Field Science*. University of California Press
- Hage, G. (2005) '[A not so multi-sited ethnography of a not so imagined community](#)', *Anthropological Theory* 5(4): 463-475.
- Humphreys, M. & T. Watson (2009) 'Ethnographic Practices: From Writing Up Ethnographic Research to Writing Ethnography', pp 40 -55 in S. Ybema, D. Yanov, H. Wels, and F. Kamsteeg (eds) *Organizational Ethnography: Studying the Complexities of Everyday Life*. London: Sage

- Robben, A. & J. Sluka (2012) *Ethnographic Fieldwork: An Anthropological Reader*, 2<sup>nd</sup> edition. Oxford: Wiley-Blackwell.
- Trouillot, M.R (2001) [‘The Anthropology of the State in the Age of Globalization: Close Encounters of the Deceptive Kind’](#), *Current Anthropology* 42(1): 125-138.
- Vered, A. (2000) *Constructing the Field: Ethnographic Fieldwork in Contemporary World*. London: Routledge.

**Week 5: In-depth interviews** (Evelyn Ersanilli)

*This session looks at semi-structured and unstructured interviews. It discusses when and how these methods can help answer research questions, and some of the key features of the interviewing process. We will also examine the relation between the interviewer and the respondent; including the role of ‘insider’ interviewers and power relations. Part of the seminar will be used to do short interviews in groups of three (one interviewer, one respondent and one observer).*

*Readings:*

- \*Bernard, H R. (2011) Chapter 10 ‘unstructured and semistructured interviewing’, 156-172 in [Research Methods in Anthropology](#). Sage. (you can skip the part of focus groups) (Available as e-book via solo)
- \*Bilger, V. & I. Van Liempt (2009) Methodological and Ethical dilemmas in Research among Smuggled Migrants, pp 118-137 in I. Van Liempt & V. Bilger (eds) *The Ethics of Migration Research Methodology: Dealing With Vulnerable Immigrants*, Eastbourne: Sussex Academic Press
- \*Nayel, M. A. (2013) [“Palestinian refugees are not at your service”](#), *The Electronic Intifada*,
- \*Van Bergen, D. D. (2009) Chapter 7 [‘Could you tell me how all that happened?’ Methodological considerations to the life Story interviews](#), pp 127-137 in *Suicidal Behaviour of Young Migrant Women in the Netherlands. A Comparative Study of Minority and Majority Women*. PhD thesis. Amsterdam: Vrije Universiteit.
- Edward, R. (1998) [A critical examination of the use of interpreters in the qualitative research process](#), *Journal of Ethnic and Migration Studies*, 24(1):197-208
- Ghorashi, H. (2005) [‘When the Boundaries are Blurred. The Significance of Feminist Methods in Research’](#), *European Journal of Women’s Studies*, 12(3), 363-375.
- Gomm, R. (2008) [‘Assessing the Radical Critique of Interviews’](#), pp 89-101 in Hammersley (ed) *Questioning Qualitative Inquiry*. London: Sage (available via SRMO)
- Hammersley, M. & P. Atkinson (2007) Chapter 5 “Oral accounts and the role of interviewing” 97-120 [Ethnography: Principles in Practice](#). Routledge. - (discusses kind of knowledge that can be collected, what to be aware of when looking for informants, building a relationship with informants, questioning styles. Available electronically via solo)
- Huggins, C. (2014) [‘Arranging and Conducting Elite Interviews: Practical Considerations’](#), in *SAGE Research Methods Cases*. London, United Kingdom: SAGE Publications, Ltd. (Practical guide with useful example materials. Available via SRMO)
- Markova, E. (2009) ‘The ‘Insider’ Position: Ethical Dilemmas and Methodological Concerns in Researching Undocumented Migrants with the Same Ethnic Background’, 141-155 in I. Van Liempt & V. Bilger (eds) *The Ethics of Migration Research Methodology: Dealing With Vulnerable Immigrants*, Eastbourne: Sussex Academic Press
- McDowell, L. (1998) [‘Elites in the City of London: some methodological considerations’](#), *Environment and Planning A*, 30(12):2133-2146.
- Staring, R. (2009) Different methods to research irregular migration, 83-97 in I. Van Liempt & V. Bilger (eds) *The Ethics of Migration Research Methodology: Dealing With Vulnerable Immigrants*. Eastbourne: Sussex Academic Press (mainly discusses the different ways in which he found respondents)
- Thompson, P. (2000) *Voice of the Past: Oral History: Oral History*. OUP Oxford. – Chapter 7 The Interview 222-245 (offers practical advice on preparation, interview setting, role of



interviewer. The appendix contains a 'life history interview guide' (available as e-book through solo)

### **Week 6: Surveys (Marie-Laurence Flahaux)**

*Surveys continue to be a popular research method. They are seen as an efficient way of collecting reliable information on characteristics of a population. Once survey data has been collected it is difficult to go back to the field to collect additional information. Survey researchers therefore need to plan their data collection carefully and when possible test their approach in a pilot study. The aim of the lecture is to discuss the key steps in moving from a research question to a questionnaire and its implementation in the field.*

#### **Readings:**

- \*Beauchemin, C. (2012) 'Migrations between Africa and Europe: Rationale for a Survey Design', Methodological Note 5, [www.mafeproject.com](http://www.mafeproject.com)
- \*Bloch, A. (1999) '[Carrying out a survey of refugees: some methodological considerations and guidelines](#)', *Journal of Refugee Studies* 12(4): 367-73
- \*Bryman, A. (2012) Chapter 11 "Asking questions", 245-268, in *Social Research Methods. Fourth edition*. Oxford, Oxford University Press. (NB SSL cannot scan these chapters so if you haven't bought the book you will need to go to the library)
- \*Carling, J. (2012) 'Collecting, analysing and presenting migration histories', 137-162, in Vargas-Silva, C. (ed.) *Handbook of Research Methods in Migration*. Cheltenham: Edward Elgar. (available as e-book via solo)
- \*Fowler, F. J. Jr. (2009) Chapter 5 "[Methods of Data Collection](#)" in *Survey Research Methods. Fourth Edition*. SAGE Publication (available via SRMO)
- Beaman, L. and A. Dillon (2012) Do household definitions matter in survey design? Results from a randomized survey experiment in Mali, *Journal of Development Economics*, 98(1):124-135
- Devereux, S. and J. Hoddinott (eds) (1993) *Fieldwork in Developing Countries*. Boulder, Colorado: Lynne Rinner Publishers.
- Dillon, B. (2012) '[Using mobile phones to collect panel data in developing countries](#)', *Journal of International Development*, 24:518-527,
- Ersanilli, E., J. Carling and H. de Haas (2011) '[Methodology for quantitative data collection](#)', EUMAGINE Project Paper 6A.
- Grosh, M. and P. Glewwe (eds) (2000) [Designing Household Survey Questionnaires for Developing Countries](#). *Lessons from 15 years of the Living Standards Measurement Study*. (3 volumes). Washington: World Bank
- Massey, D. S. (1987) '[The ethnosurvey in theory and practice](#)', *International Migration Review*, 21(4):1498-1522
- Massey, D.S., & R. Zenteno (2000) '[A validation of the ethnosurvey: The case of Mexico-US migration](#)', *International Migration Review*, 34(3): 766-793
- Survey question bank <http://www.surveynet.ac.uk/sqb/qb/>
- United Nations (2005) [Household Sample Surveys in Developing and Transition Countries](#). Studies in Methods Series F No. 96. ST/ESA/STAT/SER.F/96 New York: United Nations
- University of Michigan - Cross-cultural Survey Guidelines <http://www.ccsgr.isr.umich.edu/>



Examples of surveys of (potential) migrants and their descendants:

[Children of Immigrants Longitudinal Study \(CILS\)](#)  
[Children of Immigrants Longitudinal Study in Four European Countries \(CILS4EU\)](#)  
[EUMAGINE: imagining Europe from the outside](#)  
[Immigration and Intergenerational Mobility in Metropolitan Los Angeles \(IIMMLA\)](#)  
[Latin American Migration Project \(LAMP\)](#)  
[Mexican Migration Project \(MMP\)](#)  
[Migration between Africa and Europe \(MAFE\)](#)  
[The Integration of the European Second Generation \(TIES\)](#)  
[Theorizing the Evolution of Migration Systems \(THEMIS\)](#)

Examples of general population surveys that have been used to examine immigrant integration

[European and World Values Survey \(EVS/WVS\)](#)  
[European Labour Force Survey \(LFS\)](#)  
[European Social Survey \(ESS\)](#)  
[German Socio-Economic Panel \(GSOEP\)](#)  
[Programme for International Student Assessment \(PISA\)](#)

**Week 6 – II: Discourse Analysis** (Bastian Vollmer), Wednesday 2-4pm

*This class will discuss the concept of discourse and explore research methods to analyze it. 'Discourse' has become a buzzword in academia and politics. Not all of its users know what it is and what it means. Indeed there are several theoretical perspectives which allow different interpretations. These will be briefly discussed before moving on to the core of the seminar: methods of discourse analysis (DA). Two main research approaches will be looked at; corpus linguistics (CL) and critical discourse analysis (CDA). The class discusses the differences and pitfalls of quantitative and qualitative research methods that are involved using CL or CDA. These methods and their application are explored using the Baker et al (2008) article. You are expected to read the article thoroughly. The structure of the session is as follows:*

1. *Defining and understanding discourse*
2. *What is DA and when is DA an appropriate research method?*
3. *How to use CL and CDA – discussing Baker et al (2008)*
4. *Challenges with DA and round up discussion*

*Readings:*

\*Baker, P., Gabrielatos, C., Khosravinik, M., Krzyzanowski, M., McEnery T & Wodak, R. (2008) '[A useful methodological synergy? Combining critical discourse analysis and corpus linguistics to examine discourses of refugees and asylum seekers in the UK press](#)', *Discourse & Society*, 19(3): 273-306.

Gee, J.P. (1997, 2010) *An Introduction to Discourse Analysis: Theory and Method*. London: Routledge. (available as e-book via solo)

Phillips, N. & C. Hardy (2002), *Discourse Analysis*. Thousand Oaks, London: Sage. (available on SRMO)

**Week 7: Data on international migration and migration policies** (Simona Vezzoli)

*Using the DEMIG project (The Determinants of International Migration) as a case study, this session presents the process of moving from a research question to data collection and analysis. The research question of DEMIG is "how do migration policies of receiving and sending states affect the size, direction and nature of international migration?". The two key concepts of DEMIG – migration policy and (the size, nature and direction of) migration flows – are notoriously difficult to measure.*

*Following an introduction to the DEMIG project, students will briefly brainstorm about possible methodological approaches, data requirements and data sources. Subsequently, the lecturer will provide definitions and an overview of the main datasets available on international migration data and migration policies, their advantages and limitations. This includes the presentation of the four DEMIG database: TOTAL, C2C, POLICY and VISA. In the last part of the lecture, the lecturer will present insights from analyses carried out using the DEMIG databases.*

**Readings:**

- \*DEMIG project briefing, <http://www.imi.ox.ac.uk/pdfs/research-projects-pdfs/demig-pdfs/demig-research-project-briefing>
- \*de Haas, H., Natter, K. and Vezzoli, S. (2014), '[Compiling and coding migration policies: Insights from the DEMIG POLICY database](#)', IMI Working Paper Series 87 / DEMIG 16, Oxford: International Migration Institute.
- \*de Haas, H., Natter, K. and Vezzoli, S. (2014), '[Growing restrictiveness or changing selection? The nature and evolution of migration policies](#)', IMI Working Paper Series 96 / DEMIG 22, Oxford: International Migration Institute.
- \*Mayda, A. (2007), '[International migration: A panel data analysis of the determinants of bilateral flows](#)', in *CREAM Discussion Paper Series CDP No 07/07*.
- \*Vezzoli, S., Villares-Varela, M. and de Haas, Hein (2014) '[Uncovering international migration flow data: Insights from the DEMIG databases](#)', IMI Working Paper Series 88 / DEMIG 17, Oxford: International Migration Institute.
- Center for Global Development (2009), '[Migrants Count: Five Steps Toward Better Migration Data](#)', P. A. Santo Tomas and L. H. Summers. Washington, DC, Center for Global Development.
- Nowok, B., Kupiszowska, D. and Poulain, M. (2006), 'Statistics on International Migration Flows', in Perrin, N. and Singleton, A. (eds) *THESIM: Towards Harmonised European Statistics on International Migration*, Presses Univ. de Louvain.
- Özden, Ç., Parsons, C. R., Schiff, M. & Walmsley, T. (2011) "[Where on Earth is Everybody? The Evolution of Global Bilateral Migration 1960–2000](#)." *The World Bank Economic Review* 25(1): 12-56.
- Zlotnik, H. (1999), '[Trends of International Migration since 1965: What Existing Data Reveal](#)', in *International Migration Review*, 37(1) 21-61.

**Week 8: Methods for text analysis** (Evelyn Ersanilli)

*Newspapers, proceedings of parliamentary debates, policy papers and websites are but a few of the wide range of texts that social scientists can use in their research. The range of approaches to analyzing these texts is almost equally diverse. Some methods have a more quantitative orientation and look at frequency of certain terms or combination of terms (this is generally referred to as Content Analysis). The approaches summarized under 'Discourse Analysis' (DA) take texts as part of the production of reality and aim to deconstruct this production. Techniques of 'frame analysis' (Snow and Benford) and 'Political Claims Analysis' (Koopmans and Statham) take an in-between position by both looking at the context in which words are uttered (usually the sentence and surrounding sentences) and quantifying the outcomes of this analysis. In this session we will look at content analysis and frame analysis. We will discuss the role of the researcher in the analysis and relate this to wider debates on the importance of validity and generalizability in social research.*

**Readings:**

- \*Bryman, Alan (2012) Ch 13 Content Analysis, pp 288-308, *Social Research Methods*, 4<sup>th</sup> edition, Oxford: Oxford University Press
- \*Domínguez, M., Pineda, F., & Mateu, A. (2014) ['Life in a nutshell: evolution of a migratory metaphor in Spanish cartoons'](#), *Media, Culture & Society*, (early view)
- \*Michalowski, I. (2011) ['Required to assimilate? The content of citizenship tests in five countries'](#), *Citizenship Studies*, 15:6-7, 749-768
- \*Roggeband, C.M. and Vliegenthart, R. (2007) ['Divergent Framing: The Public Debate on Migration in the Dutch Parliament and Media, 1995-2004'](#), *West European Politics*, 30(3): 524-548.
- Benford, R. D. & D. A. Snow (2000) ['Framing Processes and Social Movements: An Overview and Assessment'](#), *Annual Review of Sociology*, 26:611-639,
- Boomgaarden, H. G. & Vliegenthart, R. (2009) ['How News Content Influences Anti-Immigration Attitudes: Germany, 1993-2005'](#), *European Journal of Political Research*, 48(4): 516-542
- Corbetta, P. (2003) Chapter 'The Use of Documents', 287-308 in *Social Research: Theory, Methods and Techniques*. Sage (available via SRMO)
- Koopmans, R. & P. Statham (1999) ['Political Claims Analysis: Integrating Protest Event and Public Discourse Approaches'](#), *Mobilization*, 4(2): 203-222
- Koopmans, R., P. Statham, M. Giugni, and F. Passy (2005) 'Appendix - The Coding of Political Claims making', 254-265, in *Contested Citizenship. Immigration and Cultural Diversity in Europe*. Minneapolis: University of Minnesota Press
- Koopmans, R., P. Statham, M. Giugni, F. Passy & Th. Duyvené de Wit (2006) ['MERCIS Mobilization on Ethnic Relation Citizenship and Immigration Codebook for the content analysis of Political Claims-Making'](#)
- Snow, D. A. & R. D Benford (1988) Ideology, frame resonance, and participant mobilization, *International Social Movement Research*, 1:197-218
- UNIGE (2010) ['EURISLAM integrated report on media content'](#)