

# SUM 4100: RESEARCH METHODS and PROJECT DESIGN

Course leader: Karen Lykke Syse

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## COURSE OUTLINE AND READINGS

This course will provide students with a broad but thorough understanding of the various methods applied in the field of environment and development. In lectures, workshops, and seminars, the course explains the characteristics of different research methods, the theoretical assumptions behind each, and how they can be put to use in practical contexts. The course also deals with the challenge of doing interdisciplinary research, and of combining methods in a fruitful way. Finally, the course takes up how to design a research project, including formulating interesting research questions and choosing methods that contribute towards answering those. Integrated into the course is a series of workshops that aim to help students produce project descriptions of their master's theses.

The course consists of four series of teaching activities. First, **3 practical workshops** will help students towards the project proposal (which is to be submitted at the end of the course). Second, **3 methodological lectures** take up central overarching questions of theory and methodology, and will provide an overview of the epistemological setting of various research methods. Third, **11 lectures on concrete methods** (two of which deal with mixing methods), form the main body of the course, and will provide insights into the differences, similarities, and overlaps between central methods in the humanities and social sciences. Lastly, **6 seminars** will make room for exercises where the point is to apply and experiment with the various methods introduced in the lectures.

Below is a week-by-week plan of the teaching activities for the course, including the readings for each lecture. The texts marked "readings" are obligatory, and should be read in advance of the given lecture. In addition, each student freely chooses 300 pages, preferably about the method to be used in the master's thesis. The texts marked "additional readings" are suggestions to use as these additional pages. A list of the chosen readings is to be submitted for approval by the course leader by the end of week 45.

## WEEK 33

*Workshop 1: How to Be an Academic*

**Monday 20<sup>th</sup> August 9.00-15.00**

Lecturer: Kristian Bjørkdahl & Karen Syse

This workshop will provide an introduction to the Norwegian academic context, and to academic practice more in general. It will take up standards of academic writing, argumentation, and analysis, as well as reference technique, research ethics, library searches, and more. In addition, it will incorporate a visit from Vitenskapsbutikken, as well as a presentation of SUM's research areas and their respective proposed topics for theses. We will also spend some time setting up colloquia and student presentation seminars.

Readings:

- Booth, Wayne C., Gregory G. Colomb, and Joseph Williams (2008) *The Craft of Research*. Chicago: The University of Chicago Press, pp. 75-181.
- Ortner, Sherry (1973) "On Key Symbols" *American Anthropologist* 75(5): 1338-1346.
- Geertz, Clifford (1973) "Thick Description: Toward an Interpretive Theory of Culture" and "Balinese Cockfight," in *The Interpretation of Cultures*. New York: Basic Books, pp. 3-32 and 412-453.

## WEEK 34

*Methodology Lecture 1: How Do We Inquire about the World?: Debates on Research Methodology*

**Wednesday 22 August 14.15-16.00**

Lecturer: Hal Wilhite

This lecture will begin with a critical discussion of the concept and purpose of research and of the links between epistemology and inquiry. This will be followed by a discussion of disciplinary differences regarding research methodology. Some of the issues that will be taken up: the links between theory and method, sometimes grouped into disciplines, as well as differing treatment across the natural-social science divide (and within the social sciences) of important methodological issues such as objectivity, validity and generalizability.

Readings:

- Moses, Jonathon W. and Knutsen, Torbjørn L. (2007) *Ways of Knowing. Competing Methodologies in Social and Political Research*, pp. 142-197.

Additional readings:

- Smith, Mark J. (1998) "Social Science as a Situated Practice," in *Social Science in Question*. London: Sage, chapter 6 & 7

*Methodology Lecture 2: The Naturalist Approach*

**Friday 24 August 10.15-12.00**

Lecturer: Ingrid Nesheim

The naturalist approach refers to the process of acquiring knowledge about the natural world through observation and experimentation. This lecture will after an introduction to the naturalist approach, present an overview of the different naturalist approaches: experiments, observation, case studies, surveys and statistics.

Readings:

- Moses, Jonathon W. and Torbjørn L. Knutsen (2007) *Ways of Knowing: Competing Methodologies in Social and Political Research*. Basingstoke: Palgrave Macmillan, pp. 53-115 and 142-165.
- Nesheim, Ingrid et al. (2006) "What Happens to Traditional Knowledge and Use of Natural Resources When People Migrate?" in *Human Ecology*, 34(1), pp. 99-131.
- Moe, Jannicke et al. (2002) "Density-Dependent Compensation in Blowfly Populations Give Indirectly Positive Effects of a Toxicant," in *Ecology*, 83(6), pp. 1597-1603.
- Peres, C.A. et. al.(2003): "Demographic Threats to the Sustainability of Brazil Nut Exploitation" in *Science*, 302(5653), pp. 2112-2114.

## WEEK 35

*Research Methods Lecture 1: Why Umberto Eco and Not Michael Foucault? Perspectives on Semiotics and Ideological Constructivism*

**Thursday 28 August 14.15-16.00**

Lecturer: Nina Witoszek

This lecture will discuss and critically compare the approach to culture and the environment as advanced by the semiotic theory and method, and the constructivist school which highlights studies of the relationship between culture and power.

Readings:

- Eco, Umberto (1986) "Travels in Hyperreality," in *Travels in Hyperreality*. Orlando: Harcourt Brace & Co., pp. 1-58.
- Foucault, Michel (1980) "Truth and Power" + "Power and Strategies," in *Power/Knowledge*. New York: Pantheon Books, pp. 109-145.
- Lotman, Yuri (1990) "Semiotic Space" + "The Notion of Boundary," in *Universe of the Mind: A Semiotic Theory of Culture*. New York: I.B.Tauris & Co., pp. 123-142.

Additional readings:

- Solis, Brian (2010) "Foucault and the Defense of Deep Ecology." <http://www.panopticweb.com/2004conference/2.solis.pdf>
- Éric Darier, ed. (1999) *Discourses of the Environment*. London: Blackwell.
- Slavoj Žižek (2006) "Nobody has to be Vile," in *London Review of Books* 28(7). <http://www.lrb.co.uk/v28/n07/slavoj-zizek/nobody-has-to-be-vile>
- Lotman, Yuri (1984) "On the Semiosphere," *Signs Systems Studies (Труды по знаковым системам)* 17, pp. 5–23. <http://www.ut.ee/SOSE/sss/Lotman331.pdf>
- Barthes, Roland (1957) *Mythologies*. Paris: Editions du Seuil.

*Research Methods Lecture 2: How to Do (and Undo) Things with Words: Rhetoric as Theory and Practice*

**Wednesday 29 August 14.15-16.00**

Lecturer: Kristian Bjørkdahl

In this lecture, my objective is to explain what rhetoric is – as practice and as theory. As a practice, "rhetoric" refers to how we use discourse (and other means of persuasion) to communicate and otherwise get along with the other members of our community. As a theory, it refers to a rhetorical epistemology which says that our beliefs are nothing but those uses of discourse *and* that we have no way of evaluating beliefs except through *other* uses of discourse. I explain how this epistemology in turn inspires another practice, that of rhetorical criticism, and show how it can be used as a framework with which to analyze texts and other cultural expressions.

Readings:

- Foss, Sonja K., Karen A. Foss, and Robert Trapp "An Introduction to Rhetoric," in *Contemporary Perspectives on Rhetoric*, 3rd edition. Long Grove: Waveland Press, pp. 1-18.
- Fish, Stanley (1989) "Rhetoric," in *Doing What Comes Naturally*. Durham: Duke University Press, pp. 471-502.
- Charland, Maurice (1987) Constitutive Rhetoric: The Case of the People Quebecois, *Quarterly Journal of Speech*, *Quarterly Journal of Speech*, 73(2), pp. 133-150.
- Spielvogel, Christian (2005) "You Know Where I Stand": Moral Framing of the War on Terrorism and the Iraq War in the 2004 Presidential Campaign, in *Rhetoric and Public Affairs*, 8(4), pp. 549-569.

Additional readings:

- Perelman, Chaim (1990) *The Realm of Rhetoric*. University of Notre Dame Press.

- Bjørkdahl, Kristian (2012) "Is There a Need for a New, an Environmental Rhetoric?," in Kristian Bjørkdahl and Kenneth Bo Nielsen (eds.) *Development and Environment: Practices, Theories, Policies*. Oslo: Akademika.
- Pearce, Kimber Charles (2001) *Rostow, Kennedy, and the Rhetoric of Foreign Aid*. East Lansing: Michigan State University Press.
- Cox, Robert (2010) *Environmental Communication and the Public Sphere*. London: Sage.

### **Seminar 1**

**Friday 31 August 10.15-12.00**

Seminar leader: Martin Lee Müller

This seminar will take up the themes of Witoszek's and Bjørkdahl's lectures. The aim here is to operationalize some of their basic themes through a series of stimulating exercises.

### **WEEK 36**

*Research Methods Lecture 3: Narratology: The Art of Scrutinizing Stories*

**Tuesday 4 September 10.15-12.00**

Lecturer: Thorunn Endreson

This lecture will provide the students with a frame of reference for using narrative techniques and methods in textual analysis, in order to understand, analyze and evaluate texts, both literary and other narrative texts. Narrative theory in a broader context, as a tool for cultural analysis, will also be touched upon.

Readings:

- Fludernik, Monika. 2009. *An Introduction to Narratology*. Routledge: London and New York. Page 1-69.  
[http://mey.homelinux.org/Lit\\_Th/Fludernik,%20Monika/An%20Introduction%20to%20Narratology%20\(32\)/An%20Introduction%20to%20Narratology%20-%20Fludernik,%20Monika.pdf](http://mey.homelinux.org/Lit_Th/Fludernik,%20Monika/An%20Introduction%20to%20Narratology%20(32)/An%20Introduction%20to%20Narratology%20-%20Fludernik,%20Monika.pdf)

Additional readings:

- Bal, Mieke (2009) "Afterword: Theses on the Use of Narratology for Cultural Analysis," in *Narratology: Introduction to the Theory of Narrative*. Toronto: University of Toronto Press, pp. 225-229.
- Carlisle, Janice and Daniel R. Schwartz, eds. (1994) *Narrative and Culture*. Charlottesville and London: University of Virginia Press.
- Genette, Gerard (1983) *Narrative Discourse: An Essay in Method*. Ithaca: Cornell University Press.
- Genette, Gerard (1990) *Narrative Discourse Revisited*. Ithaca: Cornell University Press
- Lothe, Jacob (2000) *Narrative in Fiction and Film: An Introduction*. Oxford: Oxford University Press.

### **Seminar 2**

**Thursday 6 September 10.15-12.00**

Seminar leader: Martin Lee Müller

This seminar will give students a chance to deepen the techniques discussed by Endreson. They will be given practical exercises that will enable them to apply these techniques.

## WEEK 37

No teaching activities this week.

## WEEK 38

*Research Methods Lecture 4: Historian on a Walkabout*

**Wednesday 19 September 14:15-16:00**

Lecturer: Karen Lykke Syse

The cultural historian tries to make sense of the present with an understanding of the past. But what do we perceive? When different people look at one and the same thing, they actually see different things, and this is particularly evident – and important – in questions of nature conservation versus land use and land management. By combining the historical method, life course interviews, ethnography and phenomenology, it is possible to uncover what these differences are. A walk in the woods is more than just an outing – narratives triggered through walks can explain reasoning and actions important to questions of sustainability and present day conservation policy.

Readings:

- Bertaux, Daniel (1981) "From the Life-History Approach to the Transformation of Sociological Practice", in *Biography and Society: The Life History Approach in the Social Sciences*. London: Sage, pp. 29-45.
- Syse, Karen (2001) "Ethics in the Woods," in *Ethics, Place & Environment: A Journal of Philosophy & Geography*, 4(3), pp. 226-234.
- Syse, Karen (2004) "Moving About: Qualitative Methodologies of Landscape Research", in Zoran Roca, Theo Spek, Theano Terkenli, Tobias Plieninger, Franz Höchtl (eds.), *European Landscapes and Lifestyles: The Mediterranean and Beyond*, pp. 323-331.

Additional readings:

- Ehn, Billy and Orvar Löfgren (2009) "Routines – Made and Unmade," in Elizabeth Shove, Frank Trentmann and Richard Wilk, eds., *Time, Consumption and Everyday Life: Practice, Materiality and Culture*, pp. 99 – 114.

## WEEK 39

*Research Methods Lecture 5: From the Classics of Ethnography to Ethnography 2.0*

**Tuesday 25 September 10:15-12:00**

Lecturer: Sidsel Roalkvam

Social anthropology deals with studies of social and cultural systems – or rather of people, things, ideas (beliefs/knowledge) or events, as parts of social and cultural systems. This lecture takes a historical perspective and explores the ethnographic method through five of its characteristics: participant observation, holism, context sensitivity, social description and theoretical connections.

Readings:

- Stuart, Alex (1998) *The Ethnographer's Method*, pp. 1-67.

Additional readings:

- Scheyveyns, Regina and Donovan Storey (2003) *Development Fieldwork*. London: Sage.

*Research Methods Lecture 6: Realistic Ethnography in a Globalizing World*

**Thursday 27 September 10:15-12:00**

Lecturer: Hal Wilhite

This lecture will examine the role of ethnography in a globalizing world. Both multi-sited ethnography and cross-cultural comparison will be discussed. We will take up the strengths and weaknesses of ethnography and the question of how ethnographic methods can be modified to fit research projects with time and budgetary constraints. A case study will be used to highlight how a small scale ethnography can be designed, researched and the results organized into a report or journal article.

Readings:

- Marcus, George E. (1995) "Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography", in *Annual Review of Anthropology*, 24, pp. 95-117.
- Wilhite, H., H. Nakagami, T. Masuda, Y. Yamaga and H. Haneda. (1996) "A Cross-Cultural Analysis of Household Energy Use Behaviour in Japan and Norway," in *Energy Policy*, 24(9), pp. 795-803.

Additional readings:

- Scheyveyns, Regina and Donovan Storey (2003) *Development Fieldwork*. London: Sage, pp. 37-74.
- Okley, Judith (1994) "Thinking through Fieldwork," in Alan Bryman and Robert G. Burgess, eds., *Analyzing Qualitative Data*. London: Routledge, pp. 22-32.

*Seminar 3*

**Thursday 27 September 14:15-16:00**

Lecturer: Cecilie von Hirsch

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## **WEEK 40**

*Research Methods Lecture 7: Elite Interviews: Purpose, Potential, and Pitfalls*

**Wednesday 3 October 14:15-16:00**

Lecturer: Benedicte Bull

The topic of this lecture is the use of economic, political and social elites as informants in research on development and the environment. We discuss how to conduct elite interviews, the potential for achieving reliable information from such interviews and the main theoretical, practical and ethical challenges of this method of data collection.

Readings:

- Aberbach, Joel D. and Bert A. Rockman (2002) "Conducting and Coding Elite Interviews," in *PS: Political Science and Politics*, 35(4), pp. 673-676.
- Berry, Jeffrey (2002) "Validity and Reliability Issues in Elite Research," *PS: Political Science and Politics*, 35(4), pp. 679-682.

- Dexter, Lewis Anthony (2006) "New introduction" + "Chapter 1, Introduction," in *Elites and Specialized Interviewing*. Colchester: ECPR Press/Northwestern University, pp. 1-31.
- Kezar, Adrianna (2003) "Transformational Elite Interviews: Principles and Problems," *Qualitative Inquiry*, 9, pp. 395-415.
- Richard, David O. (1996) "Elite Interviewing: Approaches and Pitfalls," *Politics*, 16(3), pp. 199-204.

Additional readings:

- Welch, Catherine, Rebecca Marschan-Piekkari, Heli Penttinen, Marja Tahvanainen (2002) "Corporate Elites as Informants in Qualitative International Business Research," in *International Business Review*, 11, pp. 611-628.

*Seminar 4: Fieldwork Dilemma Workshop*

**Friday 5 October 9.00-16.00 (Group 1. 9.00-12.00 and Group 2. 13.00-16.00)**

Lecturer: Maren Aase & Cecilie von Hirsch

*Developed by Maren Aase in collaboration with Joakim Fink Graasvold*

When conducting fieldwork, researchers continuously find themselves faced with shifting practical and ethical dilemmas. Why wait with facing these dilemmas until the fieldwork is 'for real'? During this 3 hour informal and easy going training the participants are invited to conduct pilot fieldwork in very different scenarios, all developed from actual fieldwork experience. The purpose of the workshop is: a) to assist students in detecting the specific fieldwork related dilemmas inherent in their own research strategy at an early stage, and b) to initiate a discussion forum on how to deal with various types of fieldwork dilemmas. All you need to bring is yourself, your pen/notebook and an idea about your current MA research interests.

## **WEEK 41**

*Research Methods Lecture 8: Mixed Methods: From Thick Description to Number Crunching*

**Tuesday 9 October 14:15-16:00**

Lecturer: Tanja Winther

Doing research often involves using a combination of methods. By drawing on experiences from a case study, this lecture brings up some of the advantages and challenges of combining quantitative and qualitative methods and discusses how such insights may inform the research process from the research design to the collection of data to the analysis of findings. How do we handle contradictive findings? Keywords: relevance, reliability, validity, reflexivity and the importance of critical assessment of all sources including our own.

Readings:

- Scheyveyns, Regina and Donovan Storey (2003) *Development Fieldwork*. London: Sage, pp. 37-74.
- Winther, Tanja (2008) *The Impact of Electricity: Development, Desires and Dilemmas*. Oxford: Berghahn Books, pp. 1-21.

Additional readings:

- Scheyveyns, Regina and Donovan Storey (2003) *Development Fieldwork*. London: Sage.

## **WEEK 42**

*Workshop 2: Choosing a Research Question (I)*

**Wednesday 17 October 14:15-16:00**

Lecturer: Desmond McNeill

This part of the workshop will begin with an introduction about how a broad topic may be addressed from different perspectives, and using different methods. In preparation, each student will prepare a very brief text (max 50 words) which either describes the topic they may want to study – preferably in the form of a question that they want to answer. This can be very preliminary, and subject to major change.

Readings:

- Booth, Wayne C., Gregory G. Colomb, and Joseph Williams (2008) *The Craft of Research*. Chicago: The University of Chicago Press, pp. 35-75.

## **WEEK 43**

*Workshop 2: Choosing a Research Question (II)*

**Wednesday 24 October 14:15-16:00**

Lecturer: Desmond McNeill

The second part of the workshop will begin with an introduction that further explores the interplay between theory, method, and the phenomenon being studied. For this session, students will be required to draft a rather longer text – maximum 1/2 page – elaborating on their research question.

Readings:

- Booth, Wayne C., Gregory G. Colomb, and Joseph Williams (2008) *The Craft of Research*. Chicago: The University of Chicago Press, pp. 35-75.

## **WEEK 44**

*Research Methods Lecture 9: Introduction to Quantitative Methods*

**Tuesday 30 October 10.15-12.00**

Lecturer: Mònica Guillén

This lecture will give an overview of the different research designs that involve quantitative analysis. It will present the strengths and limitations of the frequently used cross-sectional designs illustrated with examples from real research. The lecture will also address questionnaire design and the most common pitfalls regarding factual and attitudinal questions. In addition, it will introduce sampling methods in social sciences.

Readings:

- Bryman, Alan (2008). "Research Designs" + "Sampling" + Asking Questions," in *Social Research Methods*. Oxford: Oxford University Press, pp. 29-64 and 164-190 and 230-252 (Chapters 2, 7, 10).
- Scheyvens, Regina and Storey, Donovan (2003). *Development Fieldwork*. London: Sage, pp. 37-56.

Additional readings:

- Czaja, Ronald and Blair Johnny (2005) *Designing Surveys: A Guide to Decisions and Procedures*, 2<sup>nd</sup> Edition. Thousand Oaks California: Pine Forge Press.
- Daniel, Johnnie (2012) *Sampling Essentials*. London: Sage.

*Research Methods Lecture 10: Quantitative Data Analysis (I)*

**Wednesday 31 November 10.15-12.00**

Lecturer: Mònica Guillén

The lecture will give an overview of the types of variables commonly used in social science research and the different approaches to analyse them. It will introduce univariate analysis concerning the methods used to explore the characteristics of a variable such as frequencies, diagrams and distribution. The concept of statistical significance will be also discussed in order to understand the logic behind hypothesis testing.

Readings:

- Bryman, Alan (2008). "Quantitative Data Analysis," in *Social Research Methods*. Oxford: Oxford University Press, pp. 313-338 (Chapter 14).
- Field, Andy (2005) "Everything You Ever Wanted to Know about Statistics (Well, Sort of)," in *Discovering Statistics Using SPSS*. London: Sage, pp. 1-36.

Additional readings:

- Gliner, Jeffrey A. Morgan, George A. and Leech, Nancy (2010) *Research Methods in Applied Settings: An Integrated Approach to Design and Analysis*. 2<sup>nd</sup> Edition. Hoe: Routledge.

## **WEEK 45**

Seminar 5: *Introduction to SPSS (I)*

**Tuesday 6 November 14.15-16.00**

Seminar leader: Mònica Guillén

This seminar will introduce the SPSS programme, one of the most popular statistical packages in social sciences. It will go through the programme's interface, data editor, output viewer, syntax, saving outputs and retrieving files. Students will be given short exercises to get acquainted with the programme and start the exploration of data.

Hand out/Readings:

- Field, Andy (2005) *Discovering Statistics Using SPSS*. London: Sage. Chapter 2.
- Miller, R., Acton, C., Fullerton, D. and Maltby, J. (2002) *SPSS for Social Scientists*. New York: Palgrave Macmillan. Chapters 1 and 2.

*Research Methods Lecture 11: Quantitative data analysis (II)*

**Wednesday 7 November 14.15-16.00**

Lecturer: Mònica Guillén

The lecture will draw on the concept of statistical significance introduced in the second lecture to present the most common methods for bivariate analysis such as association, correlation and tests

for comparing means. Parametric and non-parametric tests will be described through examples using real data. In addition, the student will be given an overview of multivariate methods.

Readings:

- Bryman, Alan (2008). "Quantitative Data Analysis," in *Social Research Methods*. Oxford: Oxford University Press, pp. 313-338 (Chapter 14).

Additional readings:

- Field, Andy (2005): *Discovering Statistics Using SPSS*. London: Sage. Chapter 4 and 7.
- Gliner, Jeffrey A. , Morgan, George A. and Leech, Nancy (2010) *Research Methods in Applied Settings: An Integrated Approach to Design and Analysis*. 2<sup>nd</sup> Edition. Hoe: Routledge.
- Gujarati, Damodar N. (2003) *Basic Econometrics*. 4<sup>th</sup> Edition, New York: MacGraw-Hill.

Deadline

**Friday 9 November** – Deadline for submitting list of chosen readings, approximately 300 pages.

*Seminar 6: Introduction to SPSS (II)*

**Friday 9 November 10.15-12.00**

Seminar leader: Mònica Guillén

The seminar will use the SPSS programme to introduce the students to data description and analysis. Exercises involving correlation and comparing two means will be hand out during the class.

Hand out/ Readings:

- Miller, R., Acton, C., Fullerton, D. and Maltby, J. (2002) *SPSS for Social Scientists*. New York: Palgrave Macmillan. Chapter 2.
- Field, Andy (2005): *Discovering Statistics Using SPSS*. London: Sage. Chapter 3,4 and 7.

## **WEEK 46**

Deadline

**Monday 12 November** – Deadline for submitting draft of project proposal for next week's workshop, 1<sup>st</sup> group.

**Wednesday 14 November** – Deadline for submitting draft of project proposal for next week's workshop, 2<sup>nd</sup> group.

*Methodology Lecture 3: Mess – not Method?, or, The Danger of Knowing What You Are Looking For*

**Thursday 15 November 10.15-12.00**

Lecturer: Karen Lykke Syse & Kristian Bjørkdahl

Readings:

- Löfgren, Orvar (1990) "The Danger of Knowing What You Are Looking For," in *Ethnologia Scandinavica*, 20, pp. 3-15.
- Law, John (2003) "Making a Mess of Method." Lancaster: Centre for Science Studies, pp. 1-12.
- Rorty, Richard (1991) "Texts and Lumps," in *New Literary History*, 39(1), pp. 53-68.

## **WEEK 47**

*Workshop 3: Project Proposal Design*

**Monday 19 November 09:15-15:00** and **Wednesday 21 November 09:15-16:00**

Lecturer: Cecilie von Hirsch

This workshop will consist in student presentations of project proposals in first draft. At this point, students should have at least 5-7 pages written out, and the point of the workshop is to critique the relevance, feasibility, and potentials of each project. Project proposal drafts will be distributed in advance, and students are asked to read and prepare comments to their fellow students' proposals. The class will be divided in two groups (approximately 10 students in each class), and *each student should sign up for one of the two workshops dates.*

1. All students will be asked to prepare a text (a first draft of project design – approximately 5-7 pages) to be handed in *one week before the workshop*. All students should circulate their project designs to the other students who have signed up for the same workshop (to be uploaded in 'Fronter').
2. Every student will be expected to read all the project designs of those who have signed up for the same workshop and to prepare 1-2 constructive comments on each project design.
3. Every student will be assigned a role as *a main opponent to another student's text* and will be expected to present a critical discussion of the project design in the workshop and offer constructive comments towards ways of improving the design/narrowing down the focus etc. *We will spend 20 minutes on each text, (10 minutes for the opponent and 10 minutes for class discussion).* As it is expected that every student is familiar with all the texts of the workshop he/she attends, we will not spend any time on restating the content of the texts, *but the opponents will approach the project designs critically.*

The project design should include the following:

1. Formulation of the central research questions
2. Rationale for the choice of topic (how can your research benefit for example development and environment research and who is your research aimed at?)
3. Theoretical approaches
4. Methods/Methodological approaches, preferably also regional contextualization of your research project
5. Ethical approaches
6. Time frame, including information and reflections on fieldwork if relevant
7. References

## **WEEK 49**

3 day home exam (10 pages); handed out 3 December at 10 AM in Fronter, to be submitted by 6 December at 2 PM in Fronter.

## **WEEK 51**

Students submit project proposals (10 pages) by Monday 17 December at 2 PM in Fronter.

