



**UNSW**  
SYDNEY

Australia's  
Global  
University



## **INST2003**

Research Methods in International Studies

Semester One // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Rebecca Cross	r.cross@unsw.edu.au	Email for appointment		0405 707 756

#### Tutors

Name	Email	Availability	Location	Phone
Charishma Ratnam	c.ratnam@unsw.edu.au	Email for appointment		
Caitlin Buckle	c.buckle@unsw.edu.au	Email for appointment		

### School Contact Information

School of Humanities and Languages

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Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Academic Information**

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *International Studies*

This course will equip you with a set of research method skills. The course focuses on teaching 'how' to undertake and analyse research methods through experiential learning and the use of contemporary and familiar case study examples of research topics relevant to international studies. We will get out of the classroom and practice what we are learning. The course will introduce both traditional methods (for example, discourse analysis, surveys and interviews) as well as innovative methods that draw on the affective turn as well as digital ethnography (for example, embodied observation, sonic movement, photo elicitation and geo-tagging). Underpinning this tuition of research methods is the rationale for generating data through research methods in the first place. All research undertaken with people in international landscapes will involve research methods to understand the interactions, mobilities, modifications, attachments and feelings to, and about those landscapes. This course will equip you with the skills to conduct research methods yourself but it will also develop your awareness of how the data you use is generated, as well as providing the contextual foundation in research ethics and researcher positionality.

### At the conclusion of this course the student will be able to

1. Apply knowledge and skills of a broad range of social research methods in a field setting;
2. Demonstrate how research methods are discussed and utilised in relation to contemporary debates in international studies;
3. Recognise the ethical, political, cultural and social implications of conducting research
4. Synthesise knowledge from lectures and workshops to experiential knowledge gained through fieldwork
5. Analyse, use and effectively communicate primary and secondary source data in essays, presentations and research reports
6. Identify the strengths and weaknesses of different research methodologies and distinguish the most culturally, socially and politically applicable research method

### Teaching Strategies

The teaching strategy comprises one 1 hour of lecture and one 2 hour method workshop, together with a varied assessment strategy.

The lectures will be presented in formal style but questions and debate will be encouraged and indeed

built into the lecture structure. The lectures will introduce the weekly method focus through the use of a case study approach such that a real world example of a research question will be provided and the method for examining this research question will be discussed.

The two-hour workshop will be integral to the pedagogy of teaching the research methods. The workshop structure is predicated on Kolb's\* experiential learning cycle where 'knowledge is created through the transformation of experience' (Healy and Jenkins, 2000:185). The workshop will be designed with the explicit focus of engaging students in the practice of conducting research methods and analyzing data generated from this practice.

In the first hour of each workshop the instructor will explain the method and the practical task, and will then guide students' practice of this method. Depending on the workshop exercise and the method theme, the first hour will either be conducted on campus, in the suburbs surrounding campus, or in the allocated CATS room using the computer facilities. The workshops will require preparatory reading of the method in question and the context. In the second hour of the workshop the class will discuss 'what to do' with the data generated, the challenges of data collection, ethical issues, and processes of analysis. Depending on the method theme, this second hour of analysis will either be conducted using data analysis programs on the lab computers or will be discussed and hand written.

## Assessment

- Both essays require a minimum of 15 academic references.
- Harvard referencing style should be used in your assignments.
- Assessments will be introduced in the first lecture. The migrant essay will be further outlined in the week 5 workshop on interviewing and the photo essay will be outlined in the week 7 workshop on visual methods.
- Each week you will need to complete a workshop reflection and the workshop task. You will need to assess any peer-assessable tasks assigned to you in between workshops as well. This will be further discussed in Week 1.

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Migrant Ways of Living (Interviewing Essay)	30%	13/04/2018 12:00 AM	1,2,3,4,5,6
Public Space and the Streetscape (Photographic or observation essay)	30%	18/05/2018 12:00 AM	1,2,3,4,5,6
Workshop Diary	40%	Not Applicable	1,2,3,4,5,6

## Assessment Details

### Assessment 1: Migrant Ways of Living (Interviewing Essay)

**Start date:** Not Applicable

**Length:** 2500

**Details:** This assessment requires the student to critically analyse forms of migrant living using the skills they have learnt in the Interviewing Workshops and Lecture in essay form. The essay will be 2500 words in length. Students receive written feedback.

**Submission notes:** Please submit your essay through turnitin before midnight on Friday 13th April

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Assessment 2: Public Space and the Streetscape (Photographic or observation essay)

**Start date:** Not Applicable

**Length:** 2500

**Details:** Public space and the streetscape - Photographic essay OR Observation Essay This assessment requires students to think critically about the street as a place and space that 'symbolises public life, with all its human contact, conflict and tolerance' (Boddy 1992:123). Students have the option

of choosing to either undertake an observation exercise or to use visual methods to collect data for their essays. The essays will be 2500 words in length. Students receive written feedback.

**Submission notes:** Please submit this assignment on turn-it-in before midnight on Friday 18th May

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### **Assessment 3: Workshop Diary**

**Start date:** Not Applicable

**Details:** Each student is required to keep a workshop diary (using the workshop function in Moodle). The diary will comprise two sections. The first section will contain a reflexive summary of each week's workshop exercise (max. 300 words per summary). The second component will comprise a workshop exercise detailed in the second hour of the workshop, which will involve data analysis and will require students to post their results on Moodle. The length and structure of this second component will vary depending on the method being instructed. Students will need to complete this workshop exercise for each of the ten content workshops. Student will need to choose six of the 10 workshop to be assessed by course staff. Students receive written feedback. The remaining four workshops will be peer assessed. The peer assessment will be conducted anonymously. Each workshop, then comprises 4% of the total grade. While feedback for these assessments will be provided on a weekly basis, this assessment is the final assessment for attendance purposes.

**Submission notes:** The workshops tasks and reflections will be due weekly (before your next workshop). These will be submitted on moodle. Due to 2 public holidays this semester, the workshops which will be tutor assessed or peer assessed have been decided for you - this breakdown will be available in the assessments tab on moodle.

**Turnitin setting:** This is not a Turnitin assignment

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,



\* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

# Course Schedule

[View class timetable](#)

## Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	<p><b>Introduction</b></p> <p>Course introduction</p> <p>Quantitative vs Qualitative data</p> <p>Introduction to assessment tasks</p>
	Tutorial	No tutorial week 1
Week 2: 5 March - 11 March	Lecture	<p><b>Designing research methods I: Thinking ethically</b></p> <p>Ethical research – power and knowledge, participant rights</p> <p>Indigenous knowledges and decolonising methodologies</p> <p>Ethics applications</p>
	Tutorial	<p><b>Applying ethics to research</b></p> <p>What is ethical practice? (Film: Stanford Prison Experiment)</p> <p>Ethics committee: ethical considerations and integrity at UNSW</p> <p>Task: Reflexivity/Positionality statements</p>
Week 3: 12 March - 18 March	Lecture	<p><b>Designing research methods II: thinking strategically</b></p> <p>What is a research question?</p> <p>Asking questions (how do we ask questions and analyse the information we get?)</p> <p>Sampling, populations, site selection</p>
	Tutorial	<p><b>Designing research</b></p> <p>Group task: justifying site selection, target groups, sampling sizes and research boundaries</p>
Week 4: 19 March - 25 March	Lecture	<p><b>Surveying</b></p> <p>Online, hard copy, mail, in person</p>

		Socio-economic benchmarking
	Tutorial	<b>Survey Design</b> Task: Using digital survey data collection methods (Commcare)
Week 5: 26 March - 1 April	Lecture	<b>Interviewing</b> Structured, semi-structured, unstructured, oral histories Focus groups Ethnography
	Tutorial	<b>Interview Design</b> Migrant interviewing assessment task outlined Collecting, analysing, distilling and reproducing the words of others Task: Interviewing your peers (PLEASE NOTE: Friday tutorial falls on a public holiday - students in this tutorial will either need to attend another tutorial that week OR complete the workshop online before the next tutorial)
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Lecture	<b>Observation as a methodology</b> Participant observation, embodied observation, auto-ethnography, taking field notes
	Tutorial	<b>Layers in the landscape</b> Task: Observing the uniscape
	Assessment	Migrant interview essay due <b>before midnight Friday 13th April</b>
Week 7: 16 April - 22 April	Lecture	<b>Visual methods</b> Photo elicitation, photo replication, digital ethnography ie geo-tagging, participatory methodologies
	Tutorial	<b>Using photos as evidence</b> Photo essay outlined Participatory photography task
Week 8: 23 April - 29 April	Lecture	<b>Discourse analysis and media content analysis</b>
	Tutorial	<b>Coding qualitative data</b>

		<p>Latent and manifest coding – using Nvivo to analyse social media data</p> <p>(PLEASE NOTE: Wednesday tutorial falls on a public holiday - students in this tutorial will either need to attend another tutorial that week OR complete the workshop online before the next tutorial)</p>
Week 9: 30 April - 6 May	Lecture	<p><b>Network analysis</b></p> <p>Stakeholder engagement, Actor-network theory, Social Network Analysis</p>
	Tutorial	<p><b>Mapping Social networks</b></p> <p>Group Task: Social Network Analysis task</p>
Week 10: 7 May - 13 May	Lecture	<p><b>Mobile methods</b></p> <p>Walking interviews, emplaced methods, sound walking</p>
	Tutorial	<p><b>Mobile methods in Randwick</b></p> <p>Sound walking task</p> <p>AND</p> <p>Retail Assessment task</p>
Week 11: 14 May - 20 May	Lecture	<b>Quantitative data analysis</b>
	Tutorial	<p><b>Analysing survey data using SPSS</b></p> <p>Task: Analysing data collected in the Commcare app</p>
	Assessment	Photographic essay due <b>before midnight on the 18th May</b>
Week 12: 21 May - 27 May	Lecture	<p><b>Research methods review</b></p> <p>Review and return to issues of positionality, ethics, selection and sampling</p> <p>Research design: Mixed methods, participatory action research (PAR), iterative evaluation, developing new methodologies</p>
	Tutorial	<p><b>Writing up your methods</b></p> <ul style="list-style-type: none"> <li>• Background to methodological approach</li> <li>• Reflexivity</li> <li>• Site selection</li> <li>• Participant selection</li> <li>• Data collection</li> <li>• Data analysis</li> </ul>

		• Limitations of the study
Week 13: 28 May - 3 June	Lecture	No lecture week 13
	Tutorial	Course wrap-up  Group task: Systems mapping/rich picture generation

# Resources

## Prescribed Resources

There are no prescribed texts for this course

## Recommended Resources

### WEEK 1:

- **Mason, J.** 2002. *Qualitative Researching*, 2nd Edition, Sage Publications: Great Britain.
- **Walliman, N.** 2006. *Social Research Methods*, Sage Publication: London.
- **Hay, I.** 2005. *Qualitative Research Methods in Human Geography*, 3rd Edition, Oxford University Press: Singapore.
- **Silverman, D.** 2013. *A Very Short, Fairly Interesting and Reasonably Cheap Book About Qualitative Research*, Croydon: Sage Publications
- **Bryman, A.** 2016. *Social Research Methods*, 5<sup>th</sup> Edition, Oxford University Press; UK

### WEEK 2:

- **Walliman, N.** 2006. *Social Research Methods*, Sage Publication: London. Read Chapters 7 and 8: 'Sampling' and 'Data Collection Methods', pp75-100.
- **Smith, L.T.** 2012. *Decolonizing Methodologies: Research and Indigenous Peoples*, Zed Books; London, UK
- **Cannella, G.S. & Lincoln, Y.S.** 2011. Ethics, research regulations, and critical social science. *The Sage handbook of qualitative research*, 4, pp.81-90.
- **Ackerly, B. & True, J.** 2008. Reflexivity in Practice: Power and Ethics in Feminist Research on International Relations, *International Studies Review*, 10(4): 693-707

### WEEK 3:

- **Anthony Giddens et al.** - Asking and Answering Sociological Questions." In *Introduction to Sociology*, pp. 32-54. New York: Norton, 2012.
- **Braburn, N., Sudman S. & Wansink, B.** (2004) Asking Questions and Thinking about Answers (Chapters 1, 2 & 3)
- **Kemper, E.A., Stringfield, S. and Teddlie, C.,** 2003. Mixed methods sampling strategies in social science research. *Handbook of mixed methods in social and behavioral research*, pp.273-296.

### WEEK 4:

- **Preston, V.,** (2008) 'Questionnaire Surveys', in Kitchen, R., and Thrift, N., (eds) *International Encyclopedia of Human Geography*, pp 46-51.
- **De Vaus.,** (1991) *Surveys in Social Research*, Allen & Unwin, 3<sup>rd</sup> Ed, London

### WEEK 5:

- **Minichello, V., Aroni, R., and Terrence, H.,** (2008) *In-Depth Interviewing*, 3<sup>rd</sup> Edition, Pearson Education: Sydney. Read Chapter 4: 'The Interview Process' (pp77-93).
- **Dunn, K.M.D.,** (2000) 'Interviewing', in Hay, I., (ed) *Qualitative Research Methods in Human*



Geography, Oxford University Press: Singapore, pp 50-81.

- **Cope, M.**, (2005) 'Coding Qualitative Data', in Hay, I., (ed) *Qualitative Research Methods in Human Geography*, 2<sup>nd</sup> Edition, Oxford University Press: Singapore, pp 223-233.
- **Mason, J.**, (2002) *Qualitative Researching*, 2<sup>nd</sup> Edition, Sage Publications: Great Britain. Read Chapter 8: 'Organising and Indexing Qualitative Data' (pp147-172)
- **Crang, M., and Cook, I.**, (2007) *Doing Ethnographies*, Sage Publications: Wiltshire. Read Chapter 8: 'Analysing field materials', pp 131-146.
- **Baralt, M.**, (2012) 'Coding Qualitative Data', in Mackey, A., and Gass, S., (eds) *Research Methods in Second Language Acquisition: A Practical Guide*, Blackwell Publishing, pp 222-244.

#### WEEK 6:

- **Kearns, R.**, (2005) in 'Seeing with Clarity: Undertaking Observational Research' in Hay, I., (ed) *Qualitative Research Methods in Human Geography*, 3rd Edition, Oxford University Press: Singapore, pp 241-285.
- **DeWalt, K.M. & DeWalt, B.R.** 2011. *Participant Observation: A guide for fieldworkers*, AltaMira Press; US

#### WEEK 7:

- **Mason, J.** 2002. *Qualitative Researching*, 2nd Edition, Sage Publications: Great Britain. Read Chapter 6: 'Using Visual Methods and Documents' (pp103-119)
- **Rose, G.**, (2007) *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*, 2<sup>nd</sup> Edition, Sage Publications: Wiltshire. Read Chapter 4: 'Content Analysis: Counting what you (think you) see' (pp 59-73)
- **Suchar, C.**, (2004) 'Amsterdam and Chicago: Seeing the Macro-Characteristics of Gentrification', in Knowles, C., and Sweetman, P., (eds) *Picturing the Social Landscape: Visual Methods and the Sociological Imagination*, Routledge: Devon, pp 147-165.
- **Cornwall, A. and Jewkes, R.**, 1995. What is participatory research? *Social science & medicine*, 41(12), pp.1667-1676.
- **Packard, J.**, 2008. 'I'm gonna show you what it's really like out here': the power and limitation of participatory visual methods. *Visual studies*, 23(1), pp.63-77.

#### WEEK 8:

- **Rose, G.** 2012. *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*, 3<sup>rd</sup> Edition, Sage Publications: Wiltshire. Read Chapter 8: 'Discourse Analysis I: Text, intertextuality and Context', pp169-226.
- **Dixon, T.** 2000. A Social Cognitive Approach to Studying Racial Stereotyping in the Mass Media. *African American Research Perspectives*, 6 (1), 60–68.
- **Fujioka, Y.** 1999. Television Portrayals and African-American Stereotypes: Examination of Television Effects When Direct Contact Is Lacking. *Journalism and Mass Communication Quarterly*, 76 (1), 52–75.
- **Sanson, A., et al.**, 2000. *Media Representations and Responsibilities: Psychological Perspectives*. Carlton: Australian Psychological Society

#### WEEK 9:

- **Carrington, P.J., Scott, J. and Wasserman, S.** eds., 2005. *Models and methods in social network analysis* (Vol. 28). Cambridge university press.
- **Prell, C., Hubacek, K. and Reed, M.**, 2009. *Stakeholder analysis and social network analysis in*

natural resource management. *Society and Natural Resources*, 22(6), pp.501-518.

- **Scott, J.** 2017. *Social Network Analysis*, 4<sup>th</sup> Edition, Sage; London, UK

#### WEEK 10:

- **Grasseni, C.**, (2012) 'Community Mapping as Auto-Ethno-Cartography, in Pink, S., (ed) *Advances in Visual Methodology*, Sage Publications: India, pp 97-112.
- **Degen, M.M., and Rose. G.**, (2012) The Sensory Experiencing of Urban Design: The Role of Walking and Perceptual Memory, *Urban Studies*, 49 (15): 3271–3287.
- **Fink, J.**, (2012) Walking the neighbourhood, seeing the small details of community life: Reflections from a photography walking tour, *Critical Social Policy*, 32(1): 31-50.
- **Buescher, M., and Urry, J.**, (2009) Mobile Methods and the Empirical, *European Journal of Social Theory*, Vo 12(1): 99-116.

#### WEEK 11:

- **Bryman, A.** 2016. *Quantitative Data Analysis, Social Research Methods*, 5<sup>th</sup> edition, Oxford University Press, UK, pp. 329-350
- **Bryman, A.** 2016. *Using IBM SPSS statistics, Social Research Methods*, 5<sup>th</sup> edition, Oxford University Press, UK, pp. 352-370

#### WEEK 12:

- **Bryman, A.** 2016. *Mixed methods research: combining quantitative and qualitative research, Social Research Methods*, 5<sup>th</sup> edition, Oxford University Press, UK, pp. 634-659
- **Seawright, J.** 2016. *Multi-Method Social Science: Combining qualitative and quantitative tools*, Cambridge University Press, UK
- **Hesse-Biber, S.N. and Leavy, P.** 2010. *Handbook of emergent methods*. Guilford Press.
- **Kindon, S., Pain, R. and Kesby, M.** 2008. Participatory action research, *International encyclopaedia of human geography*, Elsevier, pp. 90-95.
- **Pain, R., Finn, M., Bouveng, R. and Ngobe, G.**, 2013. Productive tensions—engaging geography students in participatory action research with communities. *Journal of Geography in Higher Education*, 37(1), pp.28-43.
- **Burawoy, M.** 1998. "The Extended Case Method"- *Sociological Theory*, 16(1): 4-33

## Course Evaluation and Development

This is the first time this unit of study has been run. We will work through workshop tasks together and student workshop reflections will provide feedback on how the course is progressing and will be used to make improvements in the student learning experience.

## Image Credit

Synergies in Sound 2016

## CRICOS

CRICOS Provider Code: 00098G