



**CMP Research Project 2011-2012  
Syllabus**

**Christien Klaufus and Annelou Ypeij**

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**Introduction**

The CMP Research Project forms the core of the CMP programme. The research project, which starts immediately after the introduction course, ranges over 13 months and is built up of three stages. Stage 1 encompasses the preparatory fieldwork course and the writing of a research proposal. Stage 2 encompasses carrying out fieldwork research and writing two fieldwork reports. Stage 3 encompasses the post-fieldwork course and writing your MA thesis. For stages 1 and 2, evaluations are made based on the assignments handed in. In stage 3 a grade is given for your thesis. Forty credits are given for the completed research project. The structure of the segments and distribution of the credits are as follows:

Stage 1	Stage 2	Stage 3	
Nov-Apr	May-Aug	Sep-Oct	Nov-Dec
Preparatory fieldwork course Research proposal 5 credits	Fieldwork Two fieldwork reports 5 credits	Post-fieldwork course (Work on thesis) 5 credits	Thesis 25 credits

In this syllabus the three stages of the research project are described. What will be discussed during the classes, which assignments should be done, and how you will be evaluated is indicated per stage. CEDLA provides fieldwork scholarships to students under certain conditions, and these conditions will also be described here.

## **Stage 1: Preparatory Fieldwork Course and Research Proposal**

Coordinators: Dr. Christien Klaufus and Dr. Annelou Ypeij

Period: November 2011 – April 2012

First class: Thursday 3 November 2011

Time: 10.00 – 13.00 hours

Evaluation: 4 assignments (50% together) and research proposal (50%)

Credits: 5

### **Description**

The course “Preparatory Fieldwork Course and Research Proposal” is meant to prepare students for their fieldwork research in Latin America. During classes, attention will be paid to the basic theoretical points, the methodological elaboration of research questions, and the operational aspects of conducting research in Latin America. Different research methods from various disciplines will be treated. Students will deepen the socio-academic aspects of their research area through workgroups. The research proposal will be discussed and its segments elaborated in an interdisciplinary environment.

The course starts immediately after the CMP Introduction Course (AC1). It is intensive and should lead to the demarcation of a thesis subject and the definitive choice of a supervisor in December 2011. From January to April 2012 a period of individual supervision will be given singly or in groups (depending on how many students a supervisor will supervise). In scheduled meetings your progress will be evaluated and possible problems will be discussed.

CMP students are explicitly encouraged to make use of the opportunity to participate in the CEDLA staff members' current research projects. Groups may also be formed per supervisor in this way.

### **Literature**

Low, Setha M. (2000) 'Chapter 7: Constructing Difference'. In: *On the Plaza. The Politics of Public Space and Culture*, Austin: University of Texas Press, pp.: 155-170.

Menéndez, Susana (1997) *En búsqueda de las mujeres. Percepciones sobre género, trabajo y sexualidad, Buenos Aires 1900-1930*, Amsterdam: CLAS, pp. 63-92.

Nencel, Lorraine (2005) 'Feeling Gender Speak: Intersubjectivity and Fieldwork Practice with Women Who Prostitute in Lima, Peru', *European Journal of Women's Studies* 12(3): 345-361 (16pp).

Scheff, Thomas J. (2007) 'Microsociology', in: *Encyclopedia of Sociology*, London: Blackwell, e-doc: <http://www.soc.ucsb.edu/faculty/scheff/main.php?id=60.html>

## Classes and Assignments

Each class is made up of a content-theoretical segment and skills-learning segment in which the practical issues of the research proposal are discussed. The literature should be read prior to certain classes.

Students carry out seven assignments individually in which they elaborate the segments of their research proposal. These should be handed in on Blackboard. The assignments 2, 3, 4, and 5 are graded. The average forms 50 per cent of the grade of stage 1.

Date	Research Staff	Subject	Literature
3 Nov	Annelou Ypeij Christien Klaufus Fabio de Castro	1 Introduction: CMP conducting research in Latin America  Hand-out assignment 1: Thinking up a good research question	
8 Nov		<i>Deadline assignment 1</i>	
10 Nov	Christien Klaufus Annelou Ypeij	2 Epistemology and multidisciplinary research  Hand-out assignment 2: Analysing a doctoral thesis	No obligatory literature; find a doctoral thesis and read it for Assign. 2
15 Nov		<i>Deadline assignment 2</i>	
17 Nov	Arij Ouweneel Christien Klaufus	3 Micro-research and use of visual material  Hand-out assignment 3: Making an observation	Scheff (2007) Low (2000)
22 Nov		<i>Deadline assignment 3</i>	
24 Nov	Michiel Baud Christien Klaufus	4 Archive research, and use of oral sources  Hand-out assignment 4: Operationalizing core concepts	Menéndez (1997)
29 Nov		<i>Deadline assignment 4</i>	
1 Dec	Barbara Hogenboom Annelou Ypeij	5 Anthropological research and systematic use of interviews and observations  Hand-out assignment 5: Doing an interview or mini-survey	Nencel (2005)
6 Dec		<i>Deadline assignment 5</i>	
8 Dec	Pitou van Dijck Annelou Ypeij	6 Quantitative research and data systems  Hand-out assignment 6: Usefulness of quantification for own research	Literature will be handed out during the class
13 Dec		<i>Deadline assignment 6</i>	
15 Dec	Mijke de Waardt Annelou Ypeij	7 Seminar writing research proposal  Hand-out assignment 7: Presentation of the preliminary research proposal (incl. theoretical framework)	Pick articles for your theoretical framework
20 Dec		<i>Deadline assignment 7</i>	
22 dec	Christien Klaufus	8 Research presentation of a former CMP student	-

## **1. Introduction: Conducting CMP Research in Latin America**

*Date: 3 November 2011*

*Research staff: Christien Klaufus, Annelou Ypeij, and Fabio de Castro*

- Introduction on conducting research in Latin America.
- Conducting research based on a case study and comparative research.
- Fieldwork experiences as a Western researcher in Latin America.
- Explanation of the remainder of the course and choice of supervisor.
- Explanation of the CMP thesis protocol.
- Discuss what a research proposal should look like (evaluation criteria).

Explanation of **assignment 1: Thinking up a good research question.**

Formulate a central question/ problem statement for your research and elaborate it in a few sub-questions that could serve as indicators for your thesis chapters (1 page).

Deadline: **Tuesday 8 November 2011 before 17.00 hours**

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## **2. Epistemology and multidisciplinary research**

*Date: 10 November 2011*

*Research staff: Annelou Ypeij and Christien Klaufus*

- Premises of multidisciplinary research and dissimilarity with interdisciplinary research; relevance for Latin America studies.
- Retrieving knowledge from different disciplinary approaches.
- Use of quantitative and qualitative research methods and triangulation.

Discussion of assignment 1

Explanation of **assignment 2: analysing a doctoral thesis**

Choose a doctoral thesis relevant to your research topic, read it, and indicate what you think of the theoretical and methodological set-up, and how this is useful to sharpen your own research proposal (1 page).

Deadline: **Tuesday 15 November 2011 before 17.00 hours**

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## **3. Micro-research and use of visual material**

*Date: 17 November 2011*

*Research staff: Arij Ouweneel and Christien Klaufus*

- Theory and premises of micro-research;
- Use of visual material (photos, videos, movies, etc.) as data.

Discussion of assignment 2

Explanation of **assignment 3: making observations.**

Pick a well-defined public space in Amsterdam (park, market, station) and observe what happens in that space for an hour.

(1) Describe the space;

(2) Count the visitors present for fifteen minutes and show the results in terms of sex and age group (if possible, in a table);

(3) Observe the behaviour of the visitors present during the next forty-five minutes and illustrate it in a "behavioural map", as described by Low (2000).

Deadline **Tuesday 13 December 2011 before 17.00 hours**

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## **4. Archive research and the use of oral sources**

*Date: 24 November 2011*

*Research staff: Michiel Baud and Christien Klaufus*

- How to treat oral sources;
- Criticism of source;
- Verifiability of data;
- Analysis of the spoken word.

Discussion of assignment 3

Explanation of **assignment 4: operationalizing core concepts.**

Operationalize the core concepts of your research question/problem statement in such a way that you can research them using an applicable research method (1 page).

Deadline: **Tuesday 29 November 2011 before 17.00 hours**

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## **5. Anthropological research and the systematic use of interviews and observations**

*Date: 1 December 2011*

*Research staff: Barbara Hogenboom and Annelou Ypeij*

- Explanation of the premises of anthropological research and research ethics.
- Systematic use of interviews and observations.

Discussion of assignment 4

Explanation of **assignment 5: doing a mini-survey or interview**

Part 1: Compose an open-ended or closed list of questions for an in-depth interview with one person or a survey of five people. Motivate the choice of the questionnaire or survey using the chosen research method. Think about how and in what order you want to discuss the topics.

Part 2: Conduct an interview or mini-survey based on the first part of this assignment. Pick people who would be interesting for your research. If it is an open interview, transcribe one part of the interview (10 minutes max), label the most important quotes and interpret them. If you choose the mini-survey, quantify your results and place them in their social context.

Deadline **Tuesday 6 December 2011 before 17.00 hours**

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## **6. Quantitative research and data systems**

*Date: 8 December 2011*

*Research staff: Pitou van Dijck and Annelou Ypeij*

Theory and premises of quantitative research (Imke Harbers, Pitou van Dijck), and working with existing data systems. Attention will be given to the lack of knowledge of the surveyed and the impact of (conscious) lying. During the class relevant literature will be handed out.

Discussion of assignment 5

Explanation **assignment 6: use of quantification for your own research.**

Based on class materials, students will be asked to analyse:

- (1) What quantification could mean in relation to your own research;
- (2) What the implications are if you do *not* quantify;
- (3) *How* you could quantify your research.

Deadline **Tuesday 22 November 2011 before 17.00 hours**

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## **7. Seminar on writing a research proposal**

*Date: 15 December 2011*

*Research staff: Mijke de Waardt and Annelou Ypeij*

Seminar in which the elaboration of the research proposal is worked on based on the research question/problem statement (assignment 1), the operationalization (assignment 4), and the theoretical concepts relevant to your research.

Discussion of assignment 6

**Explanation of assignment 7: writing a preliminary research proposal.**

Write the first draft of your research proposal composed of an introduction, research question, theoretical framework, and research methods. Find three relevant articles or chapters to your theoretical framework.

Deadline **Tuesday 20 December 2011 before 17.00 hours**

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**8. Presentation of research by a former CMP student**

*Date: 22 December 2011*

*Research staff: Christien Klaufus*

A former CMP student will talk about his/her research, specifically about the research question(s), the theoretical framework and the research findings.

Discussion of assignment 7 by short presentations of the research proposals.

Explanation of the individual finalization of the research proposal process, and choice of supervisor.

**Individual elaboration of the research proposal and presentations**

In the period January-March 2012 the students work individually or in groups with their supervisor(s) on their final research proposals. There are two rounds of presentations in which students present their proposals to the full staff.

**1. Presentations preliminary research proposals**

Date: Tuesday 10 January 2012: 10.00 – 12.30

Presentations of preliminary research proposals to CEDLA staff members. Each CMP student prepares a short presentation (max. 10 minutes).

**2. Presentations final research proposals**

Date: Tuesday 6 March 2012: 10.00 – 12.30

Presentations of final research proposals within the CMP group (six CMP students, Dr. C. Klaufus and Dr. A. Ypeij).

The final research proposals will be graded by the supervisors. This grade forms 50 percent of the final grade of stage 1.

**!! ABSOLUTE DEADLINE TO HAND IN RESEARCH PROPOSAL: 1 APRIL 2012 !!**

### **Guidelines Research Proposal**

The 8 to 10-page research proposal (3000 words) consists of:

- A working title;
- A description of the topic and the aim of the thesis (including motivation, academic and social relevance, and why the research can lead to new insights);
- A research question and/or hypothesis;
- A description of definitions and use of theory, and the way they will be used in the analysis (analytical framework);
- A set-up of the fieldwork research, including the type of data that will be collected, method(s) that will be used, operationalization, and contacts that have been made with people and institutions on the site;
- A detailed and well-thought out (preliminary) table of contents of the thesis to be written (chapters and possibly sections);
- Preliminary bibliography (of references);
- A time schedule for fieldwork and writing the thesis;
- A budget.

### **Evaluation criteria of the research proposal**

- The academic and social relevance of the research topic is adequately structured;
- The research question/problem statement is clearly formulated and well-delineated;
- The innovative character of the research is clearly formulated;
- The theories and definitions used are operationalized in researchable topics;
- The chosen research methods fit with the research question and theoretical framework;
- The execution of the research is doable in the set time period, the set location, and with the available means.

### **CMP Research Scholarship**

As soon as the research proposal has been approved of by the supervisor(s) and the student has obtained 40 credits from his/her completed courses, a research scholarship of €1000 can be applied for provided the student leaves for fieldwork before 1 June. Seventy per cent (€700) will be paid before fieldwork. The remaining thirty per cent (€300) can be applied for upon timely return from the fieldwork after the supervisor(s) have received and approved the fieldwork report.

## **Stage 2: Fieldwork**

Coordinators: Dr. Christien Klaufus and Dr. Annelou Ypeij

Period: June-August 2012

Evaluation: each fieldwork report will be graded by the supervisor. Based on a good evaluation the second part of the research scholarship can be applied for.

Credits: 5

### **Description**

During and after the fieldwork period, students write a report on how the research activities went and the insights they got from them.

Upon their return from fieldwork, students participate in the post-fieldwork seminar (stage 3), in which writing the thesis is given support.

It is of great importance that students document the research process systematically and justify their choices. They also need to label and process as many of the interviews, observations, and other forms of data as possible.

Students must be back in the Netherlands by **mid-August** in order to have processed their data before the start of the post-fieldwork seminar (transcriptions, labelling, selecting information from secondary sources, creating databases, etc.).

### ***Note concerning the Grant:***

The last 30 per cent of the research scholarship can be applied for as soon as the second fieldwork report has been received and approved of by the supervisor.

## Instructions for Fieldwork Reports

### **Report 1 (around 2000 words): halfway through the fieldwork period**

- *Description of research activities*  
Detailed chronological description of the activities per week: Who did you talk to and why? Where have you been and why? What information did you get from these visits? Are there any follow-ups planned?
- *Justification for research activities*  
How has the research process been until now? Are you satisfied with your roll as researcher? Were you able to get to the right informants? Are the methods you selected usable? How did you operationalize core concepts (for example, questionnaires, topic lists)? Is it useful to change your methods (if yes, why and how)?
- *Description and processing of results*  
Describe your first empirical results using your research question(s). What did you find (describe examples) and how do your findings answer your questions? How do you register and structure collected data? How do you use theory in your research?
- *Justification for the research set-up*  
Are your research questions valid and relevant? Do they have to be adjusted (and why)? Is your theoretical framework still valid?
- *Plans for the coming weeks*  
What information do you still need to gather to make your data complete and how?

### **Report 2 (around 2000 words): in the first week upon return to the Netherlands**

- *Introduction*  
Describe the research topic, the original research questions and methods.
- *Justification for the research set-up*  
Provide a motivated explanation on the possible changes to your original research questions, methods, operationalization of concepts, and/or theoretical framework.
- *Description of research activities*  
Provide a detailed chronological description of your weekly activities over the entire research period (copy-paste week 1-6 from your first fieldwork report). Who did you talk to and why? Where have you been and why?
- *Consideration of research activities*  
What went well and what did not? What was your role in the research? When did you make observations, when did you participate, and what do you think about it? What would you have done differently?
- *Processing of results*  
How did you arrange your data? How do you use theory in your research?
- *Set-up thesis and preliminary conclusions*  
What are your preliminary conclusions, and how will you consider them in the set-up of your thesis?

### **Stage 3: Post-Fieldwork Seminar and Thesis**

Coordinators: Dr. Christien Klaufus and Dr. Annelou Ypeij

Period: September – October 2012

First class: Monday 3 September 2012

Time: 15.00 – 17.00

Evaluation: grade for thesis

Credits: post-fieldwork seminar 5 (based on attendance, attendance obligatory)

Credits: 25 for the thesis.

#### **Description**

This course consists of five two-hour seminars. The course offers support for writing the MA thesis. The concept is that the course does not provide an extra workload for students, but rather structures the steps that should be taken in the writing process.

Per class students briefly present their progress (in the form of assignments) and the problems they have experienced. The research staff will provide specific feedback.

If students prefer making assignments 2-4 in a different order, that can be discussed.

The assignments should be handed in digitally on Blackboard and by email. Deadline is no later than the Thursday evening 1700 hours prior to the next seminar on Monday.

The supervisors supervise the execution of the thesis. To integrate the post-fieldwork seminar and the supervision process, it is important that students meet their supervisors on a regular basis.

#### **Seminars and assignments**

Explanation of **Assignment 1: the sequence of assignments (hand in before the first class!)**

Schedule a meeting with your supervisor, look with him/her at the assignments you will have to do when writing your thesis, and decide whether or not you will use the sequence of the assignments as it is or whether you will make changes to it. If you do, decide on an alternative sequence with your supervisor.

#### **First seminar: Exchange of fieldwork experiences and explanation of the course**

*Date: Monday 3 September 2012*

Exchange the experiences of your fieldwork research with your fellow students: how did it go and what are your preliminary conclusions? *Note: this segment is connected to the last fieldwork report.*

Discussion of assignment 1

Explanation **Assignment 2: Introduction, preliminary conclusion(s), and thesis set-up (about 3000 words)**

1. Write an introduction to your thesis in which you integrate the following:

- The academic and/or social motivation of your research;
- The aims of your research;
- The central question/problem statement;
- The motivation for the chosen location and period of execution;
- A short introduction to your central concepts;
- The set-up of your thesis.

2. Write a preliminary conclusion.

3. Make a preliminary table of contents of your thesis in which you summarize the central aim of the chapter (for example what sub-question will be attended to), and how the chapter will be set up.

Assignment 2 should be handed in on Blackboard and sent to the staff by email. Deadline is **Thursday 13 September 2012**. Also send the assignment to your supervisor.

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### **Second Seminar: Introduction, Preliminary Conclusion, and Thesis Set-Up**

*Date: Monday 17 September 2012*

Discussion of assignment 2.

Discussion of possible problems during the writing process.

#### Explanation of **Assignment 3: Theoretical – Methodological Chapter**

1. Sketch the theoretical debate in which you position your research. Describe the most important theoretical concepts you are using. Indicate how you have operationalized these concepts and argument why the chosen methods were most adequate in your opinion to be able to research the central question within the chosen framework. Indicate what the pros and cons were in using these methods.

2. Describe the actual execution of the research (surveys, interviews, secondary sources, interviewees, duration of the research, and consideration of your own position in carrying out the research). This chapter will contain some 4500 words.

Assignment 3 should be handed in on Blackboard and sent to the staff by email. Deadline is **Thursday 27 September 2012**. Also send the assignment to your supervisor.

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### **Third Seminar: Theoretical and Methodological Chapter**

*Date: Monday 1 October 2012*

Discussion of assignment 3.

Discussion of possible problems during the writing process.

#### Explanation of **Assignment 4: Labelling and Empirical Chapters**

1. Label your research material that is relevant to the research question(s). Analyse/interpret the labels based on their importance and arrange the analysis/interpretation per chapter (you do not have to hand this part in on paper).

2. Write two empirical chapters (about 4500 words each). Pay close attention to the structure of the chapter, the consistency of your report/point, and the presentation of your research material.

Assignment 4 should be handed in on Blackboard and sent to the staff by email. Deadline is **Thursday 11 October 2012**. Also send the assignment to your supervisor.

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### **Fourth Seminar: Labelling and Empirical Chapters**

*Date: Monday 15 October 2012*

Discussion of assignment 4.

Discussion of possible problems during the writing process.

#### Explanation of **Assignment 5: Empirical Chapters and Conclusion**

1. Write the remainder of the empirical chapters (about 4500 words each). Pay close attention to the structure of the chapter, the consistency of your report/point, and the presentation of your research material.

2. Rewrite the conclusion (about 4000 words) you had made for assignment 1. Adjust the introduction and conclusion to one another so that they form a coherent argument.

Assignment 5 should be handed in on Blackboard and sent to the staff by email. Deadline is **Thursday 25 October 2012**. Also send the assignment to your supervisor.

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## **Fifth Seminar: Empirical Chapters and Conclusion**

*Date: Monday 29 October 2012*

Discussion of assignment 5.

Discussion of possible problems during the writing process and editorial tips.

Further finalization of the thesis, revision and submission.

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### **Finalization of the Thesis and Evaluation**

After finishing the post-fieldwork research seminar, students have about two weeks time to possibly rewrite/revise their chapters in consultation with their supervisors. They should include an accurate bibliography, a summary (between 600-800 words) and possible appendices. This first draft will be evaluated **mid-November**. If the supervisor(s) and second reader approve the thesis, the final two weeks can be used to complete the definitive version and hand it in before **1 December 2012**.

The final evaluation of the thesis will be in the hands of three research staff members: the supervisor (first reader), the second reader (or second supervisor), and the third reader (who will not be made known to the student until the final evaluation meeting). The student should hand in four complete copies of the thesis: three for the readers/evaluators for the final meeting, and one for the education secretariat. The third reader's copy will be included in the thesis collection of the library after its evaluation.

## Thesis Guidelines

1) One should aim at constructing a systematic argument. The central question/problem statement, theory, and empirical data should clearly cohere. The thesis must have a clear argumentation, with explicit steps in thought and clear passage from one chapter to the next, and from section to section. Conclusions should flow forth from this argument (and *not* provide new data!).

To increase the verification of the research, ample attention should be given to the research you have conducted in Latin America. You should justify the choices you made during your fieldwork research so its process can be assessed and the presented data and its interpretations can be checked for exactness. For further explanation please see the appendix about the justification of the research done in the thesis.

2) The clarity of the argument is improved by a good division into chapters and sections. The thesis must contain:

- Title page: title and possible subtitle, name and student number of the author, names of the supervisor (first reader), second and third readers, month and year of finalization, and the lines “Master Thesis Latin America Studies” and “CEDLA Master’s Programme”;
- Table of contents;
- Introduction containing the aim and subject of the thesis and its central question / problem statement;
- Description and justification of the fieldwork research and methodological approach (in the introduction or in a separate chapter);
- Description and justification of the theory used (in the introduction or in a separate chapter);
- One or more chapters in which your research results are described and analysed;
- Conclusion in which your research results are summarized and theoretically interpreted, the central question/problem statement is answered and (possible) recommendations are made;
- Notes;
- Bibliography;
- One or more appendices, if possible;
- Summary, and possible extra summary in either Dutch, Spanish and/or Portuguese (2 pages max).

3) It is important to pay close attention to your use of language. The thesis should be well written in English or, in consultation with your supervisor, in well-written Spanish. Sentences should be grammatically correct and cohere to one another. Repetitions and unnecessary detail should be avoided. Jargon can be useful and even necessary but only if it is pivotal to the content. A good division in sections aids the readability of the argument. Do not rely too much on other authors, and try to write an independent argument in your own style.

4) Also required is an attractive format: a well-designed layout (12p font, use of 1.5 line spacing, ample margins, page numbers, consistent typography in terms of chapter and/or section titling), the absence of spelling errors and typos, correct punctuation and a functional and clear use of images, diagrams, tables, and/or graphs.

5) The thesis is about 25,000 words long in pure text (excluding notes, bibliography, appendices). In consultation with the supervisor exceptions can be made to this rule. The thesis should be handed in on A4 paper, with 1.5 line spacing and a 12p font.

### **Evaluation Criteria**

- Central question / problem statement: clarity and accuracy, originality, explanation and delineation: how is the problem statement (central problem) operationalized?
- Structure of the argument: systematic elaboration of the central question, logical consistency, coherence of the thesis segments, clear progression of the argument, well-founded conclusions;
- Knowledge of the thesis subject shown in the way and to which extent relevant literature is used;
- Academic insight given in the way and extent to which theories from your field of study are used;
- Quality of research shown in the way in which data is collected (operationalization of concepts, research techniques/methods, choice of empirical field), methodological justification of choices, analysis of data and research results;
- Verification: accurate reference of sources, specified citations, notes, bibliography, account of possible calculations;
- Language use: precision, clarity, readability
- Attractive format: well-designed layout, correct spelling, punctuation, clear divisions (table of content, etc.), titles of chapters and sections, etc.;
- Extent of independence on all of the above points;
- Creativity and originality.

## **Appendix: Justification for the Applied Research Methods**

In the justification the following should be discussed:

- Period and location of the fieldwork research;
- Living conditions of the researcher and the manner in which these improved or hindered the research;
- Explanation of the relation between the research question and the chosen methods (survey, interviews, observation, participation, content analysis, visual primary sources, secondary sources, etc.);
- Justification for the relationship between applied research methods (triangulation/cross verification – which methods have been most important?);
- Justification for the applied research methods (see annex);
- Justification for the generalizability and reproducibility of the research data;
- Justification for your own position, the execution of your research, and your intervention in the daily lives of the respondents/participants/research group.

### **Survey Account**

- What is the goal of the survey?
- How many surveys have been held?
- On what criteria have the respondents been chosen?
- In which way have respondents been recruited?
- What type of survey did you conduct? (Does the respondent answer a list of questions? Does the researcher ask the questions in person or by telephone?).
- Does the researcher work alone or with assistants/translators; how have these been trained?
- Type of questions (open, closed, pre-coded variables)?
- Data processing (what type of computer program is used)?
- What techniques of analysis are used (straight counting, correlations, regressive analysis, etc.)?
- General development of the survey. Was the survey tested beforehand? Where was the survey held? How long did the survey last? How well did it go? Did the questions fit in with the respondents' world perspective? What was the non-response? How reliable are the answers? Were respondents paid for their efforts?
- What went well and what difficulties were experienced giving the survey?
- In what way will results be processed in the thesis?
- Add your survey/questionnaire to the appendix.

### **Interviews**

- What is the goal of the interviews?
- What type of interviews did you give? (Structured, semi-structured, non-structured, according to a list of topics, (partial) life history accounts, informal talks)?
- Were they individual interviews, or with more people or focus groups?
- Who did you interview? Based on what criteria were the respondents recruited? How did you find them?
- Did the researcher work alone or with assistants/translators; how have these been trained?
- How was the group of interviewees selected; what are their most important features? (If possible make a table out of this);
- How were the interviews recorded? (sound/image, notes);
- How were the interviews processed? (elaboration of notes, transcription, labelling);
- General development of the interviews: Were the questions tested beforehand? Where did the interviews take place? How long did they last? How well did they go? Did the questions fit in with the interviewees' world perspective? What is the reliability of the answers? Were respondents paid for their efforts?
- What went well in the interviews, and what difficulties did you (possibly) experience?
- In what way will the interviews be incorporated into the thesis?
- Add the question or topic list as an appendix (do not include informal conversation).

### **Observations**

- What is the goal of the observations?
- On what criteria was a situation/location observed?
- Type of observation (structured/systematic, unstructured, participative, non-participative).
- In the case of structured observations: What does the (random) sample of observed situations look like? Who/what is observed? Where, when, and how long are the observations? What variables are observed and how are these coded and processed? (Same place/time or variable?) Has the observation plan/outline been tested? Add your observation plan as an appendix.
- In the case of other forms of observation please account for who, where, when, how often, and how long was observed. Provide an overview (if possible a table) of the different observation situations. How have the observations been recorded; how have they been analysed?
- General development of the observations. How did participants react to the observations? Were they paid for their participation?
- What went well during the observations, and what difficulties did you (possibly) experience?
- In which way will you incorporate these observations into your thesis?

### **Participation**

- What is the goal of your participation?
- Based on what criteria was an activity chosen to participate in?
- Who participated in the activities, where, when, how long, and how often?
- How was the participation recorded; how was it analysed?
- General development of the participations. How active was the researcher? How did the other participants react to the researcher's presence/participation?
- What went well during participating, and what difficulties did you (possibly) experience? Reflect extensively on your own role.
- In which way will you incorporate the participations into your thesis?

### **Content Analysis of Primary Textual/Visual Sources**

- What is the goal of collecting and analysing the textual/visual sources?
- Based on what criteria were textual/visual sources collected?
- What textual/visual sources were collected? How many? Who made these sources? Where and when were they made and with what goal? What are the primary features of the sources? (If possible, summarize in a table).
- Which variables have been defined for the content analysis? How are these coded and processed? Has an analysis outline been made? (If so, add it as appendix).
- What went well in analysing the textual/visual sources, and what difficulties did you (possibly) experience?
- In which way will you incorporate the results into your thesis?

### **Secondary Sources**

- With what goal were these sources collected?
- On what criteria were they collected?
- What sources were collected? How many? Who made them? Where and when were they made and with what goal? What are the primary features of the sources? (If possible, summarize in a table).
- What went well in analysing these sources, and what difficulties did you (possibly) experience?
- In which way will you incorporate them into your thesis?