

Study Guide

PE4TEME THEORIES AND METHODOLOGIES 7,5 ECTS, spring 2025

The course will present theories and methodologies that can be used in educational research and in social science broadly. The course will be organized into three blocks, representing different social science research methods and theoretical orientations with a particular emphasis on combining research methods. A guiding principle in the course is *practice*.

During the course, a total of 3 PhD theses will be discussed (one for each block). The students will reflect on the course literature in relation to their own work and present written assignments. Student peers will read and comment on the assignments (one for each block). Examinations take place continuously.

Scholars from various disciplines will lead the lectures and seminars, each responsible for a specific block. In a lecture, each scholar will present their research, focusing on their selected research method/s and theoretical framework. They will include empirical examples from their work and discuss key literature that has shaped their thinking—their personal 'classics.' Additionally, each scholar will lead a seminar with two primary goals: a) to provide students with the chance to reflect on a PhD thesis, and b) to explore the literature in the context of their own research.

All teaching will take place on-site at the Stockholm University Campus.

More information will be posted on the course site.

Course responsible: Paula Fellesson Mählck (paula.mahlck@edu.su.se)

Teachers: Fataneh Farahani (fataneh.farahani@etnologi.su.se)

Leonora Dugonjic-Rodwin (leonora.dugonjic.rodwin@edu.su.se)

Course content and schedule

20th Feb. 13.00-15.00 Introduction of the course: Paula Mählck: What is mixed in mixed research methodologies?

For this session, we would like you to bring an item representing your research theme and be prepared to present your research (5 minutes) departing from this item.

More information will be posted on the course site.

Block 1: Fataneh Farahani: Positioning and being positioned

6th March. 13.00- 16.00 Class

13th March. 13.00- 16.00 Seminar

More information will be posted on the course site.

Block 2: Paula Mählck: Combining qualitative research methods

28th April. Class: 13.00- 16.00

8th May. 13.00- 16.00

More information will be posted on the course site.

Block 3: Leonora Dugonjic-Rodwin: Combining quantitative and qualitative methods

15th May. Class: 13.00- 16.00

22nd May. Seminar: 13-16.00

More information will be posted on the course site.

In case of absence, please contact Paula Mählck (paula.mahlck@edu.su.se)

Reading guidance

Introduction) What is mixed in mixed research methodologies?

Cookie, J and Nyhagen, L (2024) Intersectional feminist research methodologies

Chpt 1 and 9. Routledge. London (Open Access)

Block 1) Positioning and being positioned

Alcoff, L. M. (2007). Epistemologies of Ignorance: Three Types. In *Race and Epistemologies of Ignorance*, eds. Sh. Sullivan & N. Tuana, Albany: State University of New York Press. 39–59. (20 pages)

Almeida, S. (2015). Race-Based Epistemologies: The Role of Race and Dominance in Knowledge Production. *Wagadu: A Journal of Transnational Women's and Gender Studies* 13: 79–105. (26 pages)

Farahani, F. & Thapar-Björkert. S. (2018) The Racialised Knowledge Economy, Khadka, S., DavisMcElligatt, J., & Dorwick, K. (Eds.). *Narratives of Marginalized Identities in Higher Education: Inside and Outside the Academy*. New York, NY: Routledge. Pp. 86-100. (14 pages)

Farahani, F. (2015). 'Home and Homelessness and Everything in between: A Route from One Uncomfortable Zone to Another One. *European Journal of Women's Studies* 22 (2): 241–247. (6 pages)

Farahani, F. (2010) "On Being an Insider and/or an Outsider: A Diasporic Researcher's Catch-22" in *Education without Borders: Diversity in a Cosmopolitan Society*, ed. Naidoo, L. New York: Nova Science Publishers. Pp. 113-130 (17 pages)

hooks, B. (2005). Theory as Liberatory Practice. In *Feminist Theory: A Reader*, K. Wendy, and F. Bartkowski (Eds.). New York: McGraw-Hill. 27–42. (15 pages)

Farris, S. R. (2012). Femonationalism and the "Regular" Army of Labor Called Migrant Women. *History of the Present*, 2(2): 84-199. (16 pages)

Möser, C. (2022) The Scandal of Women's Emancipation. Femonationalism, Right-Wing Sexual Politics, and Anti-Feminism. *Social Politics: International Studies in Gender, State & Society*, 29 (4): 1544–1565, (21 pages)

Wazhmah. O and N. Bajoghli (2024). Decolonizing Transnational Feminism Lessons from the Afghan and Iranian Feminist Uprisings of the Twenty-First Century. *Journal of Middle East Women's Studies*. 20 (1). (22 pages)

Block 2) Combining qualitative research methods

Anderson, L (2006) Analytic Autoethnography. *Journal of Contemporary Ethnography* 35(4): 373-395

Best, A. (2003), 'Doing Race in the Context of Feminist Interviewing. Constructing Whiteness through Talk', *Qualitative Inquiry*, 9 (6): 895–914

Bhambra, G. K. (2010). Historical sociology, international relations and connected histories. *Cambridge Review of International Affairs*, Vol. 23(1), pp. 127–143. The Cambridge Review of International Affairs is available online at:

<http://www.informaworld.com/smpp/content~content=a919194850~db=all~jumpype=rss>

Heidi Safia Mirza and Line Nyhagen (2024) Living and researching embodied intersectionality in Cookie, J and Nyhagen, L (2024) Intersectional feminist research methodologies, Routledge. London.p 13-28 (Open Access)

Mählck, P (2024) Domestic Work in Postcolonial Tanzania. Gender, Learning and Unlearning. Chpt 1,2,5,6,7 Bloomsbury Academics. (open access)

Nhemachena, A., Mlambo, N., & Kaundjua, M. (2016). The notion of the "field" and the practices of researching and writing Africa: towards decolonial praxis. *Africology: The Journal of Pan African Studies*, 9(7), 15-36.

Sawyer, L. and Osei-Kofi, N. (2020), “‘Listening’ With Gothenburg’s Iron Well: Engaging the Imperial Archive Through Black Feminist Methodologies and Arts-Based Research’, *Feminist Review*, 125 (1): 54–61. <https://doi.org/10.1177/014177892091355>

Smith, D.E (2003) Making Sense of What People Do: A Sociological Perspective, *Journal of Occupational Science*, 10:1, 61-64, DOI: 10.1080/14427591.2003.9686512

Block 3) Combining qualitative and quantitative methods

Bourdieu, P. (2017). *The Biographical Illusion* (1986). In W. Hemecker & E. Saunders (Ed.), *Biography in Theory: Key Texts with Commentaries* (pp. 210-216). Berlin, Boston: De Gruyter. [\[E-resurs\] \(6 pages\)](#)

Bourdieu, P. (1996). *The State Nobility: Elite Schools in the Field of Power*. Cambridge: Polity Press. Excerpts from “Chapter 2. Misrecognition and symbolic violence” (24p)

Dugonjic-Rodwin, L. (2024). Becoming ‘international:’ Transgressing national identity as a ritual for class identification. *Ethnography*, 25(2), 119-141. (22p.)

Dugonjic-Rodwin, L. and Mladenovic, I. (2023). “Transnational Educational Strategies during the Cold War: Students from the Global South in Socialist Yugoslavia, 1961-1991.” In: Stubbs, P. (ed.) *Socialist Yugoslavia and the non-aligned movement: social, cultural, political, and economic imaginaries*. Montreal: McGill-Queen's University Press, p. 331-359. (20p.)

Dugonjic-Rodwin, L. (2021). Field theory and education: a case study of the international baccalaureate. *International Studies in Sociology of Education*, 30(3), 325–348. 23p.

Dugonjić, L. (2014). “A miniature League of Nations”: inquiry into the social origins of the International School, 1924–1930. *Paedagogica Historica*, 50(1–2), 138–150. 12p.

Elias, N. & Scotson, J.L. (1994). *The Established and the Outsiders* [E-resurs] *a Sociological Enquiry into Community Problems*. (2. ed.) London: F. Cass. 13p.

Muel-Dreyfus, F. (2001). *Vichy and the eternal feminine: a contribution to a political sociology of gender*. Durham, NC: Duke University Press. Excerpts from “[Chapter 7](#). ‘Natural’ Hierarchies: Sexual Predestination and Social Predestination” 26p.

Reference literature

Becker, H.S. (2007). *Writing for Social Scientists: How to Start and Finish your Thesis, Book, or Article*. Chicago: University of Chicago Press. The book is available online at the SU library: Selected chapters.

Cookburn, C (2020) Standpoint theory in *Marxist-feminist theories and struggles today : essential writings on intersectionality, labour and ecofeminism* / edited by Khayaat Fakier, Diana Mulinari, and Nora Räthzel (Ebook) p 9-22 (E-book)

Hall, S (1997) Representation: cultural representations and signifying practices.

Lemercier, C., & Zalc, C. (2019). *Quantitative Methods in the Humanities: An Introduction* [Elektronisk resurs]. University of Virginia Press.

Mills C.W., *The Sociological Imagination*, Oxford University Press, 1959: [Link here](#), "Appendix: On Intellectual Craftsmanship." C.W. Mills, "On Intellectual Craftsmanship," appendix to *The Sociological Imagination*, Oxford U. Press, 1959, pp. 195.

Agarwal P, Djampour P, Farsakoglu E, Kolankiewicz M, Lundberg T, Nordling V, et al., editors. *The Politics and Ethics of Representation in Qualitative Research : Addressing Moments of Discomfort* [Internet]. 1st ed. London: Routledge; 2021. 166 p.
Available from: <http://urn.kb.se/resolve?urn=urn:nbn:se:liu:diva-191788>

Scott, D (2011) *Researching Education. Data Methods and Theory in Educational Research*. 2nd Edition. Continuum. London.

Smith, E. D. (1987), *The Everyday World as Problematic: A Feminist Sociology*, Boston: Northeastern University Press.

Smith, E.D (2005) *Institutional Ethnography. A sociology for people*

Rowman & Littlefield. Oxford. 7777777