



**Literature for UTV26, Development Studies: Research
Methods in Development Studies applies from autumn
semester 2021**

Literature established by Programme committee for the Bachelor of Science
Programme in Development Studies on 2021-05-17 to apply from 2021-08-
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See appendix.

Literature for UTV26: Development Studies: Research Methods in Development Studies

Teacher: Jenny Lorentzen, Department of Political Science, jenny.lorentzen@svet.lu.se

New list:

Robson, Colin & McCartan, Kieran (2016). Real World Research. A Resource for Users of Social Research Methods in Applied Settings, 4th ed., Chichester: Wiley. 533 pp.

Scheyvens, Regina & Storey, Donovan (2014). Development Fieldwork A Practical Guide, 2nd ed., London: SAGE. 288 pp.

Supplemented by articles.

Removing:

Creswell, John W. & Creswell, J. David (2018). Research design: qualitative, quantitative, and mixed methods approaches, 5th ed., Los Angeles: SAGE. 275 pp.

De Vaus, David (2001). Research Design in Social Research, London: SAGE. 279 pp.

Adding:

Robson, Colin & McCartan, Kieran (2016). Real World Research. A Resource for Users of Social Research Methods in Applied Settings, 4th ed., Chichester: Wiley. 533 pp.

Justification:

I suggest replacing Creswell & Creswell and De Vaus with Robson & McCartan. Creswell & Creswell and De Vaus only cover positivist research and in particular Creswell & Creswell have a theoretical focus on research design. Robson & McCartan is on the other hand very comprehensive and can be used as a main resource throughout the course. It includes chapters on design, planning, conducting, and analyzing (qualitative and quantitative) research, and the contents are presented in an accessible and practical manner.

Robson & McCartan further takes an applied approach with its focus on real world settings. Recent reviews of the course (including the 10 year review of BIDS) suggest that the course should avoid being seen as a repetition of UTV24, and that it should be distinguished from UTV24 by a focus on preparing the students to design and eventually conduct a research project in development studies. With the suggested changes, this focus will be better reflected in the assigned readings. The new list (excl. articles) has a gender balance of 82 % male authors and 18% female authors.