

## Skeiðupplýsingar

<b>Skeiðsnummar</b>	6930.21
<b>ECTS</b>	3.00
<b>Heiti</b>	Hugsa tína PhD verkætlan ígjøgnum: Arbeið við Støðuligari Analysu (SA) í verki.
<b>Endamál</b>	Endamálið við skeiðnum er at geva ph.d.-lesandi og komandi ph.d.-lesandi, sum ætla at arbeiða við eini verkætlan við kvalitatívum háttaløgum, amboð at hugsa verkætlanina ígjøgnum og finna vegir at arbeiða háttalagsliga við tí empiriska tilfarinum.
<b>Innihald</b>	<p>Skeiðið veitir ástøðiligt og háttalagsligt bakstøði at arbeiða við støðuligari analysu (SA) í verki í egnari granskingarverkætlan.</p> <p>Skeiðið inniheldur hesi høvuðsevni:</p> <ul style="list-style-type: none"><li>• Analytisku amboðini í SA: "støður", "sosialar verðir" og "positionir";</li><li>• Upprunan og menningina av háttalagnum: Symbolsk interaktionisma, "Grounded Theory", "Social World Arena"-ástøðir, Foucault, "Critical Race"-ástøðir, STS og feministisk ástøði;</li><li>• At brúka átøði í verki: kortleggingarhátturin, hugsa egna verkætlan ígjøgnum, samstundis sum analysur verða mentar.</li></ul>
<b>Læru- og undirvísingarrhættir</b>	Undirvísingarrhátturin er samansettur av framlögum, verkstøðum, bólkaarbeiði og innlatingum, har luttakarar arbeiða við at menna egnar granskingarstrategiir. Á skeiðnum arbeiða luttakararnir við háttalagnum hjá Clarke gjøgnum nýtslu av kortleggingartilgongdini og seta hesa í samband við egna granskingarverkætlan.
<b>Próvtøkuháttur</b>	Virkin luttøka og uppmøting á øllum skeiðnum. Tað verður væntað av lesandi, at tey leggja fram egna verkætlan á skeiðnum gjøgnum venjingar við kortleggingum og annars, at lesandi eru virkin í innanhýsis kjaki.
<b>Próvdøming</b>	Innanhýsis
<b>Próvtalastigi</b>	staðið/ikki staðið
<b>Lestrarlisti</b>	<p>Clarke, A. E. (2021). (Feminist) STS and Autobiography: Early Inspirations, Current Concerns. <i>Science as culture</i>, 30(1), 26-43. <a href="https://doi.org/10.1080/09505431.2020.1819224">https://doi.org/10.1080/09505431.2020.1819224</a></p> <p>Clarke, A. E., Friese, C., &amp; Washburn, R. (2017). <i>Situational analysis : grounded theory after the interpretive turn</i> (2. edition ed.). SAGE.</p> <p>Clarke, A. E., &amp; Keller, R. (2014). <i>Engaging Complexities: Working Against Simplification as an Agenda for Qualitative Research Today</i>. Adele Clarke in <i>Conversation With Reiner Keller</i>. <i>Forum: Qualitative Social Research</i>, 15(2).</p> <p>Foucault, M. (1983). <i>The Subject and Power</i>. In H. Dreyfus &amp; P. Rabinow (Eds.), <i>Michel Foucault: Beyond Structuralism and Hermeneutics</i> (2. ed., pp. 208-226). Chicago University Press.</p> <p>Haraway, D. (1988). <i>Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective</i>. <i>Feminist Studies</i>, 14(3), 575.</p> <p>Marcus, G. E. (1995). <i>Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography</i>. <i>Annual review of anthropology</i>, 24(1), 95-117. <a href="https://doi.org/10.1146/annurev.an.24.100195.000523">https://doi.org/10.1146/annurev.an.24.100195.000523</a></p> <p>Strauss, A. L. (2010). <i>Continual permutations of action</i> (third ed.). AldineTransaction. Exemplary texts:</p> <p>Clarke, A., &amp; Montini, T. (1993). <i>The Many Faces of RU486: Tales of Situated Knowledges and Technological Contestations</i>. <i>Science, technology, &amp; human values</i>, 18(1), 42-78. <a href="https://doi.org/10.1177/016224399301800104">https://doi.org/10.1177/016224399301800104</a></p> <p>Friese, C. (2010). <i>Classification conundrums: categorizing chimeras and enacting species preservation</i>. <i>Theory and society</i>, 39(2), 145-172. <a href="https://doi.org/10.1007/s11186-009-9103-7">https://doi.org/10.1007/s11186-009-9103-7</a></p> <p>Important link where you can access information regarding SA, including mapping templates: <a href="https://study.sagepub.com/clarke2e/student-resources/tips-for-teaching-and-learning-situational-analysis">https://study.sagepub.com/clarke2e/student-resources/tips-for-teaching-and-learning-situational-analysis</a></p>
<b>Fortreytir</b>	Tann lesandi hevur ætlanir ella arbeiðir við eini ph.d.-verkætlan við kvalitatívum háttaløgum. Luttakararnir skulu hava lokið masternám.

**Læruúrtøka**

Tá skeiðið er lokið, skal tann lesandi vera før/ur fyri at:

- Greiða frá og meta um uppruna og menning av SA
- Meta um nýtslu av ymsum kortleggingarstrategium við støði í egnari verkætlan
- Greiða frá og meta um ástøði um kortleggingarteknikkin (“støðu-“, ”sosialar verðir-“ og ”positións-“ kortlegging), og meta um hesi sum amboð at arbeiða við empiriskum tilfari.
- Greina empiriskt tilfar tvørtur um mikro-, meso- og makrostøði.
- At vísa á og miðla verkligan og ástøðiligan førleika at hugsa ph.d.-granskingarverkætlanina ígjøgnum.

**Stig**

Ph.D.

**Ábyrgd**

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## Course information

**Course number** 6930.21

**ECTS** 3.00

**Title** Thinking through your PhD-project: Working with Situational Analysis (SA) in practice.

**Aim** This course aims to enable PhD students who plan or work with a PhD project and use qualitative methods to think through their project and gain ways to work methodologically with their empirical material.

**Content** This course provides the theoretical and methodological background for PhD-students to work with situational analysis in practice in their own project. The course comprises the following main topics:

- Analytical tools in Situational Analysis (SA): situations, social worlds and positions;
- The theoretical genealogy of the method shaped by: Symbolic Interactionism, Grounded Theory, Social World Arena theory, Foucault, Critical Race Theory, STS, and feminist theory;
- Applying theory in practice: mapping methods and thereby thinking through students' research projects and developing their analysis during their project.

**Learning and teaching approaches** The course will consist of a combination of relevant presentations, workshops, and assignments where the participants work on refining their research strategies. During the course, students are expected to work with Clarke's methodology by applying the mapping approach in relation to their own project design and/or empirical data.

**Assessment method** Active participation and attendance throughout the course. The participants are expected to present their projects during the course through the mapping exercise and engage in peer discussions.

**Examination** Internal

**Grading scale** Passed/Not Passed

### Literature

Clarke, A. E. (2021). (Feminist) STS and Autobiography: Early Inspirations, Current Concerns. *Science as culture*, 30(1), 26-43.

<https://doi.org/10.1080/09505431.2020.1819224>

Clarke, A. E., Friese, C., & Washburn, R. (2017). *Situational analysis : grounded theory after the interpretive turn* (2. edition ed.). SAGE.

Clarke, A. E., & Keller, R. (2014). Engaging Complexities: Working Against Simplification as an Agenda for Qualitative Research Today. Adele Clarke in *Conversation With Reiner Keller. Forum: Qualitative Social Research*, 15(2).

Foucault, M. (1983). The Subject and Power. In H. Dreyfus & P. Rabinow (Eds.), *Michel Foucault: Beyond Structuralism and Hermeneutics* (2. ed., pp. 208-226). Chicago University Press.

Haraway, D. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. *Feminist Studies*, 14(3), 575.

Marcus, G. E. (1995). Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography. *Annual review of anthropology*, 24(1), 95-117.

<https://doi.org/10.1146/annurev.an.24.100195.000523>

Strauss, A. L. (2010). *Continual permutations of action* (third ed.). AldineTransaction. Exemplary texts:

Clarke, A., & Montini, T. (1993). The Many Faces of RU486: Tales of Situated Knowledges and Technological Contestations. *Science, technology, & human values*, 18(1), 42-78. <https://doi.org/10.1177/016224399301800104>

Friese, C. (2010). Classification conundrums: categorizing chimeras and enacting species preservation. *Theory and society*, 39(2), 145-172.

<https://doi.org/10.1007/s11186-009-9103-7>

Important link where you can access information regarding SA, including mapping templates:

<https://study.sagepub.com/clarke2e/student-resources/tips-for-teaching-and-learning-situational-analysis>

**Prerequisites** The student is planning or working with a PhD-project, using qualitative methods. Participants must hold a master degree.

**Learning outcomes**

Upon successful completion of the course, the student is able to:

- Explain and estimate the genealogy of SA, and the different mapping strategies to think through one's project.
- Estimate the use of the conceptual and practical mapping techniques (including situational, social world arena and positional maps) to work with the empirical data.
- Analyse empirical data across micro, meso and macro level.
- Show practical and theoretical skills to think through their PhD project.

**Level**

Ph.D.

**Contact**

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