ADVANCED QUALITATIVE METHODS IN ANTHROPOLOGY

ANG 6498
Section 0001

Spring 2021
Thursday: 3:00 pm – 5:50 pm
Video Streaming
3 Credit Hours

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Virtual Office Hours: Thursday, 1:00pm – 2:30pm

Course Description

Anthropologists employ a wide range of methods to conduct research. For cultural anthropologists, qualitative methods play a particularly important role in the way we design our projects, collect and analyze data, and circulate our work both inside and outside academia. This course is an exploration of various qualitative methods that cultural anthropologists use to carry out research. It will cover the more common methods, such as participant observation and interviews, as well as the less common, including focus groups and digital ethnography. Course materials will also engage with topics and issues that pertain to the qualitative research process, including fieldwork challenges, ethical concerns, data analysis and management techniques, and research dissemination. Finally, students will engage with course material to complete several exercises to practice their research skills and work toward their own research goals using qualitative research methods.

Public Course Description

Advanced qualitative methods including data collection and analysis, writing ethnographies, and research presentation

Prerequisites

ANG 6801 and admission to the Ph.D. in Integrative Anthropological Sciences program *or* Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to expose students to different methodological approaches to qualitative research used by anthropologists; 2) to provide you with methodological techniques and strategies for conducting qualitative fieldwork and writing; and 3) to develop and advance your own research projects and agendas through the use of qualitative methods.

Class Structure

This course will use Zoom for synchronous ("real time") class meetings. Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at https://cdl.ucf.edu/support/webcourses/zoom. In order to use Zoom, you must sign into the Zoom session using your NID and password. Please note that these sessions will be recorded. If you have any technical issues accessing Zoom, please contact Webcourses@UCF Support: https://cdl.ucf.edu/support/webcourses.

Class meetings are conducted primarily as seminars by focusing on discussion. Occasionally, short "lectures" will cover specific topics and perspectives on the week's topic, while discussions will focus on the readings assigned for that week.

Office Hours

Office hours for both Dr. Harris and the GTA will be held via Zoom. The Zoom links are available on Webcourses. You are not required to make an appointment, however, if you cannot meet during regular office hours because of a class conflict, work schedule, child care issues, etc., please let Dr. Harris or the GTA know in order to schedule an appointment.

Course Requirements

Attendance

Attendance will not be monitored this semester. However, it will be to your utmost advantage to attend every class in order to get the most out of the course material. Please let Dr. Harris know <u>in advance</u> of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss class.

Reading and Participation

Because this course is structured as a seminar, both reading course materials and active participation are essential and required. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently participating in discussions and activities **<u>every week</u>**.

Discussion leader(s) (assigned the first week of class) will facilitate each class discussion. Each

discussion leader is expected to create a plan to encourage thoughtful and engaging in-class discussion. If there is more than one discussion leader for the week, they should meet ahead of time and work together to create this plan. Your discussion plan must be emailed to Dr. Harris no later than 12:00pm on the day of class. Discussions can take many forms; you may introduce additional information obtained from websites or print media, prepare interesting or provocative questions for the purpose of generating discussion, etc. But, the discussion leader(s) should allow space for the discussion to develop and change direction during the course of the conversation.

Reading Reflections

Beginning in Week 2, you will write short reflections on the required readings for each week (500-600 words plus bibliography, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, Chicago Style (author-date version) citations). Your Reading Reflections must be submitted via Webcourses by **11:59pm on the evening prior to class**. To receive full credit, Readings Reflections should be insightful pieces that comment on the content of the texts and draw connections between them, **not just summaries**. Failure to submit your Reading Reflections by the 11:59pm deadline will lower your grade. You will write 13 Reading Reflections, but **your lowest Reading Reflection grade will be dropped** at the end of the semester.

CITI Training

You are required to complete the Collaborative Institutional Training Initiative (CITI) Program Responsible Conduct of Research (RCR) Training as part of this course. This free, online training provides research ethics education to UCF faculty and students. Per UCF policy, this training must be completed prior to carrying out any research with human subjects. For this course, you will complete the Social and Behavioral Responsible Conduct of Research portion of the training. If you have completed this portion of the training within the past three years, you do not need to redo it if you can provide Dr. Harris with documentation (i.e. print out/screenshot from CITI Training website, IRB, etc.) The instructions for creating a CITI Training account and accessing the training site are available at: https://graduate.ucf.edu/pathways-to-success/#CITI Training.

Project

You will design, conduct, analyze, and write up a project by drawing on the concepts and methods discussed in this course. The project will revolve around a population of your choosing on any anthropological topic. This project can be modified to meet individual research needs, but you must discuss this with Dr. Harris before project commencement to ensure that you engage with course material and fulfill the project objectives. The project will have four parts: 1) CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Write Up. These parts will be due at different points during the semester (see below). The final report will be 5000-6000 words plus bibliography, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, Chicago Style (author-date version) citations).

Project Presentation

You will give an in-class 20-30 minute presentation on your project at the end of semester. There will be a few minutes after each presentation for questions and comments. Dr. Harris will provide information on how to give an oral presentation on a research project as the semester progresses.

Grading Structure

Reading Reflections (12 out of 13)	20% of total grade
Project	40% of total grade
Project Presentation	20% of total grade
Participation	20% of total grade (10% for discussion leadership, 10% for non-leadership participation)

Grading Scale

Reading Reflections, project assignments, project presentation, and participation will be graded using the following scale: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

Course Policies

Respectful Behavior

You are expected to conduct yourself in a respectful manner in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late is distracting to both Dr. Harris and your classmates. Make every effort to <u>be punctual</u>.

Zoom Meeting Expectations

Even though we will be using Zoom for this course, you are still expected to follow proper classroom etiquette. Think of the weekly Zoom meetings as face-to-face meetings, and conduct yourself as you would if the whole class was in the same room. Improper behavior will not be tolerated during Zoom meetings and may result in a referral to the Office of Student Conduct.

In addition, here are some useful tips for ensuring that the meetings go smoothly for everyone:

- *Join early*. Signing on 5 minutes before class time will ensure that you do not miss any activities or information shared at the beginning of class.
- *Enable video*. Have your video on unless you truly are experiencing connection issues.
- *You're on camera!* Be aware that you are on camera, and try to avoid doing other tasks during class, such as checking emails, scrolling through Instagram, looking at your phone, etc.
- *Camera level*. Adjust your camera to be around your eye level, if possible. In particular, take note of the angle of your laptop screen if you are using a built-in camera.
- *Microphone*. Mute your microphone when not talking.
- *Be in a quiet space*. Find a space without interruptions or background noise.
- *Lighting*. Avoid backlight from bright windows and have good lighting on your face so that you can be seen clearly.
- *Raising your hand*. If you have a question or comment, use Zoom's "Raise Hand" function so that Dr. Harris can call on you. This will prevent you from speaking over/speaking at the same time as other participants.

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and

the class, you are responsible for checking your Knights email and Webcourses on a regular basis.

Late Policy

Late assignments will receive a lower grade for every day that they are late. For example, if you received an "A-" but the assignment is one day late, your grade will be a "B+". If it is two days late, your grade will be a "B," and so on. Extensions will be given only in the case of extenuating circumstances.

Grade Disputes

If you would like to dispute a grade on a particular assignment, please come to Dr. Harris's office hours **and** submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

You are expected to do your own work in this course. You should familiarize yourself with UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc). According to Section 1, "Academic Misconduct," you are prohibited from engaging in the following:

- *Unauthorized assistance*. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by Dr. Harris. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*. The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial use of academic material*. Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and Dr. Harris. Course materials include but are not limited to class notes, Dr. Harris's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Plagiarism*. Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is your own.
- *Falsifying or misrepresenting* your own academic work.
- *Multiple submissions*. Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards

Responses to Academic Misconduct

Engaging in academic misconduct it will not be tolerated in this course and will carry serious consequences. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an assignment or in the course and/or suspension or expulsion

from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information about the Z Designation: http://goldenrule.sdes.ucf.edu/zgrade

Student Accessibility

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at http://sas.sdes.ucf.edu, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris, which informs her of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives, and the individual academic and course barriers experienced by the student. Further conversation with SAS, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with Dr. Harris and should contact sas@ucf.edu to discuss specific accommodations for this course.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. You should be aware of your surroundings and familiar with the following basic safety concepts:

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide's physical location and review the online version: http://emergency.ucf.edu/emergency_guide.html
- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. To learn where those are located, see this website: https://ehs.ucf.edu/automated-external-defibrillator-aed-locations.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into my.ucf.edu. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on the Student Center Screen, click on "UCF Alert," fill out the information (including email address, cell phone number, and cell phone provider), click "Apply" to save changes, and then click "OK."
- Students with special needs related to emergency situations should speak with Dr. Harris.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: https://www.youtube.com/watch?v=NIKYajEx4pk

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

Religious Observance

You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

Everyone is required to wear a facial covering inside all common spaces and classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Dr. Harris will ask anyone who is not wearing facial coverings to leave the classroom. If they refuse to leave or put on a facial covering, they may be considered disruptive (see Golden Rule for behavior expectations). Dr. Harris has the right to cancel class if the safety and well-being of class members are in jeopardy. Students are responsible for the material that would have been covered in class.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses or Knights email about changes specific to this course.

COVID-19 and Illness Notification

If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place.

You should not come to campus if you are ill, are experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.

You should contact Dr. Harris as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, you should contact Dr. Harris before missing class.

In Case of Faculty Illness

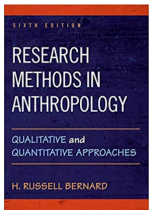
If Dr. Harris falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements in Webcourses or Knights email for any alterations to this course.

Academic Activity Record

You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **Friday, January 15**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

Required Texts

The following books are required for this course:



- Bernard, H. Russell. 2018. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Sixth Edition. Lanham: Rowman & Littlefield.

- Morgan, David L. 1997. *Focus Groups as Qualitative Research*. Second Edition. Lanham: Rowman & Littlefield.

The required books are available for purchase at the student bookstore. Several additional readings are also required and available electronically on the Webcourses website for this course under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login at https://webcourses.ucf.edu, go to Courses, and select ANG6498-21Spring 0001. Technical support for Webcourses is available at webcourses@ucf.edu or 407-823-0407.

Course Schedule

Week 1

Thursday, January 14

- TOPIC: Course Overview / Epistemology and Method

- READING: Schnegg, Michael. 2014. "Epistemology: The Nature and Validation of Knowledge." In *Handbook of Methods in Cultural Anthropology*, edited by H. Russell Bernard and Clarence G. Gravlee, 21-53. Lanham: Rowman & Littlefield.

Week 2

Thursday, January 21

Reading Reflection #1

- TOPIC: Fieldwork and Participant Observation
- READINGS: Bernard, pg. 272-307

  Loftsdóttir, Krístin. 2002. "Never Forgetting? Gender and Racial-Ethnic Identity During Fieldwork." *Social Anthropology* 10(3): 303-317.

  Tedlock, Barbara. 1991. "From Participant Observation to the Observation of Participation: The Emergence of Narrative Ethnography." *Journal of Anthropological Research* 47(1): 69-94.

Week 3

Thursday, January 28

Reading Reflection #2

- TOPIC: Interviewing
- READINGS: Bernard, pg. 163-179, 184-232

  Robben, Antonius C.G.M. 1996. "Ethnographic Seduction, Transference, and Resistance in Dialogues About Terror and Violence in Argentina." *Ethos* 24(1): 71-106.

  Small, Mario Luis. 2009. "'How Many Cases Do I Need?': On Science and The Logic of Case Selection in Field-Based Research." *Ethnography* 10(1): 5-38.

Week 4

Thursday, February 4

Reading Reflection #3
AND
CITI Training Due

- TOPIC: Oral History
- READINGS: Sommer, Barbara W. and Mary Kay Quinlan. 2018. *The Oral History Manual.* Lanham: Rowman & Littlefield. (pg. 1-9, 63-89, 111-115)

Borland, Katherine. 1991. "'That's Not What I Said': Interpretive Conflict in Oral Narrative Research." In *Women's Words: The Feminist Practice of Oral History*, edited by Sherna Berger Gluck and Daphne Patai, 63-75. New York: Routledge.

Portelli, Alessandro. 1997. *The Battle of Valle Giulia: Oral History and the Art of Dialogue*. Madison: University of Wisconsin Press. (pg. 3-23)

- CITI TRAINING: https://graduate.ucf.edu/pathways-to-success/#CITI Training

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Week 5

Thursday, February 11

Reading Reflection #4

- TOPIC: Focus Groups – Part 1

- READING: Morgan, David L. 1997. *Focus Groups as Qualitative Research*. Thousand Oaks: Sage Publications.

Week 6

Thursday, February 18

Reading Reflection #5

- TOPIC: Focus Groups – Part 2

- READINGS: Agar, Michael, and James MacDonald. 1995. "Focus Groups and Ethnography." *Human Organization* 54(1): 78-86.

  Chen, Julienne, and Pearlyn Neo. 2019. "Texting the Waters: An Assessment of Focus Groups Conducted via WhatsApp Smartphone Messaging Application." *Methodological Innovations* September-December: 1–10.

  Ramos Lira, Luciana, Mary P. Koss, and Nancy Felipe Russo. 1999. "Mexican American Women's Definitions of Rape and Sexual Abuse." *Hispanic Journal of Behavioral Sciences* 21: 236-265.

  Ward, Victoria M., Jane T. Bertrand, and Lisanne F. Brown. 1991. "The Comparability of Focus Group and Survey Results: Three Case Studies." *Evaluation Review* 15: 266-283.

Week 7

Thursday, February 25

Reading Reflection #6

- TOPIC: Digital Ethnography – Part 1

- READINGS: Boellstorff, Tom. 2012. "Rethinking Digital Anthropology." In *Digital Anthropology*, edited by Heather A. Horst and Daniel Miller, 39-60. London: Berg.

  Góralska, Magdalena. 2020. "Anthropology from Home: Advice on Digital Ethnography from the Pandemic Times." *Anthropology in Action* 27(1): 46-52.

  Hallett, Ronald E., and Kristen Barber. 2014. "Ethnographic Research in a Cyber Era." *Journal of Contemporary Ethnography* 43(3): 306-330.

  Roberts, Lynne D. 2015. "Ethical Issues in Conducting Qualitative Research in Online Communities." *Qualitative Research in Psychology* 12: 314-325.

Week 8

Thursday, March 4

Reading Reflection #7
AND
Research Proposal Due

- TOPIC: Digital Ethnography – Part 2

- READINGS: Bonilla, Yarimar, and Jonathan Rosa. 2015. "#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States." *American Ethnologist* 42(1): 4-17.

  Cousineau, Luc S., Harrison Oakes, and Corey W. Johnson. 2019. "Appnography: Modifying Ethnography for App-Based Culture." In *Digital Dilemmas: Transforming Gender Identities and Power Relations in Everyday Life*, edited by Diana C. Parry, Corey W. Johnson, and Simone Fullagar, 95-117. Cham: Palgrave Macmillan.

  Kozinets, Robert V., Pierre-Yan Dolbec, and Amanda Earley. 2013. "Netnographic Analysis: Understanding Culture Through Social Media Data." In *The SAGE Handbook of Qualitative Data Analysis*, edited by Uwe Flick, 262-276. London: Sage Publications.

Week 9

Thursday, March 11

Reading Reflection #8

- TOPIC: Visual Ethnography

- READINGS: De León, Jason. 2018. "The Indecisive Moment: Photoethnography on the Undocumented Migration Trail." In *Photography and Migration*, edited by Tanya Sheehan, 115-130. Abington: Routledge.

Harper, Douglas. 2002. "Talking About Pictures: A Case for Photo Elicitation." *Visual Studies* 17(1): 13-26.

Johnson, Ginger A. 2011. "A Child's Right to Participation: Photovoice as Methodology for Documenting the Experiences of Children Living in Kenyan Orphanages." *Visual Anthropology Review* 27(2): 141-161.

Pink, Sarah. 2013. *Doing Visual Ethnography*. London: Sage Publications. (pg. 33-47, 73-160)

Week 10

Thursday, March 18

Reading Reflection #9

- TOPIC: Archival Research

- READINGS: Dirks, Nicholas B. 2002. "Annals of the Archive: Ethnographic Notes on the Sources of History." In *From the Margins: Historical Anthropology and Its Futures*, edited by Brian Keith Axel, 47-65. Durham: Duke University Press.

  Murphy, Fiona. 2011. "Archives of Sorrow: An Exploration of Australia's Stolen Generations and Their Journey into the Past." *History and Anthropology* 22(4): 481-495.

  Verdery, Katherine. 2014. "Ethnography in the Securitate Archive." *Acta Universitatis Sapientiae, Social Analysis* 4(1-2): 7-29.

Week 11

Thursday, March 25

Reading Reflection #10

- TOPIC: Data Collection and Analysis

- READINGS: Bernard, pg. 308-322, 437-470

  Hsieh, Hsiu-Fang, and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis." *Qualitative Health Research* 15(9): 1277-1288.

  Jackson, Jean E. 1990. "'I Am a Fieldnote': Fieldnotes as a Symbol of Professional Identity." In *Fieldnotes: The Makings of Anthropology*, edited by Roger Sanjek, 3-33. Ithaca: Cornell University Press.

  Weston, Cynthia, Terry Gandell, Jacinthe Beauchamp, Lynn McAlpine, Carol Wiseman, and Cathy Beauchamp. 2001. "Analyzing Interview Data: The Development and Evolution of a Coding System." *Qualitative Sociology* 24(3): 381-400.

Week 12

Thursday, April 1

Reading Reflection #11

- TOPIC: Data Management

- READINGS: Bourdon, Sylvain. 2002. "The Integration of Qualitative Data Analysis Software in Research Strategies: Resistances and Possibilities." *Forum: Qualitative Social Research* 3(2): Art. 11.

  Woods, Megan, Rob Macklin, and Gemma K. Lewis. 2016. "Researcher Reflexivity: Exploring the Impacts of CAQDAS Use." *International Journal of Social Research Methodology* 19(4): 385-403.

Week 13

Thursday, April 8

Reading Reflection #12
AND
Data Collection and Analysis Due

- TOPIC: Feminist Ethnography

- READINGS: Abu-Lughod, Lila. 1990. "Can There Be a Feminist Ethnography?" *Women & Performance* 5(1): 7-27.

  Davis, Dána-Ain, and Christa Craven. 2016. *Feminist Ethnography: Thinking Through Methodologies, Challenges, and Possibilities*. Lanham: Rowman & Littlefield. (pg. 121-143)

  Harrison, Faye V. 2007. "Feminist Methodology as a Tool for Ethnographic Inquiry on Globalization." In *The Gender of Globalization: Women Navigating Cultural and Economic Marginalities*, edited by Nandini Gunewardena and Ann E. Kingsolver, 23-31. Santa Fe: School for Advanced Research Press.

  Skeggs, Beverley. 2001. "Feminist Ethnography." In *Handbook of Ethnography*, edited by Paul Atkinson, Amanda Coffey, Sara Delmont, John Lofland, and Lyn Lofland, 426-442. London: Sage Publications.

Week 14

Thursday, April 15

- NO CLASS – SPRING BREAK

Week 15

Thursday, April 22

Reading Reflection #13

- TOPIC: Decolonizing and Indigenous Methodologies

- READINGS: Alonso Bejarano, Carolina, Lucia López Juárez, Mirian A. Mijangos García, and Daniel M. Goldstein. 2019. *Decolonizing Ethnography: Undocumented Immigrants and New Directions in Social Science*. Durham: Duke University Press. (pg. 17-37)

  Porsanger, Jelena. 2004. "An Essay About Indigenous Methodology." URL: https://munin.uit.no/bitstream/handle/10037/906/article.pdf

  Steinhauer, Evelyn. 2002. "Thoughts on an Indigenous Research Methodology." *Canadian Journal of Native Education* 26(2): 69-81.

  Zavala, Miguel. 2013. "What Do We Mean By Decolonizing Research Strategies?: Lessons From Decolonizing, Indigenous Research Projects in New Zealand and Latin America." *Decolonization: Indigeneity, Education & Society* 2(1): 55-71.

Finals Week

Sunday, April 25

Project Report due by 11:59pm

Thursday, April 29

- Student presentations (1:00pm – 3:50pm)