

Design and Methods of Research in Latin American Studies  
Fall 2021  
LAS 6293  
M | Period 9 - 11  
(4:05 PM - 7:05 PM)

**Instructor:** Dr. Rebecca Hanson

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**Office hours:** Wednesdays 12:30 – 1:30pm via Zoom, 1:30 – 2:30pm in office  
To schedule an office visit via Zoom please email me to set up a time and for the link

Please keep in mind that the pandemic has increased the amount of emails and online interactions that educators must engage in. This affects our response time. I will do my best to respond to communications within 24 hours, but in some cases it may take longer. **All communication regarding this course should occur through Canvas. If you need to contact me, please do so through Canvas, not via email.**

### REQUIRED READINGS

Emerson, Robert et al. *Writing Ethnographic Fieldnotes*, 2<sup>nd</sup> Edition. ISBN: 97802262068B

Luker, Kristin. *Salsa Dancing into the Social Sciences*. ISBN: 9780674048218

Available online through the UF library

Saldaña, Johnny. 2011. *Fundamentals of qualitative research*. ISBN: 978-0199737956

Available online through the UF library

**Course-specific learning outcomes** – Students who engage fully in this course will develop the ability to:

1. Formulate relevant and feasible questions for research/internships.
2. Apply an array of instruments to obtain original qualitative and quantitative findings.
3. Find and interpret pertinent data and literature.
4. Combine complementary methods and findings (e.g., quantitative with qualitative, broad with deep, case studies with national and regional statistics, primary with secondary data, measurement of biophysical phenomena with subjective views of actors).
5. Contextualize studies in historical, socio-economic, geographic and cultural contexts.

6. Characterize several methodological paradigms (e.g., positivist scientific methods, participatory action research, holistic ethnography, feminist epistemology, postcolonial and de-colonizing approaches).
7. Reflect critically on knowledge and power in scientific research (identify influences of disciplinary paradigms, cultural and political stances, colonial and geopolitical positions, gender systems, and other factors in research methods and in published findings).
8. Be aware of ethical considerations and thoughtful of respectful design and practice.
9. Support colleagues and learn by carrying out critical peer reviews with constructive criticism.
10. Design and write a research or internship proposal that manifests the knowledge and skills described in preceding outcomes.

The course contributes to the following **MALAS program objectives**:

- Evaluate the significance, perspective and quality of information obtained from published literature.
- Generate new knowledge about Latin America through research designed and implemented with an interdisciplinary perspective.
- Communicate this knowledge clearly and effectively in a thesis completed for their graduate degree as well as other spoken and written means.
- Gain experience of professional behavior in academic settings.

**UF graduate training objectives** are advanced in four interrelated areas:

- Epistemological awareness: thinking about knowledge, power, and research process.
- Practical skills: applying scientific research instruments.
- Strategic design: identifying phenomena to study, formulating questions, selecting methods.
- Communications: organizing findings and communicating results.

### **CLASS POLICIES & CULTURE**

This classroom will be an anti-racist space and sex, gender, and sexuality inclusive. I will not tolerate hate speech, homophobia, or sexism of any kind in classroom discussions, assignments, or anywhere else.

Please put away your cell phone during the class unless you have an emergency or other extenuating circumstances that require others be able to contact you. In this case, please let me know before class that you may need to attend to a phone call during class time.

This is a graduate seminar, not a lecture-based course. In a seminar, the professor is more of a supervisor than a lecturer. Graduate seminars are a part of your development as a professional. They are integral to your transition from being an undergraduate student who receives knowledge and information in classes to a junior colleague engaged in constructive criticism and the production of knowledge.

Seminars are constructed in interaction. I will provide a brief setup at each meeting and try to provide an environment in which everyone feels comfortable participating, but responsibility for the seminar is borne collectively. The goal of this class is to learn by thinking, discussing and writing about issues of your interest.

This means that you must come to class prepared to discuss the readings (preferably with written comments and at least one question of your own) and to have considered how the course materials will affect your work. A rough guideline: *everyone should speak at least once during each course meeting*. If you feel uncomfortable speaking in groups please schedule a time to meet with me so that we can identify other ways for you to contribute to the collective knowledge building process.

**The purpose of the graduate seminars is to provide:**

- graduate students with exposure to a variety of research projects and activities in order to enrich their academic experience.
- an opportunity for graduate students to develop skills in presentation and discussion of research topics in a public forum.
- a space where students become active participants in contributing to the course and the direction it takes rather than being a passive receiver of information through lectures

If you have questions about the seminar format and expectations, feel free to talk with me and/or review the following website: <https://grad.uw.edu/for-students-and-post-docs/core-programs/mentoring/mentor-memos/succeeding-in-a-graduate-seminar/>

This seminar will only be as good as the students make it. On the one hand, this requires vigorous participation from all. This participation includes voicing your opinion, and responding to those you disagree with. Part of your task as students is working hard to build a deep understanding of course materials. This is an integral part of developing an informed and analytical perspective. When based on a serious effort to understand course materials, critique and dissent can help us to collectively expand our views and analyses. However, in order to maintain a productive classroom environment for all, it is essential to listen carefully to others and to voice dissent in a respectful manner. Respect for your fellow students, your professor, and the educational process is expected at all times.

If you tend to talk a lot, make sure it is not to the detriment of others who want to speak. Don't interrupt others. If someone who rarely speaks suddenly wants to voice their opinion, be sure to cede to them.

**COVID-19:** This new virus emerged suddenly last year with devastating impact. But remarkably, in less than 10 months, scientists and doctors produced several vaccines that are exceptionally safe and effective against the virus. I urge all students to become vaccinated, if they have not already done so. The vaccine is free, readily available, safe, and effective. For more information on UF's policies and how to get vaccinated please visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and UF's [COVID-19 homepage](#) for more information.

Although I cannot require the use of masks and social distancing in class, **THESE PRACTICES ARE STRONGLY ENCOURAGED**. I will have additional masks on hand at all times. If you need a mask just ask. Please respect other students as they take precautionary measures.

**Accommodations:** Students may find themselves limited in their ability to accomplish course requirements for a variety of reasons, including but not limited to: autism, visible physical disability, non-visible physical disability or chronic illness, learning disability, mental illness, and bereavement processes. I aim to provide an inclusive and safe environment for all students and will work with the Disability Support Services and/or students to maintain an accessible and accommodating classroom. Disability Resource Center facilitates accommodations for medically documented disabilities and is located at 0001 Building 0020-Reid Hall (<http://www.dso.ufl.edu/drc/>; [accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu); Voice 352-392-8565; Fax, 352-392-8570).

Some students seeking disability accommodations may choose to do so through non-medical routes. I recognize potential barriers to seeking medical disability accommodations and will work with students seeking non-medical disability accommodations to specify a plan of action, if needed. Please notify me as soon as possible of any accommodation needs.

**Health and Counseling:** Health and counseling services are available for students in at the UF Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>; 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Student Names and Personal Pronouns:** I will refer to students with the name and pronoun that feels best for them in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Affairs, <https://lgbtq.multicultural.ufl.edu/>.

**Inclusivity Statement:** It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**Syllabus policy:** I believe in allowing students to participate in the development of the course to ensure that we discuss readings and class topics from perspectives different from my own. If there are topics or readings that are currently not included on the syllabus that you are interested in, please let me know and I will try to incorporate them.

**Excused Absence Policy:** Excused absences include serious or contagious illnesses, personal or family emergencies, university-sponsored activities, or religious holidays that require your absence from campus. You may be asked to provide documentation verifying your absence. If you know about an excused absence ahead of time, as in the case of a university sponsored-activity or religious holiday, let me know as soon as possible. Absences due to vacations, optional doctor appointments (e.g. teeth cleaning), or to be a spectator at an event are NOT excused. All other absences will be assessed on a case-by-case basis.

**Late Work and Extensions:** If you know you will not be able to turn in the assignment on time, please notify me as early as possible. Extensions must be arranged in advance.

**Grade Appeals:** Grades will not be discussed via e-mail. If you have a question or a complaint about your grade, please contact me within 48 hours of posting to arrange a meeting time.

**Course evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## COURSE ASSIGNMENTS

**Critically assess a completed master's thesis, internship report, or MA capstone project –** Browse through completed theses, internship reports, or capstone projects posted on library or department websites of universities (check out strong Latin American Studies graduate programs such as UF, UT-Austin, Tulane, Vanderbilt, U Pittsburg, UNC, etc.). Make a bibliography identifying ten master's theses, internship reports, or MA capstone projects that interest you. Select one to study that looks similar in some ways to the work you would like to produce. Use supplied guidelines in the folder ADDITIONAL MATERIALS in CANVAS to describe and critically assess the paradigm, instruments, and analysis used in that thesis. **There are currently no guidelines for assessing a capstone project. If you choose this option, please contact me during the first two weeks of the semester so that we can establish guidelines and expectations.**

**Annotated bibliography for a research or internship proposal –** Meet with UF libraries staff to learn about using historical materials, electronic sources, journals, etc. Build on both experiences to compile an annotated bibliography for your research proposal according to the following instructions:

- Seek out an array of at least 20 sources that may be useful for your proposed project.
- For this assignment, it is not necessary to read all of the book or article. Students may use abstracts, introductions and conclusions, editorial summaries, and advertising blurbs about each source to write a brief summary.
- The set should include literature on the topic of study, on the theoretical and methodological approaches to be applied, and on the research location (ecozone, nation, region).
- Balance different types of sources, for example: 5 peer review journal articles, 5 books, 5 websites, plus pertinent sources such as popular media, historical archives, legislation, videos, statistical databases.
- Include diverse perspectives/voices: publications written by people based in Latin America and elsewhere, men and women authors, scholarly and practical work, materials expressing different sides of a conflict.

- In each summary, discuss how the reading relates to others in your bibliography. Does it complement what others are saying? Contradict other things you have read? Does it add a new dimension to the way in which you are thinking about your topic of interest?
- Include a few sentences in each summary about how you see the reading in relation to your proposed project.

See the folder ADDITIONAL MATERIALS in CANVAS for annotated bibliography guidelines.

**Design, write and present a proposal for an original research, internship, or capstone project**

– Develop a proposal following guidelines provided. Paths to proposal development and implementation involve exploring various options, approaches and instruments, and adapting and changing plans throughout the entire process. This proposal serves as a base for students’ thesis, internship, or capstone projects. Proposals prepared for class may be adapted for grant applications, including the Center for Latin American Study’s Summer Field Research Competition. Activities and readings throughout the semester support each step of proposal building.

**Leading Class** – Each student will lead class twice during the semester. Students will lead class in pairs of two. Leading class will have two essential elements. First, the students leading the class will post discussion questions to Canvas by noon on Monday the week of class. Second, class leaders will direct discussion for 60-90 minutes of class. Rather than seeing this as a “test” of your leadership or teaching skills, think about this component as the chance to discuss and dig into the parts of the readings that you find most interesting or problematic. We will arrange student groups the second week of class.

**Reading Notes** – Students will upload reading notes – 1,000 word minimum – for class after **August 23. Reading notes must be uploaded before class.** Reading notes should be uploaded as a Word document or PDF on Canvas. You should also bring a print copy to class or on your laptop/tablet. You will only receive credit for notes if you complete the assignment in a timely manner and critically engage with the texts. Each reading note is worth 1 point towards your final grade. You are allowed to miss up to two class session’s reading notes. If you complete reading notes for all class sessions you will receive an additional 2 point towards your final grade.

Reading notes will be graded not only on timely submission, but also on engagement with the readings. Do not think about these notes as summaries of each readings we do, but a place to synthesize ideas, work through concepts, and develop your thoughts on each theory. You may include questions, comments, and/or critiques of the readings. Consider using these notes to evaluate the readings and think about how they may be useful for your own research interests. If you do not find the readings for that class day helpful in thinking about your interests, you can write about why that is the case. You may also explore how readings from other class days speak to each other. **Make sure to include your name and the class date and topic for which they are written on your reading notes!!!**

**Class Participation** – Though this is a methods class, much of the course will be discussion based. There are various approaches to conducting qualitative research and different epistemologies that ground qualitative inquiry, some of which are controversial and conflict with other schools of thought. Part of this course involves students identifying which schools and theories they find most useful and learning how to defend these choices. Discussion, debate, and constructive criticism are all use helpful in this process. While I will lecture at the beginning of some classes, much more time will be spent discussing, evaluating, and criticizing the readings assigned for the day. Classes will be much richer and beneficial if everyone comes to class prepared to discuss the readings, particularly in relation to your own research and research interests. If you do not feel comfortable speaking in class, you must meet with me to discuss other ways in which you can meet the participation requirement.

## ACTIVITIES

**Ethnographic observations** – Start by studying detailed guidelines for this assignment and materials about ethnographic observation posted in the folder ADDITIONAL MATERIALS on CANVAS. Students will identify and research a social space either in person adhering to appropriate physical distancing and preventative measures OR online. Students will carry out ethnographic observations in pairs. Students will carry out at least two hours of observation in a selected location where manifestations of or practices related to the select phenomenon can be observed. Students must conduct ethnographic observations on two separate occasions. **We will discuss in class how to conduct observations without coming into contact with others if you prefer to avoid in-person observations.**

Observers should DESCRIBE exactly what they SEE, HEAR, FEEL, TOUCH, TASTE, COUNT. Work hard to refrain from imposing one's own subjective (and inevitably ethnocentric) judgments or interpretations. Multi-materials (maps, photos, drawings, lists) and acting out aspects of what was observed can be good ways to communicate complex scenes. Ethnographic notes should reflect that the student has read and is using guidelines from Emerson et al.'s *Writing Ethnographic Fieldnotes*.

Ethnographic notes must be submitted via Canvas by the date listed on the course schedule. Notes must include the name of the observer, the day, time, and duration of the observations, and the location observed.

**Interviews** – Review websites for UF programs and departments related to your interests, starting with the list of Affiliates of the Center for Latin American Studies  
<http://www.latam.ufl.edu/people/affiliate-faculty/>

Select four individuals whose scholarship resonates with your interests. Drawing from biographies and CVs provided online, write a brief profile of each, highlighting studies and methods applied in Latin America-related research.

Make a date to speak with two of these individuals, either virtually or in person adhering to appropriate physical distancing and preventative measures. Carry out a 15 to 20-minute interview with each. Record each interview. You may come up with your own questions, but they should include the following:

- How did you get involved in research related to Latin America?
- Can you describe one or more studies that you have carried out related to Latin America?
- What specific instruments did you apply to obtain information?
- How did you analyze the findings and materials gathered?
- What challenges have you found working in Latin America that you did not originally anticipate?
- Can you talk about some of the things you have found to be most enriching (personally and/or professionally) working in Latin America?

Write up a short (1 page) report that indicates time, place and length of each interview, and summarizes content. Transcribe the entire content of **one** of the interviews. Biography summaries, interview report, and transcript should be uploaded to CANVAS on the date specified below.

#### **Grading**

Thesis/internship assessment	10
Research/internship proposal	35
Reading Notes	10
Timely submission of quality activities materials	10
Leading class	20 (10 pts per class)
Participation, peer review, and workshopping	15
Total	100

### Grading Scale

A	94 and above
A-	90-93
B+	87-89
B	83-86
B-	79-82
C+	76-78
C	72-75
C-	69-71
D+	66-68
D	62-65
D-	59-61
E	58 and below

The syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary.

This course is not comprehensive. There are multiple approaches to research and myriad critiques of the approaches we will learn about. My training as a sociologists influences how I have structured the course, and we will spend more time discussing social science research than research in the humanities. However, I have tried to select work that will expose you to various approaches. Nevertheless, there are vast research methods that we will not touch. If there is a particular method, epistemology, or approach that you would like to discuss that is not reflected on the syllabus please contact me. I am always open to adapting the syllabus according to students' needs and interests.

	<b>Readings</b>	<b>Activities</b>
<b>August 23</b>	Introduction to class	Review MALAS pages and affiliates
<b>August 30</b> <b>Latin American Studies and its Future</b>	<u><i>Salsa Dancing</i>, Chapter 2</u> Mendieta, "Remapping Latin American studies: Postcolonialism, subaltern studies, post-occidentalism, and globalization theory"	Form teams for ethnographic observation and class leading  Introduction to UF library

	<p>Hale, Arias and Alvarez, “Re-Visioning Latin American Studies”</p> <p>Hale, “The Future of Latin American Studies”  <a href="https://www.americasquarterly.org/content/future-latin-american-studies">https://www.americasquarterly.org/content/future-latin-american-studies</a></p> <p>Mu and Pereyra-Rojas, “Why Latin American Scholars do not Participate in Latin American Studies”</p>	
<p><b>Sept. 6</b></p> <p><b>No class</b>  <b>Labor day</b></p>		
<p><b>Sept. 13</b></p> <p><b>Approaches to Research</b></p> <p><b>Positivist, Post-positivist, and Grounded theory</b></p>	<p>Ryan, “Post-positivist approaches to research”</p> <p>Corbin and Strauss, “Grounded theory research: Procedures, Canons, and Evaluative procedures”</p> <p>Guba, “Competing Paradigms in Qualitative Research”</p> <p><u>Salsa Dancing, “Ode to Canonical Social Sciences”</u></p> <p>Becker, “The Epistemology of Qualitative Research”</p> <p><u>Saldaña, Chapter 1</u></p>	<p>Bring research questions to class to workshop</p> <p>Review MALAS handbook and important deadlines</p> <p>Create calendar with important dates and deadlines of program</p>
<p><b>Sept. 20</b></p> <p><b>Approaches to Research</b></p>	<p>Aretxaga, “Dirty Protest: Symbolic Overdetermination and Gender in Northern Ireland Ethnic Violence”</p> <p>Richardson, “‘The truth must dazzle gradually’: Enriching relationship research using a crystallization framework”</p> <p>Hill Collins, “Toward an Afrocentric Feminist Epistemology”</p> <p>Narayan, “The Project of Feminist Epistemology”</p> <p>Cusicanqui, “The Notion of “Rights” and the Paradoxes of Postcolonial Modernity: Indigenous Peoples and Women in Bolivia”</p> <p><u>Saldaña, Chapter 2</u></p>	<p>Review Master’s Thesis/Internship/ Capstone Guidelines</p> <p>Watch: The True Meaning of Pictures</p>

<p><b>Sept 27</b> <b>Ethics, power &amp; positionality</b></p> <p><b>IRB Compliance</b></p>	<p>Hanson and Richards, “Gendered Bodies and Field Research”</p> <p>Berry et al., “Fugitive Anthropology”</p> <p>Hughes, “Not Out in the Field: Studying Privacy and Disclosure as an Invisible (Trans) Man”</p> <p>Sultana “Reflexivity, Positionality and Participatory Ethics: Negotiating Fieldwork Dilemmas in International Research”</p> <p>Tuhiwai Smith, “Decolonizing Methodologies: Research and Indigenous Peoples”</p>	<p>IRB overview Consent Form Templates and Examples: <a href="https://sbsirb.uchicago.edu/page/consent-form-templates-and-examples">https://sbsirb.uchicago.edu/page/consent-form-templates-and-examples</a></p> <p>UF IRB-02 page: <a href="http://irb.ufl.edu/irb02.html">http://irb.ufl.edu/irb02.html</a></p> <p>Bring research questions to class to workshop</p>
<p><b>October 4</b></p> <p><b>Research Design &amp; Evaluation</b></p>	<p><u>Salsa Dancing</u>, “On Sampling, Operationalization, and Generalization”</p> <p>Cleary, Horsfall, and Hayter, “Data collection and sampling in qualitative research: does size matter?”</p> <p>Creswell and Miller, “Determining Validity on Qualitative Inquiry”</p> <p>Lincoln &amp; Guba, “But is it Rigorous? Trustworthiness and Authenticity in Naturalistic Evaluation”</p> <p>Khan, “Less Theory. More Description”</p> <p>Gerson and Damaske, “The science and art of interviewing: Interviews with whom”</p> <p><u>Saldaña, Chapter 3</u></p>	<p>Submit IRB-02 training certificate via CANVAS by 11:59pm</p> <p>Upload thesis/internship paper/capstone project assessment to CANVAS</p> <p>Bring research questions to class to workshop</p>
<p><b>October 11</b></p> <p><b>Ethnography</b></p>	<p>Adjepong, “Invading ethnography: A Queer of Color Reflexive Practice”</p> <p>Hancock, “A dispositional approach to racial and cultural</p>	<p>Turn in Annotated Bibliography</p> <p>Workshop research proposal</p>

	<p>analysis”</p> <p>Hanson and Richards, “Sexual Harassment and the construction of ethnographic knowledge”</p> <p>Biehl, “Vita: Life in a Zone of Social Abandonment”</p> <p><u>Writing Ethnographic Fieldnotes</u>, “Writing Fieldnotes”</p>	<p>First ethnography notes</p>
<p><b>October 18</b></p> <p><b>Interviews</b></p>	<p>Adriansen “Timeline Interviews: A Tool for Conducting Life History Research”</p> <p>Devault, “Talking and Listening from Women's Standpoint: Feminist Strategies for Interviewing and Analysis”</p> <p>Enriquez, “Everyday Violence in Central America as Seen Through the Life of One Woman”</p> <p>Solórzano &amp; Yosso, “Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research”</p> <p>Gerson and Damaske, “The science and art of interviewing”</p> <p>Additional resource: Jacobs and Ferguson, “Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research”</p>	<p>Upload ethnographic notes on CANVAS by 6:15pm</p> <p>Workshop research proposal (see workshop schedule doc)</p> <p>Timeline interviews with other students</p>
<p><b>Oct 25</b></p> <p><b>Surveys &amp; Quantitative Research</b></p>	<p>Ruel, “Introduction to survey research”</p> <p>Vargas &amp; Kingsbury, “Racial Identity Contestation: Mapping and Measuring Racial Boundaries”</p> <p>Kronick, “Profits and Violence in Illegal Markets: Evidence from Venezuela”</p> <p>Alcaniz et al. “A Survey Experiment on “Bad Bosses”: The Effect of Social Networks on Gender Solidarity”</p> <p>Krosnick, “Questions and questionnaire design”</p> <p><b>**Guest Speaker:</b></p>	<p>Upload second ethnographic notes on CANVAS by 6:15pm</p> <p>Compare ethnography notes with partner</p>
<p><b>Nov. 1</b></p>	<p>Luft, “How Do you Repair a Broken World? Conflict(ing) Archives after the Holocaust”</p>	<p>Review of online archives</p>

<p><b>Archival research and cultural studies</b></p>	<p>Velasco, “Barrio Rising”</p> <p>Lopez, “Socialist Biopolitics: Flesh and Animality in Cuba and Venezuela”</p> <p>Lessa, “Remnants of Truth: The Role of Archives in Human Rights Trials for Operation Condor”</p> <p><b>**Guest Speaker</b></p>	
<p><b>Nov. 8</b></p> <p><b>Participatory Action Research &amp; Mapping</b></p>	<p>Chaudhary “Toward an Epistemology of Participatory Action Research”, in <i>Participatory Action Research: International Contexts and Consequences</i> <b>EBOOK AVAILABLE THROUGH UF LIBRARY</b></p> <p>Kaptani &amp; Yuval-Davis, “Participatory Theatre as Research Methodology: Identity, Performance, and Social Action among Refugees”</p> <p>Clark, “Multimodal map making with young children: exploring ethnographic and participatory methods”</p> <p>Ghaziana, “Queer Spatial Analysis”</p> <p>Parker, “Constructing Community Through Maps? Power and Praxis in Community Mapping”</p> <p><b>**Guest Speaker</b></p>	<p>Upload interview transcript and other interview materials on CANVAS by 6:15pm</p> <p>Workshop proposal materials (see workshop schedule doc)</p>
<p><b>Nov 15</b></p>	<p><b>STUDENTS’ CHOICE</b></p>	
<p><b>Nov 22</b></p>	<p><b>NO CLASS</b></p>	
<p><b>November 30</b></p> <p><b>Analysis &amp; Coding</b></p>	<p>Hernandez, “Theoretical Coding in Grounded Theory Methodology”</p> <p>Holton, “The Coding Process and its Challenges”</p> <p>Saldaña, “The Coding Manual for Qualitative Researchers: Introduction and Appendix A”</p> <p>Deterding and Waters, “Flexible coding”</p> <p><u><i>Salsa Dancing: Data Reduction and Analysis</i></u></p> <p>Tavory, “Interviews and Inference: Making Sense of Interview</p>	<p>Workshop research proposal</p>

	Data in Qualitative Research”  <i>Writing Ethnographic Fieldnotes, Processing Fieldnotes: Coding and Memoing</i>	
<b>December 6</b>	Reflections and wrap up	
<b>December 12</b>	Research proposals due by 11:59pm, submit on Canvas	