



Anthropological Field Methods (ANTH 4011)

Instructor

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Course Information

When: Tues/Thurs 3:30 – 5:00 p.m.

Where: Language 215

Office Hours: Tues/Thurs 2:00 – 3:00 or by appointment.

Course Description

Anthropological Field Methods is a class that is all about *doing* (socio-cultural) anthropology through its main method: ethnographic research. Ethnography is a widespread, flexible method across the social sciences, which relies on having engaged and sustained experiences and interactions with the communities one is studying or working with. In this course, we will gain experience in designing and conducting ethnographic research projects from crafting research questions to analyzing and presenting data. Throughout the course, we will consider ethics in research, power dynamics in the research relationship, and how the questions we ask and methods we use shape the research outcomes we achieve. After this course, students will have completed their own research project and will be comfortable with the research design process.

Course Objectives

By the end of the semester, students will be able to:

- State what ethnographic research is and how it builds the foundation of socio-cultural anthropological knowledge.
- Use an ethnographic approach to design and conduct surveys, interviews, and participant observation and write field notes.
- Develop a research question, identify appropriate methods, and analyze results according to the principles of ethnographic study design.
- Evaluate the ethical implications of conducting research, considering the power dynamics inherent to the researcher/participant relationship.
- Describe the relationship between specific research methodologies, the data they collect, and how this association impacts data analysis and interpretation.

Course Structure

Overview

The course will meet in-person two times per week for the full Spring semester, where we will listen to lecture, discuss readings, and work independently, in small groups, and as a class on our research projects, including practicing methods and data analysis techniques, among other aspects of doing ethnographic research. Throughout the semester we will build upon the skills we learn in prior weeks to move through a research project, from crafting research questions to presenting results. Because this course builds upon itself, it is imperative to complete your assignments on time.

Students are expected to perform course responsibilities outside of designated class time, including readings, homework, and other class responsibilities. We will also be completing a lot of activities collaboratively in class and in small groups as we learn to do research together. These hands-on activities will help you learn the research process, provide me opportunities to give you real-time mentoring as you develop your skillsets, and enable you to learn from each other as you do activities together. These in-class activities underscore the importance of coming to class and participating.

Learning to balance your in-class and out-of-class responsibilities with your other academic, professional, and personal obligations is an important part of developing yourself as a professional. If you are having trouble handling all your obligations, please come talk to me about it so we can figure out a viable path forward.

Course Organization

All assignments and course materials can be found on Canvas. The course is organized in weekly modules in Canvas that are organized as follows:

- A **weekly overview page** that describes things like the topics, activities in class, and homework assignments for each week.
- Links to readings, videos, podcasts, and other course materials. Students will complete the required readings for that day before coming to class.
- Near weekly 250-500-word **reflective notes** in which students reflect on what they learned that week from the readings, homework assignments, and class discussions, among other topics as outlined in assignment instructions. The reflective notes are due before Sunday midnight. Dates and specific assignment instructions are on Canvas.
- Near weekly **homework assignments** in which students will work on different components of the research project, developing their research skills. The assignments are generally due on Wednesdays or Sundays before midnight. Dates and specific assignment instructions are on Canvas.
- The final assignment is a **research report**, coupled with a **final presentation**, which describe the research project, including its conceptual framework, methods, results, and interpretation of the findings. The assignment will also include a reflective portion, in which the student considers how their positionality impacted the research project as well as what they learned and what challenged them throughout the process.

Credit Hours and Work Expectation

As a three-credit course, students enrolled in Anthropology 4011, should expect to spend an additional six to nine hours on coursework outside of class hours. This includes readings, research assignments, spending time with your research community/organization, and writing assignments.

Instructor Communication

Preferred contact method: If you have a question, please contact me first through Canvas messaging or my UNT email address. I try and reply to emails and messages within 48 hours on days when class is in session at the university. I will rarely respond to emails outside of normal business hours and on the weekends.

Class announcements: I will send all important class-wide messages through the Announcements tool in Canvas, including changes to the syllabus. Please check your notification preferences to ensure you receive these messages.

Remember that you can call 940-565-2324 or [chat or submit a help request](#) (<https://techsupport.unt.edu/students>) to UNT Tech Support Hub if you have technical issues.

Class Materials

There is one required textbook for this course, which is also available on Course Reserve at the Library. All other readings and other materials will be available on Canvas.

Lareau, Annette. 2021. *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up*. Chicago Guides to Writing, Editing, and Publishing. Chicago (Ill.) London: The University of Chicago press.

This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](#) (<https://online.unt.edu/learn>).

Attendance and Participation

Students are expected to attend class as it provides critical opportunities to learn from the instructor and peers to meet course objectives and to perform well in class. Attendance and participation points comprise 10% of your overall grade. Thus, coming to class—and participating in it—are crucial to doing well in the course and to furthering your understanding of course concepts and research practice.

If personal, familial, or professional obligations arise that affect your ability to come to class, please communicate with me about the reasons for the absences so that we can work together to ensure your success in the class.

University Excused Absences

If you have a University excused absence, such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](#) (<https://policy.unt.edu/policy/06-039>), please communicate with me accordingly so that your participation points are not affected for the absence. If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me

Expectations of Professionalism

Going to college is as much about learning professionalism as it is about gaining new knowledge and skills. Thus, I expect you to conduct yourself with professionalism both during class and in your communications with me outside of class. Accordingly, this means showing up on time to class and if you are late, to quietly make your way into class as to not disrupt. You are welcome to connect with me through Canvas messaging, email, or by attending office hours. I am happy to speak with you regarding questions on the course materials or about your goals and interests as they relate to Anthropology and your university experience.

Course Requirements and Grading

Your grade in this course is based around five main categories, including: participation and attendance, reflective notes, research activities, and your final presentation and research report (i.e., final paper). More explicit instructions on these assignments will be located on Canvas and within the weekly modules for specific instructions on that week's reflective note and/or research activity. The chart below provides a break-down of your grade composition:

Assignments	Grade Percentage
Participation/Attendance	10%
Reflective Notes	30%
Research Activities	45%
Final Presentation	5%
Research Report	10%

Unless indicated otherwise, all assignments will be submitted on Canvas in the appropriate weekly module of the week in which it is due. For assignments submitted before the due date, I will try to provide feedback and grades within seven to 10 days of the due date. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

All assignments will be graded according to a rubric. Reference these rubrics for your assignments. They not only help facilitate the grading process for me but also provide you with a key on what it takes to get good grades on each assignment. Aim to meet the requirements laid out in the rubric.

Final grades are based on the following grading scheme: A 90+; B 80-89; C 70-79; D 60-69; F< 60.

Participation and Attendance

Coming to class and participating in class discussions and activities is an integral part of learning how to do ethnographic research. Thus, you will be expected to attend class (except for reasonable absences, such as being ill or family emergencies) and to participate in both class-wide and small-group activities. Below is a chart that outlines how unexcused absences will impact your grade. If you have a registered disability that may lead to you missing more class, your attendance grade expectations will differ.

Attendance Grade	Points	Unexcused Absences
A	90-100	0-2
B	80-89	3-4
C	70-79	5-6
D	60-69	6-7
F	≥59	8+

Reflective Notes

Nearly weekly, you will be expected to write a reflective note which synthesizes your experiences. Reflective notes are opportunities for you to make connections between the concepts and methods we are learning in class, the ethnographic research experiences you are having outside of class, and your preexisting understandings of the world and anthropology. In the reflective notes, you should (1) reflect on your experiences conducting research for the week, (2) incorporate insights from the readings for that week, and (3) make connections to other things we have learned and experienced in the class in prior

weeks or what you want to learn in future weeks. While reflective notes will follow this broad pattern, each reflective note assignment will have its own specific prompt located in the weekly module for that week.

Research Activities

You will be expected to conduct research activities to strengthen and hone your ethnographic skillset and toolkit both outside of and during class time. Each student will be carrying out an independent ethnographic research project on a topic of their choosing (pending Instructor approval), throughout the semester. Students are expected to spend time on their own outside of the classroom conducting research activities with the group, community, or organization of their choosing. You will also be required to identify readings for your topic throughout the semester to inform the analysis in your final research report due at the end of the semester. We will do data analysis and research design activities in class together, to help develop our skillsets and to enable us to learn from each other and each other's projects. Each research activity will have specific instructions listed in Canvas in the weekly module for the week it is due. We will also discuss these assignments in-class to ensure understanding of the assignments.

Final Presentation

As part of developing your skillset in science communication and to demonstrate your understanding of the research process, you will be required to give a final presentation of 10-15 minutes on your research project. The presentation should include a discussion of your research question, its theoretical relevance (i.e., problem statement), the methods you used, key findings and interpretations thereof, and implications of the study (i.e., societal relevance). This presentation should use visualizations (e.g., PowerPoint or Google Slides) of your choice to help articulate and drive home your points.

Research Report

At the end of the semester, you will be required to produce a research report, which will be a culmination of all the work that you have done throughout the semester in conducting ethnographic research. This report will in part be a description of your research project and findings and in part a reflection on what you have learned throughout the semester, what went well in your project, and what could be improved upon in future research endeavors. You will have the option of crafting your research report either as a written paper, a recorded video presentation, or a podcast. More specific instructions for this assignment will be available on Canvas.

Late Work

Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Meeting deadlines for assignments is essential to ensuring that we can move forward on our research projects in a way that enables the lessons from each week to build on one another. No late work will be accepted after the end of the twelfth week of the semester to ensure that I have adequate time to grade all assignments prior to the end of the semester. Please communicate with me in a professional and respectful manner if you missed an assignment and would like to turn it in late.

Fostering an Inclusive Learning Environment

I seek to create an inclusive learning environment for learners from a variety of backgrounds, knowledge levels, experiences, etc. If you find that any of the course material (PowerPoints, lectures, readings, etc.)

are inaccessible, please let me know and I will do my best to incorporate your feedback. I try to design all course documents with accessibility standards in mind.

In addition, I seek to create an inclusive learning environment in how we treat one another and have dialogue in the course. Anthropology is the study of the breadth of human experience and as such, anthropologists are open to engaging and understanding how people make sense of the world, regardless of our agreement with their ideas or values. As anthropologists, we should treat each other and our diverse ideas with mutual respect, working to foster a civil and respectful classroom environment. This is the responsibility of all of us. If you ever feel like the class environment is not safe or welcoming, please come talk to me so we can work on improving it, so all feel welcome and comfortable.

Please also keep in mind when conducting activities for this class, the [Code of Student Conduct \(https://policy.unt.edu/policy/07-012\)](https://policy.unt.edu/policy/07-012). This extends to your research assignment homework as well, during which you should conduct yourself with professionalism, respect, and an open mind.

Academic Integrity Policies

Academic integrity is of paramount importance during your time as a student at UNT. All students are expected to turn in their own work and to appropriately cite sources when they are drawing on the ideas of others. If you are confused about proper citation practices or whether you are using citations correctly, come see me and we can go over the practice together. Please also check out UNT's [guidelines for your academic success \(https://policy.unt.edu/policy/06-003\)](https://policy.unt.edu/policy/06-003). If you have questions about this, or any UNT policy, please email me or come to my office hours.

If you are in need of additional support or would like to study in groups, check out [Navigate's Study Buddy \(https://navigate.unt.edu\)](https://navigate.unt.edu) or visit the [Learning Center \(https://learningcenter.unt.edu\)](https://learningcenter.unt.edu) who have coaching staff ready and able to help you.

Statement on Use of AI

Artificial Intelligence (AI), such as programs like ChatGPT or Microsoft Copilot, have widespread utility and can be useful tools in facilitating your workflow. However, all assignments for this class must be written by students on their own. It is not permissible to use AI to complete any of your written assignments. Some uses of AI are okay, perhaps using it to help you generate or refine research questions or to come up with suggested readings relevant to your topic area. However, students must learn to be responsible users of AI, verifying that the information it feeds you is correct as it often hallucinates. **If you are interested in using AI to help your workflow in the class, please speak with me about appropriate and allowed uses of the technology prior to use. If you use AI to aid your workflow in any way (e.g., refining research questions, editing survey questions, etc.) you must disclose this in your assignment as a note at the end.**

Other Resources and Information

ADA Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of

reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Academic Success Resources

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Other Student Resources

Please note that there are [numerous other resources](#) available to students, both academic and otherwise, through the College of Liberal Arts and Social Sciences (<https://class.unt.edu/advising/student-resources.html>). This includes [mental health resources](#) (https://class.unt.edu/images/class.unt.edu/files/class/mental_health_services_at_unt.pdf). I am always open to discussing with you what resources are available if you are in need. Feel free to come by my office hours or make an appointment if you need assistance.

Course Schedule

Students will be notified by Eagle Alert if there is a campus closing that will impact a class. The course schedule is subject to change due to campus closures, consistent with the [Campus Closures Policy](#) (<https://policy.unt.edu/policy/15-006>), and due to my, the instructor's, discretion.

Always be sure to check Canvas for the most up to date version of the course schedule.

Class and Topic Introductions		
Week 1	January 13	January 15
	<p>Student and professor introductions and overview of syllabus.</p> <p>Class time:</p> <ul style="list-style-type: none"> Sign up for CITI accounts and spend class starting trainings. 	<p>Read before class:</p> <ul style="list-style-type: none"> Agar (2006) An ethnography by any other name (1-17) Lareau (2021) Introduction (1-6) <p>Due Sunday:</p> <ul style="list-style-type: none"> Reflective Note on your experience doing ethnography (if any) and what skills and knowledge you hope to learn from class.
Research Design & Conceptual Frameworks		
Week 2	January 20	January 22
	<p>Read before class:</p> <ul style="list-style-type: none"> Tynan (2020) - Thesis as Kin (163-170) 	<p>Read before class:</p> <ul style="list-style-type: none"> Lareau (2021) - Before you Begin (11-37) <p>Due Sunday:</p> <ul style="list-style-type: none"> CITI Ethics Training Certificate (One of) Reflective note discussing some of your anthropological interests based on other courses you have taken and your personal interests. Discuss some initial thoughts on what your research topic could be.
Ethics and Power		
Week 3	January 27	January 29
	<p>Read before class:</p> <ul style="list-style-type: none"> AAA Statement on Ethics 	<p>Read before class:</p> <ul style="list-style-type: none"> Povey and Trudgett (2019) – When Camp Dogs Run Over Maps (61-72) Scheper-Hughes (2004) – Parts Unknown (29-65) <p>Due Sunday:</p> <ul style="list-style-type: none"> CITI Ethics Training Certificate (Second) Reflective note on the role of research ethics and how your positionality affects how you approach research.
Designing a Research Question		
Week 4	February 3	February 5
	<p>Read before class:</p> <ul style="list-style-type: none"> Lareau (2021) Preparing (38-59) <p>Due Wednesday:</p> <ul style="list-style-type: none"> Draft research topic proposal. 	<p>Class Time:</p> <ul style="list-style-type: none"> Peer review of draft research proposals. <p>Due Sunday</p> <ul style="list-style-type: none"> Submit your revised research proposal.

		<ul style="list-style-type: none"> • Reflective note on how your research proposal topic relates to your personal and academic interests, and what inspired you to choose this topic.
Sampling		
Week 5	February 10	February 12
	Read before class: <ul style="list-style-type: none"> • Borges (1946) – On Rigor in Science. • Burgess (1982) – Elements of Sampling in Field Research 	Read before class: <ul style="list-style-type: none"> • Bernard (2018) – Sampling III Due Sunday: <ul style="list-style-type: none"> • Reflective note that identifies the population you plan to work with, why, and how you may or may not attain a representative sample.
Exploratory Data Collection		
Week 6	February 17	February 19
	Read before class: <ul style="list-style-type: none"> • Identify 1 reading that is relevant to your project topic and read it before class. Write and submit an annotated bibliography for it and submit it on Canvas. 	Do before class <ul style="list-style-type: none"> • Identify 1 reading that is relevant to your project topic and read it before class. Write and submit an annotated bibliography for it and submit it on Canvas. Due Sunday: <ul style="list-style-type: none"> • Submit your fieldnotes from exploratory data collection • Reflective note that describes your observations and experiences observing, including any insights gained or surprises encountered.
Observation & Fieldnotes		
Week 7	February 24	February 26
	Read before class: <ul style="list-style-type: none"> • Lareau (2021) – Writing high-quality fieldnotes (163-194) Class time: <ul style="list-style-type: none"> • Fieldnotes exercise 	Read before class: <ul style="list-style-type: none"> • Spradley (1979) – Making an Ethnographic Record (67-77) Recommended reading: <ul style="list-style-type: none"> • Bernard (2017) – Field Notes and Database Management Due Sunday: <ul style="list-style-type: none"> • Submit your fieldnotes from 1 hour of participant observation. • Reflective note that discusses your experience of participant observation and

		writing fieldnotes and how your fieldnotes differ from the week prior.
Semi-Structured Interviews		
Week 8	March 3	March 5
	<p>Read before class:</p> <ul style="list-style-type: none">Lareau (2021) – Learning to Interview (60-90) <p><u>Note:</u> You will have at least one 30-minute interview to conduct prior with your transcript due on March 22nd.</p>	<p>Read before class:</p> <ul style="list-style-type: none">Lareau (2021) – How to Conduct a Good Interview (91-139) <p>Recommend reading:</p> <ul style="list-style-type: none">Spradley (1979) The Ethnographic Interview (55-91) <i>especially for how to ask descriptive questions</i> <p>Due Sunday:</p> <ul style="list-style-type: none">Reflective note on identifying who you will do an interview with, why, and write at least 5 potential interview questions.
Spring Break		
Week 9	March 10	March 12
	Spring Break – No Class	
No class meeting this week – Interview!		
Week 10	March 17	March 19
	<p>Schedule and conduct your interview this week. Transcribe your interview before Sunday.</p> <p><u>Note:</u> Transcribing can take twice as long as the length of the interview.</p>	<p>Due Sunday:</p> <ul style="list-style-type: none">Interview transcript and fieldnotes.Reflective Note on preliminary themes in your interview and how those relate to themes or concepts you have observed while spending time at your field site.
Qualitative Analysis		
Week 11	March 24	March 26
	<p>Read before class:</p> <ul style="list-style-type: none">Skjott Linneberg and Korsgaard (2019) - Coding Qualitative Data (259-270) <p>Recommended reading:</p> <ul style="list-style-type: none">Small and Calarco (2022) – Cognitive Empathy	<p>Read before class:</p> <ul style="list-style-type: none">Lareau (2021) – Data Analysis (195-225) <p>Due Sunday:</p> <ul style="list-style-type: none">Coded interview and analytic memo(s).
Surveying		
Week 12	March 31	April 2
	Read before class:	Read before class:

	<ul style="list-style-type: none"> No readings for today, work on Qualtrics “Building a Survey Project” training instead (instructions online). <p>Recommended reading:</p> <ul style="list-style-type: none"> Trochim (2005) – Survey research 	<ul style="list-style-type: none"> No readings for today, work on Qualtrics “Building a Survey Project” training instead (instructions online). <p>Due Friday:</p> <ul style="list-style-type: none"> Screenshot showing Qualtrics “Building a Survey Project” training quiz passed with score of at least 70% <p>Due Sunday</p> <ul style="list-style-type: none"> <i>Last day to submit late work!</i> Survey for your research project (minimum of five questions, aside from demographic information). Reflective note on challenges in drafting survey questions, goals of survey, and how questions written support these goals.
Quantitative Analysis		
Week 13	April 7	April 9
	<p>Read before class:</p> <ul style="list-style-type: none"> Handwerker and Borgatti (2014) - Reasoning with Numbers (519-531) <p><u>Note:</u> You should be collecting survey responses this week with a deadline in time for you to be able to analyze results prior to Sunday. Minimum of five responses.</p>	<p>Read before class:</p> <ul style="list-style-type: none"> ID one article relevant to your research topic, read it, and write an annotated bibliography on it and submit it on Canvas. <p>Due Sunday:</p> <ul style="list-style-type: none"> Reflective note on the role of quantitative analyses in ethnographic research and how they complement qualitative research.
Triangulating and Interpreting Results		
Week 14	April 14	April 16
	<p>Read before class:</p> <ul style="list-style-type: none"> Lareau (2021) – Writing (226-259) <p>Due Wednesday:</p> <ul style="list-style-type: none"> Survey results 	<p>Read before class:</p> <ul style="list-style-type: none"> ID one article relevant to your research topic, read it, and write an annotated bibliography on it and submit it on Canvas. <p>Recommended reading:</p> <ul style="list-style-type: none"> Liu (2021) – I said, they said <p>Due Sunday:</p> <ul style="list-style-type: none"> Reflective note detailing preliminary findings from your research, the methods used to find them, and initial thoughts on how they relate to the literature.

Writing Results & Class Presentations		
Week 15	April 21	April 23
	Read before class: <ul style="list-style-type: none"> Identify one articles relevant to your research topic, read it, and write an annotated bibliography for it. <p><u>Note:</u> You should be working on your final presentations and research report.</p>	Student Final Presentations
	Class Presentations	
Week 16	April 28	April 30
	Student Final Presentations	Student Final Presentations
May 4 – 8 Finals Week		
Final Paper Due May 6 th at Midnight.		

Bibliography of Readings

Agar, Michael. 2006. An Ethnography By Any Other Name.... Qualitative Social Research 7(4): 36.

American Anthropological Association. Statement on Ethics: Principles of Professional Responsibility.
<https://americananthro.org/about/policies/statement-on-ethics/>

Bernard, H. Russell. 2018. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Sixth edition. Lanham Boulder New York London: Rowman & Littlefield.

Borges, Jorge Luis. 1946. On Rigor in Science. *In* Viajes de Varones Prudentes by Suárez Miranda.

Burgess, Robert G., ed. 1987. “Elements of Sampling in Field Research.” *In* *Field Research: A Sourcebook and Field Manual*, 4. Aufl. Contemporary Social Research Series 4. Allen & Unwin.

Handwerker, W. Penn, and Stephen P. Borgatti. 2014. Reasoning with Numbers. *In* Handbook of Methods in Cultural Anthropology. Second edition. Harvey Russell Bernard and Clarence C. Gravlee, eds. Pp. 519–531. Lanham, Maryland: Rowman & Littlefield.

Lareau, Annette. 2021. Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up. Chicago Guides to Writing, Editing, and Publishing. Chicago (Ill.) London: The University of Chicago press.

Liu, Roseann. 2021. I Said, They Said: The Ethnographic Backstage and the Politics of Producing Engaged Anthropology. *Ethnography*: 1–25.

Povey, Rhonda, and Michelle Trudgett. 2019. When Camp Dogs Run over Maps: “proper-Way” Research in an Aboriginal Community in the North-East of Western Australia. *Australian Aboriginal Studies* 2: 61–72.

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Small, Mario Luis, and Jessica McCrory Calarco. 2022. Self-Awareness. *In Qualitative Literacy: A Guide to Evaluating Ethnographic and Interview Research*. Oakland, California: University of California Press.

Skjott Linneberg, Mai, and Steffen Korsgaard. 2019. Coding Qualitative Data: A Synthesis Guiding the Novice. *Qualitative Research Journal* 19(3): 259–270.

Spradley, James P. 1979. *The Ethnographic Interview*. New York: Holt, Rinehart, and Winston.

Trochim, William M. K. 2005. *Research Methods: The Concise Knowledge Base*. Cincinnati, Ohio: Atomic Dog Publ.

Tynan, Lauren. 2020. “Thesis as Kin: Living Relationality with Research.” *AlterNative: An International Journal of Indigenous Peoples* 16 (3): 163–70. <https://doi.org/10.1177/1177180120948270>.

Recommended Readings

Bernard, H. Russell. 2017. Field Notes and Database Management. *In Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Lanham, MD: Rowman and Littlefield.

DeCuir-Gunby, Jessica T. 2008. Mixed Methods Research in the Social Sciences. *In Best Practices in Quantitative Methods*. Jason W. Osborne, ed. Thousand Oaks, CA: SAGE Publications, Inc. <https://methods.sagepub.com/book/best-practices-in-quantitative-methods>, accessed December 7, 2023.

Ravitch, Sharon M., and Matthew Riggan. 2012. *Reason and Rigor: How Conceptual Frameworks Guide Research*. 1st edition. Los Angeles, CA: Sage Publications.

Secor, Anna J. 2010. Social Surveys, Interviews, and Focus Groups. *In Research Methods in Geography*. Basil Gomez and John Paul Jones, eds. Critical Introductions to Geography. Malden, MA: Wiley Blackwell.

Small, Mario Luis, and Jessica McCrory Calarco. 2022. *Qualitative Literacy: A Guide to Evaluating Ethnographic and Interview Research*. Oakland, California: University of California Press.

- Especially the chapter: Cognitive Empathy

Spradley, James P. 1980. *Participant Observation*. Long Grove, IL: Waveland Press.