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PEDAGOGIES OF EVIDENCE, ACCIDENT, AND DISCOVERY: TEACHING AND LEARNING ETHNOGRAPHIC METHODOLOGY, THEORY, AND SERENDIPITY, PART

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Posted by Katie Nelson | Mar 7, 2017 |
Teaching Anthropology | 0 ● | ★★★★★

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March 7, 2017

In the fall 2016 semester I was scheduled to teach an upper-division undergraduate course titled "Ethnographic Methods and Research" in which I use McCurdy, Spradley, and Shandy's *The Cultural Experience: Ethnography in Complex Society* (2004) to introduce students to qualitative ethnosemantic research methods. It so happened that one of the sociologists in my department left the university last spring who was scheduled to teach a course titled "Qualitative Research Methods", which had similar student learning objectives as my course. After negotiating with the sociology program coordinator, I was allowed to cross-list the courses, resulting in a mix of 20 sociology students and 10 anthropology students. The plan of the course was to spend the first half of the semester in class

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