

# References

- Ahmed, S. (2017). *Living a feminist life*. Duke University Press.
- Akbar, N. (1999). *Know thyself*. Mind Productions & Associates.
- Anfara, J., & Mertz, N. T. (2015). *Theoretical frameworks in qualitative research* (2nd ed.). SAGE.
- Anzaldúa, G. (1987). *Borderlands/La frontera: The new mestiza*. Aunt Lute Books.
- Anzaldúa, G. (1990). *Making face, making soul/Haciendo Caras*. Aunt Lute Books.
- Bailey, C. A. (2007). *A guide to qualitative field research* (2nd ed.). SAGE.
- Barone, T., & Eisner, E. W. (1997). Arts-based educational research. In R. M. Jaeger (Ed.), *Complementary methods for research in education* (2nd ed.). AERA.
- Becker, H. (1993). How I learned what a crock was. *Journal of Contemporary Ethnography*, 22(1), 28–35.
- Behar, R. (1993). *Translated woman: Crossing the border with Esperanza's story*. Beacon Press.
- Berger, M. T., & Guidroz, K. (2009). Introduction. In M. T. Berger & K. Guidroz (Eds.), *The intersectional approach: Transforming the academy through race, class, and gender* (pp. 1–24). The University of North Carolina Press.
- Bhattacharya, K. (2007). Consenting to the consent form: What are the fixed and fluid understandings between the researcher and the researched? *Qualitative Inquiry*, 13(8), 1095–1115.
- Bhattacharya, K. (2009). Othering research, researching the other: De/colonizing approaches to qualitative inquiry. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research* (pp. 105–150). Springer.
- Bhattacharya, K. (2017). *Fundamentals of qualitative research: A practical guide*. Routledge.
- Bishop, R. (1998). Freeing ourselves from neo-colonial domination in research: A Māori approach to creating knowledge. *Qualitative Studies in Education*, 11(2), 199–219.
- Blanchett, W. J., Klingner, J. K., & Harry, B. (2009). The intersection of race, culture, language, and disability: Implications for urban education. *Urban Education*, 44(4), 389–409.
- Blumer, H. (1967). *The world of youthful drug use*. University of California Press.
- Blumer, H. (2000). *Selected works of Herbert Blumer: A public philosophy for mass society*. University of Illinois Press.
- Bochner, A. P., & Ellis, C. (Eds.). (2002). *Ethnographically speaking: Autoethnography, literature, and aesthetics*. Rowman Altamira.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Pearson.
- Bogdan, R. C., & Taylor, S. J. (1975). *Introduction to research methods: A phenomenological approach to the social sciences*. Wiley.
- Bolker, J. (1998). *Writing your dissertation in 15 minutes a day: A guide to starting, revising, and finishing your doctoral thesis*. Owl Books.
- Boylorn, R. (2017). *Sweetwater: Black women and narratives of resilience* (revised ed.). Peter Lang.
- Bruchac, M. M. (2018). *Savage kin: Indigenous informants and American anthropologists*. University of Arizona Press.
- Buendia, E. (2003). Fashioning research stories: The metaphoric and narrative structure of writing research about race. In G. Lopez & L. Parker (Eds.), *Interrogating racism in qualitative research methodology* (pp. 49–69). Peter Lang.
- Bulmer, M. (1984). *The Chicago school of sociology: Institutionalization, diversity, and the rise of sociological research*. University of Chicago Press.
- Cannella, G. S., & Lincoln, Y. S. (2011). Ethics, research regulations, and critical social science. In N. Denzin & Y. Lincoln (Eds.), *The SAGE handbook of qualitative research* (pp. 81–90). SAGE.
- Charmaz, K. (2001). Grounded theory. In R. M. Emerson (Ed.), *Contemporary field research: Perspectives and formulations* (pp. 335–352). Waveland Press.



- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. SAGE.
- Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, & praxis. *Signs*, 38(4), 785–810.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: experience and story in qualitative research*. Jossey-Bass.
- Coburn, C. E., Penuel, W. R., & Geil, K. (2013). *Research-practice partnerships at the district level: A new strategy for leveraging research for educational improvement*. William T. Grant Foundation.
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data*. SAGE.
- Collins, P. H. (1998). It's all in the family: Intersections of gender, race, and nation. *Hypatia*, 13(3), 62–82.
- Collins, P. H. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge.
- Collins, P. H., & Bilge, S. (2016). *Intersectionality: Key concepts*. Polity.
- Cooper, B. C. (2017). *Beyond respectability: The intellectual thought of race women*. University of Illinois Press.
- Cortese, A. J. (1995). The rise, hegemony, and decline of the Chicago school of sociology, 1892–1945. *The Social Science Journal*, 32(3), 235–254.
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1(8), 139.
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43, 1241–1299.
- Crotty, M. (2013). *The foundations of social research*. SAGE.
- Darder, A. (2012). Neoliberalism in the academic borderlands: An ongoing struggle for equality and human rights. *Educational Studies*, 48(5), 412–426.
- Davis, C. A. (1999). *Reflexive ethnography: A guide to researching selves and others*. Routledge.
- Davis, E. M. (2008). Risky business: Medical discourse, breast cancer and narrative. *Qualitative Health Research*, 18(1), 65–76.
- Delgado Bernal, D. (1998). Using a Chicana feminist epistemology in educational research. *Harvard Educational Review*, 68(4), 555–583.
- Delgado Bernal, D., & Villalpando, O. (2002). An apartheid of knowledge in academia: The struggle over the “legitimate” legitimate knowledge of faculty of color. *Equity & Excellence in Education*, 35(2), 169–180.
- Denzin, N. K. (2001). The reflexive interview and a performative social science. *Qualitative Research*, 23–46.
- Denzin, N. K. (2017). Critical qualitative inquiry. *Qualitative Inquiry*, 23(1), 8–16.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). *The SAGE handbook of qualitative research*. SAGE.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2004). *The SAGE handbook of qualitative research* (3rd ed.). SAGE.
- Denzin, N. K., & Lincoln, Y. S. (2011). Disciplining the practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (4th ed., pp. 1–20). SAGE.
- Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (Eds.). (2008). *Handbook of critical and Indigenous methodologies*. SAGE.
- DeVault, M. (1990). Talking and listening from women's standpoint: Feminist strategies for interviewing and analysis. *Social Problems*, 37(1), 96–116.
- Dill, B. T., & Kohlman, M. H. (2011). Intersectionality: A transformative paradigm in feminist theory and social justice. In S. N. Hesse-Biber (Ed.), *The handbook of feminist research: Theory and praxis* (2nd ed., pp. 154–174). SAGE.
- Dillard, C. B. (2000). The substance of things hoped for, the evidence of things not seen: Examining an endarkened feminist epistemology in education research and leadership. *International Journal of Qualitative Studies in Education*, 13(6), 661–681.
- Du Bois, W. E. B. (2008). *The souls of Black folk*. Oxford University Press.
- Edwards, E. and Esposito, J. (2019). *Intersectional analysis as a method to analyze popular culture: Clarity in the matrix*. New York: Routledge.
- Edwards, E. B. and Esposito, J. (2018). Reading the Black woman's body via Instagram fame. *Communication, Culture, and Critique*, 11(3), 341–358.



- Ellingson, L. L. (2009). *Engaging crystallization in qualitative research: An introduction*. SAGE.
- Ellis, C. (2002). Shattered lives: Making sense of September 11th and its aftermath. *Journal of Contemporary Ethnography*, 31(4), 375–410.
- Ellis, C. (2007). Telling secrets, revealing lives: Relational ethics in research with intimate others. *Qualitative Inquiry*, 13, 3–29.
- Ellis, C. (2009). *Revision: Autoethnographic reflections on life and work*. Left Coast Press.
- Ellis, C. S., & Bochner, A. P. (2006). Analyzing analytic autoethnography: An autopsy. *Journal of Contemporary Ethnography*, 35, 429–449.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. University of Chicago Press.
- Esposito, J. (2009). What does race have to do with Ugly Betty? An analysis of privilege and postracial(?) representations on a television sitcom. *Television and New Media*, 10(6), 521–535.
- Esposito, J. (2011). Negotiating the gaze and learning the hidden curriculum: A critical race analysis of the embodiment of female students of color at a predominantly white institution. *Journal for Critical Education Policy Studies*, 9(2).
- Evans-Winters, V. E. (2005). *Teaching Black girls: Resiliency in urban classrooms* (Vol. 279). Peter Lang.
- Evans-Winters, V. E. (2016). Schooling at the liminal: Black girls and special education. *The Wisconsin English Journal*, 58(2), 140–153.
- Evans-Winters, V. E. (2019). *Black feminism in qualitative inquiry: A mosaic for writing our daughter's body*. Routledge.
- Evans-Winters, V. E., & Esposito, J. (2010). Other people's daughters: Critical race feminism and Black girls' education. *Educational Foundations* (Winter–Spring), 11–24.
- Evans-Winters, V. E., & Esposito, J. (2018). Researching the bridge called our backs: The invisibility of “us” in qualitative communities. *International Journal of Qualitative Studies in Education*, 31(9), 863–876.
- Evans-Winters, V. E., & Esposito, J. (2019). Intersectionality in education research: Methodology as critical inquiry and praxis. In N. K. Denzin & M. D. Giardina (Eds.), *Qualitative inquiry at a crossroads: Political, performative, and methodological reflections*. Routledge.
- Evans-Winters, V. E., & Girls for Gender Equity. (2017). Flipping the script: The dangerous bodies of girls of color. *Cultural Studies ↔ Critical Methodologies*, 17(5), 415–423.
- Fairclough, N. (1989). *Language and power*. Longman.
- Fine, M. (1994). Working the hyphens: Reinventing self and other in qualitative research. In N. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 70–82). SAGE.
- Flores, J., & Jiménez Román, M. (2009). Triple-Consciousness? Approaches to Afro-Latino culture in the United States. *Latin American and Caribbean Ethnic Studies*, 4(3), 319–328. 10.1080/17442220903331662
- Foucault, M. (1972). *The archeology of knowledge and the discourse on language*. (A. M. Sheridan Smith, Trans.). Pantheon Books.
- Foucault, M. (1975). *Discipline and punish: The birth of the prison*. Vintage Books.
- Galuska, L., Hahn, J., Polifroni, E. C., & Crow, G. (2018). A narrative analysis of nurses' experiences with meaning and joy in nursing practice. *Nursing Administration Quarterly*, 42(2), 154–163.
- Garfinkel, H. (1967). *Studies in ethnomethodology*. Prentice Hall.
- Gee, J. P. (1990). *Social linguistics and literacies: Ideology in discourses, critical perspectives on literacy and education*. Falmer Press.
- Gee, J. P. (2011). *How to do discourse analysis: A toolkit*. Routledge.
- Geertz, C. (1973). *The interpretation of cultures*. Basic Books.
- Glaser, B. G. (1998). *Doing grounded theory: Issues and discussions*. Sociology Press.
- Glesne, C. (2011). *Becoming qualitative researchers: An introduction* (4th ed.). Pearson.
- Green-Powell, P. (1997). Methodological considerations in field research: Six case studies. In K. M. Vaz (Ed.), *Oral narrative research with Black women* (pp. 197–217). SAGE.
- Grzanka P. R. (Ed.). (2014). *Intersectionality: A foundations and frontiers reader*. Westview Press.



- Guba, E., & Lincoln, Y. (2008). Paradigmatic controversies, contradictions, and emerging confluences. In N. Denzin & Y. Lincoln (Eds.), *The landscape of qualitative research* (3rd ed., pp. 255–286). SAGE.
- Gubrium, J. F., & Holstein, J. A. (1997). *The new language of qualitative method*. Oxford University Press.
- Gubrium, J. F., & Holstein, J. A. (2009). *Analyzing narrative reality*. SAGE.
- Guion, L. A. (2002). *Triangulation: Establishing the validity of qualitative studies*. <https://sites.duke.edu/niou/files/2014/07/W13-Guion-2002-Triangulation-Establishing-the-Validity-of-Qualitative-Research.pdf>
- Happel-Parkins, A., & Esposito, J. (2018). “Would you wear that to church?!”: The production of “ladies” in a Southern all girls’ after-school club. *Urban Education*, 10.1177/0042085918802614
- Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3), 575–599.
- Hart, C. (2001). *Doing a literature review: Releasing the social science research imagination*. SAGE.
- hooks, b. (1990). *Yearning: Race, gender, and cultural politics*. South End Press.
- Hughes, S. A., & Pennington, J. L. (2017). *Autoethnography: Process, product, and possibility for critical social research*. SAGE.
- Humphreys, L. (1970). *Tearoom trade: Impersonal sex in public places*. Duckworth.
- Israel, M. (2015). *Research ethics and integrity for social scientists: Beyond regulatory compliance* (2nd ed.). SAGE.
- Johnson-Bailey, J. (1999). The ties that bind and the shackles that separate: Race, gender, class, and color in a research process. *International Journal of Qualitative Studies in Education*, 12(6), 659–670.
- Jones, J. (1993). *Bad blood: The Tuskegee syphilis experiment*. Free Press.
- Josselson, R. (1996). On writing other people’s lives: Self-analytic reflections of a narrative researcher. In R. Josselson (Ed.), *The narrative study of lives, Vol. 4: Ethics and process in the narrative study of lives* (pp. 60–71). SAGE.
- Juritzen, T. I., Grimen, H., & Heggen, K. (2011). Protecting vulnerable research participants: A Foucault-inspired analysis of ethics committees. *Nursing Ethics*, 18(5), 640–650.
- Kendi, I. X. (2017). *Stamped from the beginning: The definitive history of racist ideas in America*. Random House.
- Kincheloe, J. L., & McLaren, P. (2000). Rethinking critical theory and qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 279–313). SAGE.
- Kincheloe, J. L., & Steinberg, S. L. (2008). Indigenous knowledges in education: Complexities, dangers, and profound benefits. In N. K. Denzin, Y. S. Lincoln, & L. T. Smith (Eds.), *Handbook of critical and Indigenous methodologies* (pp. 135–156). SAGE.
- King, D. K. (1988). Multiple jeopardy, multiple consciousness: The context of a Black feminist ideology. *Signs: Journal of Women in Culture and Society*, 14(1), 42–72.
- King, J. E. (1991). Dysconscious racism: Ideology, identity, and the miseducation of teachers. *The Journal of Negro Education*, 60(2), 133–146.
- Kubota, R., & Okuda, T. (2016). Confronting language myths, linguisticism and racism in English language teaching in Japan. *Why English? Confronting the Hydra*, 77–87.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. SAGE.
- Lahman, M. K. E. (2018). *Ethics in social science research: Becoming culturally responsive*. SAGE.
- Lamphere, L. (2006). Feminist anthropology engages social movements: Theory, ethnography, and activism. In E. Lewin & L. M. Silverstein (Eds.), *Mapping feminist anthropology in the twenty-first century* (pp. 41–64). Rutgers University Press.
- Lather, P. (1992). Critical frames in educational research: Feminist and post-structural perspectives. *Theory into Practice*, 31(2), 87–99.
- Leavy, P. (2013). *Fiction as research practice: Short stories, novellas, and novels*. Left Coast Press.
- LeCompte, M. D., & Schensul, J. J. (1999). *Designing and conducting ethnographic research*. AltaMira Press.



- Liamputtong, P. (2007). *Researching the vulnerable: A guide to sensitive research methods*. SAGE.
- Lim, S. G., & Tsutakawa, M. (Eds.). (1989). *The forbidden stitch: An Asian-American women's anthology*. Calyx Books.
- Limes-Taylor Henderson, K., & Esposito, J. (2019). Using others in the nicest way possible: On colonial and academic practice(s), and an ethic of humility. *Qualitative Inquiry*, 25, 876–889. 10.1177/1077800417743528
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE.
- Lorde, A. (2018). *The master's tools will never dismantle the master's house*. Penguin Classics.
- Madison, D. S. (2005). *Critical ethnography: Method, ethics, and performance*. SAGE.
- May, V. M. (2015). *Pursuing intersectionality, unsettling dominant imaginaries*. Routledge.
- McClaurin, I. (Ed.). (2001). *Black feminist anthropology: Theory, politics, praxis, and poetics*. Rutgers University Press.
- Mead, M. (1928). *Coming of age in Samoa*. Morrow.
- Merriam, S. (1998). *Qualitative research and case study applications in education* (2nd ed.). Jossey-Bass.
- Miles, M. B., & Huberman, A. M. (2013). *Qualitative data analysis* (3rd ed.). SAGE.
- Mitchell, J. (1994). Recruitment and retention of women of color in clinical studies. In A. C. Mastroianni, R. Faden, & D. Federman (Eds.), *Women and health research: Ethical and legal issues of including women in clinical studies* (Vol. 2, pp. 11–17). National Academies Press.
- Moe, K. (1984). Should the Nazi research data be cited? *The Hastings Center Report*, 14, 5–7.
- Moraga, C., & Anzaldúa, G. (Ed.). (2015). *This bridge called my back: Writings by radical women of color*. SUNY Press. (Original work published 1983)
- National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1978). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*. Author.
- Noblit, G. W., Flores, S., Murillo, E. G. (2004). Postcritical ethnography: An introduction. In G. W. Noblit, S. Y. Flores, & E. G. Murillo (Eds.), *Postcritical ethnography: Reinscribing critique* (pp. 1–52). Hampton Press.
- Ogloff, J. R., & Otto, R. K. (1991). Are research participants truly informed? Readability of informed consent forms used in research. *Ethics & Behavior*, 1(4), 239–252.
- Padilla, E. (1958). *Up from Puerto Rico*. Columbia University Press.
- Patton, M. Q. (1987). *How to use qualitative methods in evaluation*. SAGE.
- Pérez, E. (1999). *The decolonial imaginary: Writing Chicanas into history*. Indiana University Press.
- Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies*, 16(2), 175–196.
- Prendergast, M. (2009). Introduction: The phenomena of poetry in research. In M. Prendergast, C. Leggo, & P. Sameshima (Eds.), *Poetic inquiry: Vibrant voices in the social sciences* (pp. xix–xlii). Sense Publishers.
- Prior, L. (2003). *Using documents in social research*. SAGE.
- Ravitch, S. M., & Carl, N. M. (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. SAGE.
- Ravitch, S. M., & Riggan, M. (2012). *Reason & rigor: How conceptual frameworks guide research*. SAGE.
- Reay, D. (2001). "Spice girls," "nice girls," "girlies," and "tomboys": Gender discourses, girls' cultures and femininities in the primary classroom. *Gender and Education*, 13(2), 153–166.
- Reinharz, S. (1992). *Feminist methods in social research*. Oxford University Press.
- Richardson, L. (1994). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (pp. 516–529). SAGE.
- Richardson, L. (2000). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (2nd ed., pp. 923–948). SAGE.
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. SAGE.



- Roberts, D. E. (1999). *Killing the Black body: Race, reproduction, and the meaning of liberty*.
- Rodriguez, M. A., & Garcia, R. (2013). First, do no harm: The U.S. sexually transmitted disease experiments in Guatemala. *American Journal of Public Health, 103*(12), 2122–2126.
- Roulston, K. (2010). *Reflective interviewing: A guide to theory and practice*. SAGE.
- Saldaña, J. (2016). *The coding manual* (3rd ed.). SAGE.
- Saldaña, J. (2018). Researcher, analyze thyself. *The Qualitative Report, 23*(9), 2036–2046.
- Sandoval, C. (2013). *Methodology of the oppressed* (Vol. 18). University of Minnesota Press.
- Schatzman, L., & Strauss, A. (1973). *Field research: Strategies for a natural sociology*. Prentice Hall.
- Scheurich, J. (1997). *Research method in the postmodern*. Routledge.
- Scheurich, J. J., & Young, M. D. (1997). Coloring epistemologies: Are our research epistemologies racially biased? *Educational Researcher, 26*(4), 4–16.
- Schram, A. (2003). *Conceptualizing qualitative inquiry: Mindwork for fieldwork in education and the social sciences*. Merrill/Prentice Hall.
- Schutz, A. (1967). *The phenomenology of the social world*. (G. Walsh & F. Lenhart, Trans.). Northwestern University Press.
- Schwandt, T. (1997). *Qualitative inquiry: A dictionary of terms*. SAGE.
- Schwandt, T. (2015). *Dictionary of qualitative inquiry* (4th ed.). SAGE.
- Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (4th ed.). Teachers College Press.
- Shavers, V. L., Lynch, C. F., & Burmeister, L. F. (2000). Knowledge of the Tuskegee study and its impact on the willingness to participate in medical studies. *Journal of the National Medical Association, 92*(12), 563.
- Shea, C. (2000). Don't talk to the humans: The crackdown on social science research. *Lingua Franca, 10*(6). <http://linguafranca.mirror.theinfo.org/print/0009/humans.html>
- Sherman, F. T., & Torbert, W. R. (Eds.). (2013). *Transforming social inquiry, transforming social action*. Kluwer Academic Publishers
- Simson, D. (2013). Exclusion, punishment, racism, and our schools: A critical race theory perspective on school discipline. *UCLA Law Review, 61*, 506.
- Smith, B. (Ed.). (1983). *Home girls: A Black feminist anthology*. Rutgers University Press.
- Smith, D. E. (1987). *The everyday world as problematic*. Northeastern University Press.
- Smith, L. T. (2012). *Decolonizing methodologies: Research and Indigenous peoples*. Zed Books.
- Smith, L. T., Battiste, M., Bell, L., & Findlay, L. M. (2002). An interview with Linda Tuhiwai Te Rina Smith, March 27, 2002. *Canadian Journal of Native Education, 26*(2), 169–186.
- Southern, S., Smith, R., & Oliver, M. (2005). Marriage and family counseling: Ethics in context. *The Family Journal, 13*(4), 459–466.
- Souto-Manning, M., & Ray, N. (2007). Beyond survival in the ivory tower: Black and Brown women's living narratives. *Equity & Excellence in Education, 40*, 280–290.
- Sparkes, A. C., Nilges, L., Swan, P., & Downing, F. (2003). Poetic representations in sport and physical education: Insider perspectives. *Sport, Education, and Society, 8*(2), 153–177.
- Spitz, V. (2005). *Doctors from hell: The horrific account of Nazi experiments on humans*. Sentient Publications.
- Spivak, G. C. (1988). Can the subaltern speak? In C. Nelson & L. Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271–313). Macmillan Education.
- Spradley, J. P. (1979). *The ethnographic interview*. Holt, Rinehart, and Winston.
- Spradley, J. P. (1980). *Participant observation*. Wadsworth, Cengage Learning.
- Stake, R. E. (1995). *The art of case study research*. SAGE.
- Stanfield, J. (1994). (Response) Empowering the culturally diversified sociological voice. Cited in Gitlin, A. (2014). *Power and method: Political activism and educational research* (pp. 166–180). Routledge.



- Stanley, L., & Wise, S. (1993). *Breaking out again: Feminist ontology and epistemology*. Taylor & Francis.
- Stark, L. (2012). *Behind closed doors: IRBs and the making of ethical research*. University of Chicago Press.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Grounded theory procedures and techniques* (2nd ed.). SAGE.
- Strauss, A. L. (1995). Notes of the nature and development of general theories. *Qualitative Inquiry*, 1(1), 7–18.
- Tantaquidgeon, G. (1942). *A study of Delaware Indian medicine practices and folk beliefs*. Kessinger Publishing, LLC.
- Thiong'o, N. (1986). *Decolonising the mind: The politics of language in African literature*. James Currey.
- Thorne, S. (2000). Data analysis in qualitative research. *Evidence Based Nursing*, 3, 68–70.
- Tillman, L. C. (2002). Culturally sensitive research approaches: An African-American perspective. *Educational Researcher*, 31(9), 3–12.
- Tyson, C. (2003). Research, race, and an epistemology of emancipation. In G. R. Lopez & L. Parker (Eds.), *Interrogating racism in qualitative research methodology* (pp. 19–28). Peter Lang.
- Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. The University of Western Ontario.
- Villenas, S. (2000). The colonizer/colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field. *Acts of Inquiry in Qualitative Research*, 75–93.
- Visweswaran, K. (1994). *Fictions of feminist ethnography*. University of Minnesota Press.
- Washington, H. A. (2006). *Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present*. Doubleday Books.
- Watts, I. E., & Erevelles, N. (2004). These deadly times: Reconceptualizing school violence by using critical race theory and disability studies. *American Educational Research Journal*, 41(2), 271–299.
- Wax, R. (1971). *Doing fieldwork: Warnings and advice*. The University of Chicago Press.
- Weindling, P. J. (2004). *Nazi medicine and the Nuremberg trials: From medical war crimes to informed consent*. Palgrave Macmillan.
- Weindling, P. J., von Villez, A., Loewenau, A., & Farron, N. (2016). The victims of unethical human experiments and coerced research under national socialism. *Endeavor*, 40(1), 1–6.
- White, D. G. (1999). *Ar'n't I a woman?: Female slaves in the plantation South*. WW Norton & Company.
- White, R. F. (2007). Institutional review board mission creep: The common rule, social science, and the nanny state. *The Independent Review*, 11(4), 547–564.
- Willig, C. (2014). Interpretation and analysis. In U. Flick (Ed.), *The SAGE handbook of qualitative data analysis* (pp. 136–149). SAGE.
- Wing, A. D. (2000). *Global critical race feminism: An international reader*. NYU Press.
- Wirth, L. (1928). *The ghetto*. University of Chicago Press.
- Wolcott, H. F. (2008). *Writing up qualitative research*. SAGE.
- Yin, R. K. (2018). *Case study research and application: Design and methods* (6th ed.). SAGE.