CONVERGE Positionality in Hazards and Disaster Research and Practice Annotated Bibliography

This annotated bibliography includes resources on positionality in hazards and disaster work. This bibliography is meant to support those interested in learning more about positionality and to complement the CONVERGE Positionality in Hazards and Disaster Research and Practice Training Module. If you identify missing references, please send them to converge@colorado.edu and we will add them to the list.

Citation

A Conscious Rethink. (n.d.). *What is self-reflection and why is it so important?*
https://www.aconsciousrethink.com/10258/self-reflection/

Abstract

N/A

Citation

Adu-Ampong, E. A., & Adams, E. A. (2020). "But you are also Ghanaian, you should know": Negotiating the insider–outsider research positionality in the fieldwork encounter. *Qualitative Inquiry, 26*(6), 583-592. https://doi.org/10.1177%2F1077800419846532

Abstract

The reflexive turn in sociology and across much of the social sciences has brought a central focus on the "self" within research encounters. Within this context, qualitative researchers are required to highlight how their positionality shapes their research experience. In this article, we interrogate how our own personal experiences as native Ghanaians conducting research at home and away from home in two different African countries—Ghana and Malawi—shaped our research positionality. We use the framework of credibility and approachability and develop new categories such as the eager learner. We show how our performed behaviors and perceived characteristics enabled and constrained our access to research participants and information. The analysis contributes to the research methods literature by highlighting the fieldwork encounter as a site of shifting, negotiated, and fluid positionalities for both fully insiders and fully outsiders.

Citation

Aijazi, O., Amburgey, E., Limbu, B., Suji, M., Binks, J., Balaz-Munn, C., Ranking, K., & Shneiderman, S. (2021). The ethnography of collaboration: Navigating power relationships in joint research. *Collaborative Anthropologies*, *13*(2), 56-99. https://doi.org/10.1353/cla.2021.0003

Abstract

We came together to write a paper on the devaluation of field researcher labor as an entry point into the broader domain of research ethics to unpack what collaboration may mean in settings of incommensurable inequality. These motivations were grounded in the materialities of our involvement within an international research project focused on post-earthquake reconstruction processes in Nepal since 2015. However, since we started writing this piece, some of us felt that the paper did not adequately reflect their experiences, others felt it put them in the hot seat too quickly, and some thought that it mimicked the faulty modes of collaboration we wanted to unsettle in the first place. Realizing the power dynamics within our own writing collective, we stepped away from a centralized narrative to make room for our diverse, sometimes complementary, sometimes contradictory experiences. Th e paper is a bricolage of reflections that focus on issues such as the division of labor, coauthorship, and community engagement. We use these reflections as a way to think critically about the current juncture of transnational, collaborative research and propose a series of open-ended reflections that prompt the problematization of the inequities, tensions, and emotional labor inherent in collaborative work.

Citation

Ajebon, M. O. (2021). (M)otherhood, Identity and Positionality in and Out of the Field. In Ajebon, M.O, Kwong, Y. M. C., & de Ita, D. A. (Eds.) *Navigating the field (*pp. 101-115). Springer Cham.

Abstract

In this chapter, I demonstrate that researcher positionality such as motherhood status matters beyond data gathering activities during fieldwork. I reflect on how aspects of my identity as a parent, directly and indirectly shaped the topic of my research enquiry and influenced the ways in which I experienced fieldwork and the postgraduate research process in general. I argue that researcher identity, positionality and power relations play important roles in establishing researcher credibility and reconfiguring insider-outsider status, data interpretation and representation. Drawing on encounters from the field, I examine the dilemmas of doing fieldwork as an accompanied researcher with an infant child and a dozen research assistants. The aim of this reflection is to highlight the invisible dilemmas of motherhood/parenthood status, especially for early career female researchers who combine caring, earning, and learning. An improved understanding of these issues is important for providing relevant support for researchers with young families in the workplace, especially in academic institutions.

Citation

Barber, K., & Haney, T. J. (2016). The experiential gap in disaster research: Feminist epistemology and the contribution of local affected researchers. *Sociological Spectrum, 36*(2), 57-74. https://doi.org/10.1080/02732173.2015.1086287

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Abstract

In this article, we make the case for a situated knowledge of disasters. By applying a feminist standpoint framework, we argue that an ethic of "objectivity" and a privileging of the unattached researcher creates an experiential gap in the disaster literature whereby researchers who themselves experience disaster are undervalued and underrepresented. We analyze reflexive accounts by disaster researchers to show what epistemological barriers emerge from conventional processes of inquiry and the systematic disadvantaging of local, affected researchers. We also study patterns in articles by "outsider" and "insider" researchers, focusing on differences and similarities in research questions, reflexivity, relationships with and access to participants, and larger theoretical goals. This comparison reveals that the unique position of affected researchers can help to bridge formal knowledge and practical life knowledge, creating new and worthwhile paths to understanding the social effects of disaster.

Citation

Calgaro, E. (2015). If you are vulnerable and you know it raise your hand: Experiences from working in post-tsunami Thailand. *Emotion, Space and Society*, *17*, 45-54. https://doi.org/10.1016/j.emospa.2015.09.003

Abstract

Scientific validity has historically been measured against notions of objectivity. However, try as we might, we cannot divorce ourselves from our own personal interests and perceptions that shape the questions we ask, the theoretical filters and methods we choose, and the conclusions we make. We are all human and it is this humanness that is tested and shaped by disasters. Embracing this humanness, this paper reflects upon the experiences and challenges of undertaking longitudinal research in Thailand following the 2004 Tsunami from the perspective of a research student. These include: common logistical and planning challenges in undertaking disaster research in a cross-cultural setting and how positionality, reflexivity, reciprocity and the differing needs of the researcher and participants influence research outcomes. Particular focus is placed on the emotional toll working in unique trauma landscapes has on researchers and the associated threat of secondary trauma stress and vicarious trauma, how this influences a researcher's relationship to *place* and the ramifications this exchange has on the researcher as a person and their findings. I conclude by offering recommendations on how early career researchers can better prepare for and navigate the disaster landscape and adjustments their mentors and institutions can make to support them.

Citation

Chereni, A. (2014). Positionality and collaboration during fieldwork: Insights from research with co-nationals living abroad. *Qualitative Social Research, 15*(3). https://doi.org/10.17169/fqs-15.3.2058

Abstract

The researcher is a primary instrument in qualitative research. He/she is the key person in facilitating conversations during fieldwork and in making sense of the data. Methodological literature underscores the fact that assuming insider positions or identities during fieldwork aids qualitative researchers in achieving genuine collaboration, which is necessary for collecting trustworthy data. Furthermore, the contingency nature of positionality has been acknowledged sufficiently in literature: whilst the researcher positions himself

or herself, he or she is simultaneously positioned by participants. Despite these insights, the manner in which the researchers' identities unfold during fieldwork interactions has attracted little attention in social science scholarship. Detailed accounts of how the researcher might influence the processes of positionality in order to engage participants in a productive collaboration are few. How might the researcher influence his or her positionality to meet the demands of collecting trustworthy data? In this article, I draw on a qualitative study of Zimbabweans in Johannesburg to reflect on how researchers can potentially negotiate, enact, and perform identities within unique relational spaces of fieldwork in order to achieve useful collaboration.

Citation

Cherry, K. (2020, May 3). *Introspection in psychology: Wundt's experimental technique*. verywellmind. https://www.verywellmind.com/what-is-introspection-2795252

Abstract

N/A

Citation

Clarke, R., Chadwick, K., & Williams, P. (2017). Critical social research as a 'site of resistance': Reflections on relationships, power and positionality. *Justice, Power and Resistance*, *1*(2). 261-282. https://e-space.mmu.ac.uk/620728/1/Clarke%20et%20al.pdf

Abstract

This paper creates an opportunity for the authors to reflect on our collective efforts to create a space within the academy through which we can actively support communities and groups who are challenging injustice. Herein we consider the potential role of the academic in supporting sites of political or legal struggle, how we work to, with and within groups or communities attempting to resist State power. What is evident is the importance of reflexivity, considering and articulating our position, as a guiding principle. The issues we examine here are connected to our wider network beyond our collective work or institution. In attesting to the virtues of critical social research, we draw upon our experiences particular our ongoing work with, and contributions to, the Hillsborough and JENGbA justice campaigns. When considered together this activity reveals a number of emergent themes which give shape to our approach in contributing to 'sites of resistance'. We understand these spaces to be the intersections where State power and its impact on the lives of those who experience injustice is revealed. The site is then both a physical space of meeting, but could also be conceptualised as a conscious space where, by coming together, individuals, families, supporters, critical lawyers and academics, and other stakeholders make sense of the injustice together. Through this collective awakening the group can draw strength and generate strategies to challenge State power. It is in these spaces that resistance can be developed, nurtured and discussed.

Citation

CohenMiller, A., Durrani, N., Kataeva, Z., & Makhmetova, Z. (2022). Conducting focus groups in multicultural educational contexts: Lessons learned and methodological insights. *International Journal of Qualitative Methods, 21*. https://doi.org/10.1177/16094069221076928

Abstract

What happens when focus groups are conducted in challenging situations across languages, cultures, and educational settings? What adjustments might need to be made? How can adaptations be made while still maintaining the integrity of the research? Drawing on a multi-year study of gender and schooling in post-Soviet Kazakhstan, this article brings together researcher data from (1) informal discussion occurring after each focus group between the researchers, (2) reflections and observations from notes written during the research process, and (3) individual reflexivity on the topic of conducting focus groups in multicultural contexts written retrospectively. Using a practical iterative framework, this work adds an important contribution to the qualitative research literature by leading the reader through our processes, considerations, and lessons learned for improving culturally relevant and inclusive focus groups in multicultural educational contexts.

Citation

Cornet, C. (2010). Fieldwork among the Dong national minority in Guizhou, China: Practicalities, obstacles and challenges. *Asia Pacific Viewpoint, 51*(2), 135–147. https://doi.org/10.1111/j.1467-8373.2010.01420.x

Abstract

The People's Republic of China (PRC) is increasingly open to foreigners undertaking social science fieldwork; yet obstacles remain. Working with ethnic minorities adds further complexities because of the sensitive topics such research may raise. Based on recent fieldwork among the Dong in southeast Guizhou, as the first foreign researcher to ask for and gain official permission to work in the region, this article exposes some of the challenges, both practical and methodological, of conducting research in the PRC. Gaining access to my field site was a long trek through the hierarchic maze of Chinese administration. While reflecting upon this process, I detail my negotiations with local authorities. I then examine how I found reliable statistical data, was able to access the voices of peasants, acted to protect the anonymity of dissident informants, and negotiated working with local research assistants once in the field. These aspects, in turn, highlighted the importance of considering positionality in the field. Although each person's experiences and routes to fieldwork are unique, there are recurrent issues that shape the research process in the PRC. I reflect upon a number of these here, in the hope that this can smooth the way for future researchers.

Citation

Cornet, C. (2013). The Fun and Games of Taking Children to the Field in Guizhou, China. In Turner, S. (Ed) Red *Stamps and gold stars: Fieldwork dilemmas in upland socialist Asia* (pp. 80–99.) University of British Columbia Press.

Abstract

N/A

Citation

Critical Media Project. (n.d.). *Why identity matters*. https://criticalmediaproject.org/why-identity-matters/

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Abstract

How do you identify yourself? And, what is the most important part of your identity? Is it your sex, your race or ethnicity, your sexual orientation, your class status, your nationality, your religious affiliation, your age, your physical or cognitive abilities, your political beliefs? Is there one part of your identity that stands out from the rest, or does your identity change depending on who you're with, what you're involved in, where you are in your life?

Citation

Cupples, J, Kindon, S. (2003). Far from being "home alone": The dynamics of accompanied fieldwork. *Singapore Journal of Tropical Geography, 24*(2), 211–28. https://doi.org/10.1111/1467-9493.00153

Abstract

Despite persistent images to the contrary, most fieldworkers are accompanied. Yet, there has been limited discussion on the nature of accompanied fieldwork, particularly by geographers. Drawing on our experiences in three countries in the tropics, we discuss the dynamics of being accompanied in "the field" by our children and female co-researchers. Specifically, we focus on issues of access and rapport; the impacts of their presence on our positionality; and the implications these have for power relations and research outcomes. We demonstrate how being accompanied entangles our personal and professional selves and can result in more egalitarian power relations as we become "observers observed". We argue that by paying attention to the dynamics of accompanied fieldwork, there is the potential to enhance the conceptual focus of our methodological concerns and to provide a more theoretically sophisticated mode of exploring the ways in which our multiple identities intersect while in "the field".

Citation

Darawsheh, W. (2014). Reflexivity in research: Promoting rigour, reliability and validity in qualitative research. *International Journal of Therapy and Rehabilitation, 21*(12), 560. https://doi.org/10.12968/ijtr.2014.21.12.560

Abstract

Background: The value of qualitative research is increasingly acknowledged in health studies, as well as the demand for employing rigorous strategies. Although the literature recognises that reflexivity is a valuable and rigorous strategy, few studies unravel the practical employment of reflexivity as a strategy for ensuring rigour and quality in qualitative research. Aim: To present a practical example of how reflexivity can be employed as a strategy for ensuring rigour by reviewing 13 narratives from the author's reflexive diary on qualitative research. Methods: Content analysis and narrative analysis were used to approach and analyse data. Findings: Analysis of the posited qualitative research study found five main outcomes of the influence of reflexivity as a strategy to establish criteria of rigour. Conclusions: Further research is needed to show how reflexivity can be employed as a strategy in qualitative research to: i) establish criteria of rigour; ii) monitor the researcher's subjectivity in generating credible findings.

Citation

Deslandes, A. (2015, May 7). *Reflexivity in humanitarian work*. Right Now. https://rightnow.org.au/opinion-3/reflexivity-in-humanitarian-work/

Abstract

N/A

Citation

Dhungana, N. (2022). Aiming at a moving target: Methodological reflections on the study of politics of citizen-centric governance in post-earthquake Nepal. *Disaster Prevention and Management: An International Journal*, *31*(1), 31-40.

Abstract

Purpose – The growing prominence of disaster research has also prompted vibrant discussions about the motivation and ethical conduct of disaster researchers. Yet, the individual researchers' aspirations and aims, together with the challenging and changing circumstances under which one undertakes disaster research have received relatively scant attention. Drawing on the author's personal experience of becoming a disaster researcher under the unexpected humanitarian crisis following the 2015 Nepal earthquakes, this paper seeks to contribute to the debates surrounding the role of reflexivity and ethical sensitivity in doing disaster research under the climate of uncertainty. *Design/methodology/approach* – The paper draws on the author's reflections and vignettes to highlight the author's experience of becoming a disaster researcher, and my trajectory of navigating the complex terrain of fieldwork. *Findings* – The paper underscores how the process of becoming a disaster researcher was closely intertwined with and shaped by my concerns and care for the disaster-affected communities. The paper argues that doing contextually relevant and ethically sensitive research is not a static target. It demands constant reflexivity and improvisation, in response to the unpredictable real-world conditions of disasters. Instead of aiming to tame such uncertainty, disaster researchers may benefit from appreciating and embracing uncertainty as a major facet of its epistemological distinctiveness. *Originality/value* – The paper contributes to the ongoing efforts in advancing methodological reflection and innovation in disaster research. In so doing, the paper is expected to aid early-career researchers who are often faced with ethical and practical dilemmas of doing fieldwork.

Citation

Duarte, M.E. (2017). *Network sovereignty: Building the internet across Indian country.* University of Washington Press.

Abstract

In 2012, the United Nations General Assembly determined that affordable Internet access is a human right, critical to citizen participation in democratic governments. Given the significance of information and communication technologies (ICTs) to social and political life, many U.S. tribes and Native organizations have created their own projects, from streaming radio to building networks to telecommunications advocacy. In

Network Sovereignty, Marisa Duarte examines these ICT projects to explore the significance of information flows and information systems to Native sovereignty, and toward self-governance, self-determination, and decolonization. By reframing how tribes and Native organizations harness these technologies as a means to overcome colonial disconnections, *Network Sovereignty* shifts the discussion of information and communication technologies in Native communities from one of exploitation to one of Indigenous possibility.

Citation

Erete, S., Dillahunt, T., & Israni, A. (2018, May/June). Intersecting axes of privilege, domination, and oppression. [Digital image]. https://interactions.acm.org/archive/view/may-june-2018/an-intersectional-approach-to-designing-in-the-margins#R7

Abstract

This is a forum for perspectives on designing for communities marginalized by economics, social status, infrastructure, or policies. It will discuss design methods, theoretical and conceptual contributions, and methodological engagements for underserved communities.

Citation

Flinn, J., Marshall, L., & Armstrong, J. (Eds.) (1998). *Fieldwork and families: Constructing new models for ethnographic research.* University of Hawai'i Press.

Abstract

N/A

Citation

Fothergill, A., & Peek, L. (2015). *Children of Katrina*. University of Texas Press.

Abstract

The vulnerability of children was starkly apparent in Hurricane Katrina, the most disruptive and destructive disaster in modern U.S. history. A dozen children and youth in Louisiana perished in the disaster. An untold number of children lost loved ones, were orphaned, or were left homeless. Over 5,000 children were reported missing, many of whom were separated from their family members for weeks or even months after the storm. Over 370,000 school-age children were displaced immediately following Katrina, while 160,000 remained dislocated for years. Children of Katrina examines what happened to children and youth in Hurricane Katrina and how their lives unfolded in the years after the catastrophe and displacement. They wanted to know: What happened to these children? What did they need during the emergency response and recovery periods? Who helped them? How did they help themselves and other children as well as adults? How did their lives unfold following the catastrophe and displacement? To answer these questions, the authors spent seven years using ethnographic methods to study and analyze the experiences of children and youth in the aftermath of Katrina.

Citation

Gaillard, JC, & Peek, L. (2019). Disaster-zone research needs a code of conduct. *Nature, 575*, 440-442. https://www.nature.com/articles/d41586-019-03534-z

Abstract

This article calls for a code of conduct in large scale disasters that affect large numbers of researchers. It highlights several ethical dilemmas and power imbalances that have emerged in the context of recent major events.

Citation

Gibb, C. (2021). Not just parenting in the field: Accompanied research and geographies of caring and responsibility. *Singapore Journal of Tropical Geography, 42*(2), 284-300. https://doi.org/10.1111/sjtg.12359

Abstract

Writing *in* our research companions, with attention to the importance of care in our fieldwork practices, is a political act that challenges the ways geography is believed to be practised, or should be practised. Once sidelined to footnotes and acknowledgements, research companions such as family members and research assistants have increasingly been rendered visible and their contributions considered. Yet, researchers remain reluctant to disclose their accompanied research in scholarly writing. Given this reticence, I contend that, collectively, such accounts are political acts and not warts-and-all disclosures of knowledge production. They challenge disciplinary norms over whose and which contributions count, and what constitutes a professional identity. Drawing upon Lynn Staeheli's (1996) insights into the potential for activism by transgressing boundaries of doing private acts in public spaces, and public acts in private spaces, I argue that doing and writing about accompanied fieldwork is fieldwork activism that re-centres and values a caring geography.

Citation

Gibbs, L., MacDougall, C., & Block, K. (2014). Political reflexivity in post-bushfire research. *Qualitative Research Journal*, *14*(3), 259-271. https://doi.org/10.1108/qrj-12-2012-0028

Abstract

Purpose – Post-disaster research presents particular challenges for the qualitative researcher due to the wider contextual demands of media attention, public debates and intense scrutiny of policy and service delivery. It highlights the importance of reflexive practice to identify and address any unintended influences on the research processes and outcomes. The paper aims to discuss these issues. Design/methodology/approach – In this paper the authors present three case studies of post-bushfire research to demonstrate how the authors adopted a reflexive approach to address external pressures on the conduct and presentation of the research. Findings – There are various types of reflexivity identified in the literature to identify influences on the research participant and the research findings arising, for example, from the way the researcher shapes the research findings (personal reflexivity), and the influence of the research process (epistemological reflexivity). In this paper the authors argue for a different reflexivity: one that is political and has a direct influence on the

researcher. Practical implications – Adoption of political reflexivity is an important tool in post-disaster research to ensure that external influences do not undermine the integrity of the research processes, findings and dissemination. Originality/value – The importance of reflexivity in research is well recognized as a means of addressing power and unintended influences on research participants and research processes. The authors introduce the notion of political reflexivity to this debate in recognition of the need to address the potential for research findings and reports to be compromised by political agendas.

Citation

Gold, A.G., Gujar, B.R., Gujar, M,, & Gujar, C. (2014). Shared knowledges: Family, fusion, friction, fabric. *Ethnography, 15*(3), 331–54. https://www.jstor.org/stable/24468224

Abstract

Ann Grodzins Gold, the senior author, has collaborated for over 30 years with Bhoju Ram Gujar, the first co-author, a village-born government civil servant. While Ann and Bhoju have previously published their thoughts on the joint production of ethnographic knowledge, their understandings continue to evolve and change over time. During Ann's most recent fieldwork spell (2010–11) in the provincial town of Jahazpur, present home to Bhoju and his family, Bhoju's daughters, Madhu and Chinu, also assisted in conducting interviews. In this article, the four of us reflect on our aims, methods, findings and relationships. We draw from our particular experiences of collaborative fieldwork to discuss forged familial bonds, moments of intellectual fusion, counterpoints of friction, and the resulting woven fabric of our writing.

Citation

Goldman, M., Roque de Pinho, J., Kronenburg García, A., Gargallo, E., & Heita, J. (2022). Community-based conservation in the drylands of east and southern Africa during COVID-19*. Natural Hazards Center Quick Response Grant Report Series, 341*. https://hazards.colorado.edu/quick-response-report/community-based-conservation-in-the-drylands-of-east-and-southern-africa-during-covid-19

Abstract

Our research focused on dryland communities in conservation landscapes in Namibia, Kenya, and Tanzania, where tourism and community-based conservation have been adopted as market-based solutions to social and environmental vulnerabilities. The COVID-19 pandemic resulted in the cessation of international tourism and the suspension of most employment related to community-based conservation in the region. These disruptions caused devastating impacts on local livelihoods which had become partly dependent on tourism and conservation-related income to meet household needs. We partnered with local co-researchers to document the unfolding impacts of COVID-19 on community members in our study sites using qualitative research methods. More specifically, we examined the following research questions: (a) How were people from different demographic groups (e.g., gender, age, income, conservation employment status) affected by the sudden loss of tourism income and cessation of community-based conservation activities? and (b) How did people across these different demographic groups respond to the loss of conservation and tourism benefits? We found that the pandemic's effects were unevenly experienced. In Kenya, for example, wealthier community members were able to invest in cattle and profit from pastoralism whereas poorer members struggled to feed their families. Namibia was the lone case in which the government and other organizations

implemented measures to support household income. Our diverse findings reveal the value of comparative case studies as well as the need for long-term research to capture the unfolding, quite unpredictable, impacts of the COVID-19 pandemic. Our study also revealed the value and challenge of doing "remote ethnography" in hazards research.

Citation

Goodall, S., Khalid, Z. & Del Pinto, M. (2022). Disaster conversations: Intersecting perspectives on cross-cultural disaster research. *Disaster Prevention and Management, 31*(1), 10-21. https://doi.org/10.1108/DPM-03-2021-0107

Abstract

Purpose: This paper aims to demonstrate the importance of conversation among disaster studies researchers who may be positioned at times and to varying degrees as both insiders and outsiders in relation to the contexts in which they work. Three key questions are explored: how we identify with and relate to people in our study areas, who we do research for and what this means for knowledge creation and research practice. *Design/methodology/approach:* Prompted by the Power Prestige and Forgotten Values manifesto (2019), the authors conversed with one another by email and video call, asking questions that triggered reflection. The emerging themes informed the key questions and the structure of the paper. The authors write with three individual voices to highlight the element of dialogue and our different experiences. *Findings:* Sharing in depth with other researchers from different cultural and disciplinary backgrounds created space to both listen and find a voice. Emerging themes were positionality, how knowledge is used and implications for research practice. Researchers are part of a living system with the potential to serve, exploit or damage. Knowledge is generated at multiple scales, and we can act as a bridge between people and policymakers, using networks. *Practical implications:* The authors remain open and unbiased to "new" local/contextual knowledge, adopting the attitude of a learner. Knowledge creation should focus on pragmatic outcomes such as informing emergency planning. *Originality/value:* A novel dialogical approach is used to demonstrate the value of conversation among researchers from different backgrounds that enables them to question and challenge each other in a supportive environment. This leads to deeper understanding of our role as cross-cultural researchers and reveals unifying questions and implications for research practice.

Citation

Gopaldas, A. (2013). Intersectionality 101. *Journal of Public Policy & Marketing, 32*, 90-94. http://www.jstor.org/stable/43305317

Abstract

The concept of "intersectionality" refers to the interactivity of social identity structures such as race, class, and gender in fostering life experiences, especially experiences of privilege and oppression. This essay maps out the origins, evolution, and many contemporary meanings of intersectionality to make a notoriously ambiguous idea more concrete. In addition, the author clarifies the tenets of the intersectionality literature by contrasting traditional and intersectional research on marketplace diversity along three dimensions: ontology, methodology, and axiology. The essay concludes with implications for radicalizing diversity research, marketing, and advocacy.

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Citation

Hartman, E., Paris, C. M., & Blache-Cohen, B. (2014). Fair trade learning: Ethical standards for community-engaged international volunteer tourism. *Tourism and Hospitality Research*, *14*(1-2), 108-116. https://doi.org/10.1177/1467358414529

Abstract

The purpose of this paper is to articulate a set of ethical standards for international volunteer tourism. The standards are focused on promoting Fair Trade Learning (FTL) principles in the management and operation of volunteer programs. Because of the unique social mission, research, and evaluation capacities of higher education, we propose first applying these principles specifically to international volunteer programs operating at the university–community nexus. These standards have emerged through a collaborative, in-person, and online process during the last 2 years with input by numerous concerned global citizens, international education practitioners and researchers, nongovernmental organization representatives, and community members. The document shared below represents current "best practice" for maximizing the benefits and minimizing the negative impacts of volunteer tourism programs for both host communities and volunteers.

Citation

Hilhorst, D., & Jansen, B. (2010). Humanitarian space as arena: A perspective on the everyday politics of aid. *Development and Change, 41*, 1117-1139. https://doi.org/10.1111/j.1467-7660.2010.01673.x

Abstract

'Humanitarian space' denotes the physical or symbolic space which humanitarian agents need to deliver their services according to the principles they uphold. This concept, which separates humanitarian action from its politicized environment, is widely used in policy documents and academic texts, even though empirical evidence abounds that this space is in fact highly politicized. To some extent the uncritical use of the concept of humanitarian space is understandable because of its aspirational character. This article explores a different angle: how different actors use the concept and the language of humanitarian space and principles in the everyday politics of aid delivery. It proposes an empirical perspective that approaches humanitarian space from the perspective of everyday practices of policy and implementation. It maintains that the humanitarian space is an *arena* where a multitude of actors, including humanitarians and the disaster-affected recipients of aid, shape the everyday realities of humanitarian action. The paper develops this perspective for two humanitarian operations: a protracted refugee camp in Kakuma, Kenya, and the tsunami response in Sri Lanka.

Citation

Holmes, A. G. D. (2020). Researcher positionality - A consideration of its influence and place in qualitative research - A new researcher guide. *International Journal of Education, 8*(4), 1-10. https://doi.org/10.34293/education.v8i4.3232

Abstract

Masters and PhD student researchers in the social sciences are often required to explore and explain their positionality, as, in the social world, it is recognized that their ontological and epistemological beliefs influence their research. Yet novice researchers often struggle with identifying their positionality. This paper explores researcher positionality and its influence on and place in the research process. Its purpose is to help new postgraduate researchers better understand positionality so that they may incorporate a reflexive approach to their research and start to clarify their positionality.

Citation

Hyndman, J. (2011). *Dual disasters: Humanitarian aid after the 2004 tsunami*. Kumarian Press.

Abstract

N/A

Citation

Jacobson, D., & Mustafa, N. (2019). Social Identity Map: A reflexivity tool for practicing explicit positionality in critical qualitative research. *International Journal of Qualitative Methods, 18*, 1-12. https://doi.org/10.1177/1609406919870075

Abstract

The way that we as researchers view and interpret our social worlds is impacted by where, when, and how we are socially located and in what society. The position from which we see the world around us impacts our research interests, how we approach the research and participants, the questions we ask, and how we interpret the data. In this article, we argue that it is not a straightforward or easy task to conceptualize and practice positionality. We have developed a Social Identity Map that researchers can use to explicitly identify and reflect on their social identity to address the difficulty that many novice critical qualitative researchers experience when trying to conceptualize their social identities and positionality. The Social Identity Map is not meant to be used as a rigid tool but rather as a flexible starting point to guide researchers to reflect and be reflexive about their social location. The map involves three tiers: the identification of social identities (Tier 1), how these positions impact our life (Tier 2), and details that may be tied to the particularities of our social identity (Tier 3). With the use of this map as a guide, we aim for researchers to be able to better identify and understand their social locations and how they may pose challenges and aspects of ease within the qualitative research process. Being explicit about our social identities allows us (as researchers) to produce reflexive research and give our readers the tools to recognize how we produced the data. Being reflexive about our social identities, particularly in comparison to the social position of our participants, helps us better understand the power relations imbued in our research, further providing an opportunity to be reflexive about how to address this in a responsible and respectful way.

Citation

Jerolleman, A. (2019). *Disaster recovery through the lens of justice.* Springer Nature.

Abstract

There has been increased attention to the topics of disaster recovery and disaster resilience over the past several years, particularly as catastrophic events such as Hurricane Katrina and Superstorm Sandy have brought to light the increasing vulnerability of so many communities. This manuscript brings together existing research, along with policy analysis, in order to look at disaster recovery through the lens of justice. This includes understanding the mechanisms through which vulnerability is exacerbated, and the extent to which the regulations and agency cultures drive this outcome. While existing analyses have sought to understand the particular characteristics of both resilient and vulnerable communities, there have been few attempts to understand the systemic inequities and injustice that is built into United States disaster policies, programs, and legislation. This manuscript thus begins from the understanding that social and economic structures, including land use policies and historic practices such as redlining, have concentrated hazard risk into vulnerable zones whose inhabitants do not benefit from the very policies that create and increase their risk.

Citation

Jung, Yuson. (2010). The Inability not to follow: Western hegemonies and the notion of "complaisance" in the enlarged Europe. *Anthropological Quarterly*, *83*(2), 317–353. https://doi.org/10.1353/anq.0.0130

Abstract

In this article, I focus on the dilemma of consumer advocacy NGO activists and consumers in postsocialist Bulgaria who consider themselves as marginalized and caught between global and local value systems that are not always mutually compatible. In particular, I draw attention to the aspect of complicity assumed in widespread discussions about hegemony because many Bulgarians deny their complicity in, and exhibit complaisance toward, strengthening hegemony. In the global process of marginalization, they feel increasingly compelled to go along with the power structure despite their dissent to dominant discourses and practices. They insist that they submit themselves to such hegemonic forces because of the inability not to follow them.

Citation

Kimbro, R. T. (2022). *In too deep: Class and mothering in a flooded community.* University of California Press.

Abstract

In a small Texas neighborhood, an affluent group of mothers has been repeatedly rocked by catastrophic flooding—the 2015 Memorial Day flood, the 2016 Tax Day flood, and sixteen months later, Hurricane Harvey. Yet even after these disrupting events, almost all mothers in this neighborhood still believe there is only one place for them to live: Bayou Oaks. *In Too Deep* is a sociological exploration of what happens when climate change threatens the carefully curated family life of upper-middle-class mothers. Through in-depth interviews with thirty-six Bayou Oaks mothers whose homes flooded during Hurricane Harvey, Rachel Kimbro reveals why these mothers continued to stay in a place that was becoming more and more unstable. Rather than retreating, the mothers dug in and sustained the community they have chosen and nurtured, trying to keep social, emotional, and economic instability at bay. *In Too Deep* provides a glimpse into how class and place intersect in an unstable physical environment and underlines the price families pay for securing their futures.

Citation

Kulendrarajah, N. (2018). Ethical issues related to positionality and reverse asymmetry in international development research: Experiences in researching South Asian philanthropy. *Canadian Journal of Bioethics*, *1*(1), 43-45. https://doi.org/10.7202/1058316ar

Abstract

The role of asymmetry and positionality of the researcher-research participant relationship is important for research ethics in international development. However, discourse should take into account instances where 'reverse asymmetry' may exist, and consider developing different strategies and concerns for researchers to consider in this context.

Citation

Miraftab, F. (2004). Can you belly dance? Methodological questions in the era of transnational feminist research. *Gender, Place & Culture, 11*(4), 595-938. https://doi.org/10.1080/0966369042000307988

Abstract

Power imbalances between the researcher and the researched, in particular with respect to Western (-trained) scholars researching among women in the Third World, have been the focus of feminist debate on field research methodology for over two decades. This research note present paper, drawing on an example of field research carried out among female heads of households in Mexico, stresses the significance of this debate in the context of the globalization of research. It highlights the need to revisit and extend the feminist methodological discussion of insider/ outsider to reflect the current transnationality of research and praxis as mobility among Third World feminist researchers increases.

Citation

Misawa, M. (2010). Queer race pedagogy for educators in higher education: Dealing with power dynamics and positionality of LGBTQ students of color. *The International Journal of Critical Pedagogy*, *3*(1), 26.

Abstract

N/A

Citation

Olmos-Vega, F. M., Stalmeijer, R. E., Varpio, L., & Kahlke, R. (2022). A practical guide to reflexivity in qualitative research: AMEE Guide No. 149. *Medical Teacher*, 1-11. https://doi.org/10.1080/0142159X.2022.2057287

Abstract

Qualitative research relies on nuanced judgements that require researcher reflexivity, yet reflexivity is often addressed superficially or overlooked completely during the research process. In this AMEE Guide, we define

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reflexivity as a set of continuous, collaborative, and multifaceted practices through which researchers self-consciously critique, appraise, and evaluate how their subjectivity and context influence the research processes. We frame reflexivity as a way to embrace and value researchers' subjectivity. We also describe the purposes that reflexivity can have depending on different paradigmatic choices. We then address how researchers can account for the significance of the intertwined personal, interpersonal, methodological, and contextual factors that bring research into being and offer specific strategies for communicating reflexivity in research dissemination. With the growth of qualitative research in health professions education, it is essential that qualitative researchers carefully consider their paradigmatic stance and use reflexive practices to align their decisions at all stages of their research. We hope this Guide will illuminate such a path, demonstrating how reflexivity can be used to develop and communicate rigorous qualitative research.

Citation

Oxfam International. (n.d.). *5 natural disasters that beg for climate action*. https://www.oxfam.org/en/5-natural-disasters-beg-climate-action

Abstract

N/A

Citation

Pantuliano, S. (2014). Humanitarian Action. GSDRC Professional Development Reading Pack No 2. University of Birmingham and Overseas Development Institute. https://reliefweb.int/report/world/humanitarian-action-professional-development-reading-pack-no-2

Abstract

N/A

Citation

Peek, L. (2011). *Behind the backlash: Muslim Americans after 9/11.* Temple University Press.

Abstract

N/A

Citation

Peek, L. (2022). A new system for disaster research. *American Scientist, 110*(4), 226-231, https://www.americanscientist.org/article/a-new-system-for-disaster-research

Abstract

N/A

Citation

Potts, A., Kolli, H., & Fattal, L. (2022). Whose voices matter? Using participatory, feminist and anthropological approaches to centre power and positionality in research on gender-based violence in emergencies. *Global Public Health,* 1-17. https://doi.org/10.1080/17441692.2022.2062026

Abstract

An expansive view of 'rigorous' research is needed, particularly when studying complex health and human rights issues in settings where the imbalance of power between research participants, users and producers is heightened. This article examines how applying participatory, feminist and anthropological methods in gender-based violence research can hold researchers accountable to both acknowledging and explicitly addressing these power disparities. Applying these approaches throughout the research process takes time – to build trust and share stories rather than 'extract' data, to engage in collective meaning-making with those whose lived experiences are a form of expertise, and to consider how knowledge is represented and with whom it is shared. We provide examples and reflections from Empowered Aid, participatory action research that examines sexual exploitation and abuse in relation to humanitarian aid distributions, and tests ways for making aid safer. The study is grounded in ethnographic research by Syrian and South Sudanese women and girls living as refugees in Lebanon and Uganda, to safely take an active role in asking and answering questions about their own lives.

Citation

Raj, S., Laboukly, B., & Moli, S. (2019). Special feature: Making humanitarian action work for women and girls. *Humanitarian Exchange, 75*, 1-40*.* https://odihpn.org/magazine/making-humanitarian-action-work-for-women-and-girls/

Abstract

The theme of this edition of *Humanitarian Exchange*, co-edited with Women Deliver, is making humanitarian action work for women and girls. Despite gains, including commitments made at the World Humanitarian Summit, there is still much to be done to address the gendered impacts of humanitarian crises and improve gender-sensitive humanitarian action. In the lead article, Jacqueline Paul advocates for feminist humanitarian action based on evidence that improvements in women's socio-economic status can reduce excess mortality among women after shocks.

Citation

Rhodes, A., & Besbris, M. (2022). *Soaking the middle class: Suburban inequality and recovery from disaster.* Russell Sage Foundation.

Abstract

Extreme weather is increasing in scale and severity as global warming worsens. While poorer communities are typically most vulnerable to the negative effects of climate change, even well-resourced communities are increasingly vulnerable as climate-related storms intensify. Yet little is known about how middle-class

communities are responding to these storms and the resulting damage. In Soaking the Middle Class, sociologists Anna Rhodes and Max Besbris examine how a middle-class community recovers from a climate-related disaster and how this process fosters inequality within these kinds of places.

Citation

Savin-Baden, M., & Major, C. (2013). *Qualitative research : The essential guide to theory and practice.* Routledge.

Abstract

Qualitative Research: The Essential Guide to Theory and Practice provides a one-stop resource for all those approaching qualitative research for the first time, as well as those revisiting core concepts and issues. It presents a comprehensive overview of this rapidly developing field of inquiry, cleverly combined with practical, hands-on advice on how to conduct a successful qualitative study.
Written in an engaging and accessible style, the authors break through difficult terminology to guide readers through the choices they will face during research design, implementation, and beyond. Each chapter is then brought to life by an array of relevant, real-life examples from expert researchers around the globe.
Divided into seven sections, this unique text covers:
- Considering perspectives
- Acknowledging a position
- Framing the study
- Choosing a research approach
- Collecting data
- Working with data and findings
- Writing about the research

From the foundations of the subject through to its application in practice, *Qualitative Research: The Essential Guide to Theory and Practice* is an indispensable companion for qualitative researchers worldwide.

Citation

Soedirgo, J., & Glas, A. (2020). Toward active reflexivity: Positionality and practice in the production of knowledge. *PS, Political Science & Politics, 53*(3), 527-531. https://doi.org/10.1017/S1049096519002233

Abstract

How should scholars recognize and respond to the complexities of positionality during the research process? Although there has been much theorizing on the intersectional and context-dependent nature of positionality, there remains a disjuncture between how positionality is understood theoretically and how it is applied. Ignoring the dynamism of positionality in practice has implications for the research process. This article theorizes one means of recognizing and responding to positionality in practice: a posture of "active reflexivity." It outlines how we can become actively reflexive by adopting a disposition toward both ongoing reflection about our own social location and ongoing reflection on our assumptions regarding others' perceptions. We then articulate four strategies for doing active reflexivity: recording assumptions around positionality; routinizing and systemizing reflexivity; bringing other actors into the process; and "showing our work" in the publication process.

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Citation

St. Louis, K., & Barton, A.C. (2002). Tales from the science education crypt: A critical reflection of positionality, subjectivity, and reflexivity in research. *Forum: Qualitative Social Research, 3*(3). https://doi.org/10.17169/fqs-3.3.832

Abstract

Over the past three years, we have been working in urban settings to investigate specific understandings that poor minority parents have about science education reform, their role in reform, and how they negotiate their role with other parents, their children, and their children's teachers. As critical qualitative researchers, we understand that because we work with people, methodological issues arise that we had not previously considered as part of our research design. In particular, we found ourselves confronted with questions about subjectivity and the intersections between the parents' lives, our own lives, the research process, and the intended and unintended outcomes of research. One of us (Kathleen) worked more closely with the parents to collect their stories through interviews and focus groups. Using (self-) reflexivity, we examine the methodological issues that became salient through two main questions that the research process raised for us. First, what is our responsibility, or to whom should our responsibility be, as qualitative researchers? Second, how do we address assumptions in our research that are uncovered in the process of working with the data? In this paper, we chronicle Kathleen's complex struggle with these two questions to make sense of her positionality, responsibilities, and assumptions as a researcher.

Citation

Townsend, N. (1999). Fatherhoods and fieldwork: Intersections between personal and theoretical positions. *Men and Masculinities, 2*(1), 87–97 https://doi.org/10.1177/1097184X99002001006

Abstract

N/A

Citation

University of Southern California, Online Master of Social Work Program [MSW@USC]. (2020). Diversity Toolkit: A guide to discussing identity, power and privilege. https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/

Abstract

N/A

Citation

Vanner, C. (2015). Positionality at the center: Constructing an epistemological and methodological approach for a Western feminist doctoral candidate conducting research in the postcolonial. *International Journal of Qualitative Methods*, 1-12. https://doi.org/10.1177/1609406915618094

Abstract

As a Western feminist supporting and researching gender equality in education in postcolonial contexts, I often wonder: Am I doing more harm than good? The privilege of my social location means that my efforts to support education in postcolonial contexts risk being patronizing, insulting, threatening, imperialist, and recolonizing. Yet neglecting and ignoring postcolonial contexts similarly reflects and reproduces a privileged position. I provide a tentative framework designed to address positionality, power, and privilege while creating an ethical research process for working in a postcolonial context. Beginning with an identification of positionality, the objectives of research, and guiding theoretical frameworks to situate the research in relation to the participants and context, I proceed to establish a methodology designed to minimize the negative effects of power and maximize participants' empowerment. I position myself as a *bricoleur*, layering feminist standpoint theory and postcolonial theory, and propose the collaborative data collection and analysis techniques, with particular attention to ethical and cultural sensitivity, using a social constructivist approach to grounded theory. This article highlights the need for Western researchers to reflect upon the power dynamics of their research in postcolonial contexts and develop a strategy for conducting empowering research that prevents the misrepresentation and exploitation of participants. Observations from my doctoral thesis data collection provide examples of how these concepts were operationalized in practice as well as reflections on the disconnect between theorizing and conducting ethical research in postcolonial contexts.

Citation

Weiner, A.B. (1976). Women of value, men of renown: New perspectives in Trobriand exchange. University of Texas Press.

Abstract

N/A

Citation

Wu, H., Peek, L., Mathews, M. C., & Mattson, N. (2022). Cultural competence for hazards and disaster researchers: Framework and training module. *Natural Hazards Review, 23*(1), 06021005. https://ascelibrary.org/doi/10.1061/%28ASCE%29NH.1527-6996.0000536

Abstract

Although the need for cultural competence among healthcare service providers and other practitioners has long been recognized, there has been much less focus on this concept in the field of hazards and disaster research. To help fill this gap, this technical note offers a definitional framework for building cultural competence among hazards and disaster researchers and describes a training module that assists with developing such competency. Drawing on the extant literature, this article conceptualizes *cultural competence* in hazards and disaster research as an ongoing process that contributes to an understanding of the cultural attributes of affected individuals, households, communities, and societies that researchers are attempting to characterize. The four-step process presented here helps researchers move from cultural awareness to cultural knowledge to cultural sensitivity, and ultimately, to cultural competence. This ongoing practice requires reflexivity, respect, and humility. The time and effort involved in developing cultural competence can

promote ethical research, improve the research experience for participants, enrich the quality of the data collected, and enhance the overall quality of knowledge creation and mobilization.

Citation

Zografova, Y. (2019). Identities and everyday interethnic relationships. *Qualitative Sociology Review*, *15*(2), 26–43. https://doi.org/10.18778/1733-8077.15.2.03

Abstract

This article examines the nature of group identity in order to gain insight into the character and quality of intergroup contacts, particularly the conditions for positive contacts between members of different ethnic groups. An important conception underlying the discussion is that identity is not a stable construct or fixed essence, but rather is discursive in nature and turns upon how individuals and collectivities distinguish themselves in their relations with other individuals and collectivities. Both resemblance and difference are thus essential principles of social identity, while ethnic identity is distinct from culture and may be analyzed as a form of social organization. This heightens the importance of the degree of permeability of group boundaries, and of one's relation with their own ethnic group, in minimizing prejudice and fostering interethnic relations. Analysis of field interviews with members of Bulgarian and Bulgarian Turkish ethnic groups provided the basis for the theoretical discussion concerning intergroup contacts. The interviews also serve to illustrate the inverse relationship between intergroup contacts and prejudices, as well as the fact that insofar as intergroup ethnic conflicts and perceived differences occur between narrative constructs, they can be transformed and resolved through openness towards differences and dialogue.

If you have questions about or updates to this bibliography, please contact us at converge@colorado.edu.