



Editor's Welcome

Karen McGarry, Editor-in-Chief

McMaster University, mcgarry@mcmaster.ca

This past summer, I took over the role of Editor-in-Chief of JUE from Dr. Martha Radice. For many reasons, I am honoured to be taking over the editorial responsibilities for JUE. In an increasingly neoliberal environment where there is significant pressure for both academics and students to expedite research publications, undergraduate students often face fewer research opportunities and increasing competition to acquire suitable, high-quality outlets for publication. For the past 11 years, JUE has provided undergraduate student authors the opportunity to obtain critical, peer reviewed feedback from top scholars who serve as JUE Editorial Board members, to engage in the recursive writing process, and to publish their original, ethnographic research. This ultimately helps mentor talented students through the process of peer review and publication, and it instils in students a sense of pride and confidence in their work.

This past year, we received unprecedented numbers of high-quality manuscripts, resulting in the publication of this third issue (11.3) with seven original papers by undergraduate students. I am pleased to see that the journal is reaching a broad, interdisciplinary demographic of students and academics, and I hope that it continues to provide students with a steppingstone toward their future careers and other ambitions.

I am immensely grateful for the mentorship and patience of Dr. Radice while I served as a Co-Editor this past year. Dr. Radice was the Editor-in-Chief of JUE for six years and will continue with JUE as a Co-Editor until the summer of 2022. A special thank you as well to JUE's Founding Editor, Dr. Jason Patch, and for the editorial assistance of Brianna Kelly and Bryce Anderson, who are both graduate students at Dalhousie University. Lastly, thank you to the members of our Senior Editorial Board for your hard work and commitment to this journal.

This final issue of the eleventh season of *The Journal for Undergraduate Ethnography* opens with Hanna Maria Burhoff's exploration of perceptions of race and racism in a German school. In her interviews with teachers at a high school branded as one of Germany's "schools without racism," she examines the link between anti-racism and racism, arguing that anti-racist branding does not necessarily result in the dismantling of underlying racist structures or attitudes. Emily Cowart conducted participant observation and interviews with teachers, students, and school administrators at a rural elementary school in the southern United States to explore the challenges and complexities of implementing personalized learning in schools. Kathryn Gerry draws upon her fieldwork experiences in Kerala, India to study the gendered effects of worker migration

to the Gulf region. She argues that migration fuels women's status and is a catalyst for changing perceptions of gender. Maria Schrupp's fieldwork among Venezuelan migrants examines their contradictory emotions and attitudes toward the state as they relocate to Chile and begin to experience daily life in Santiago. Through an analysis of the illness narratives of three Ethiopian immigrant women, Meklit Daniel argues that the sharing of narratives provides women with a sense of control and agency over their bodies and identities. Drawing upon the work of Foucault, Zachary Gallin's fieldwork in a Jordanian HIV prevention NGO examines how the notion of biopower operates within the context of many partnerships with international donors from developed, wealthy nations. Finally, Megan Greenhalgh combines an autoethnographic approach with interviews to explore the bodily experiences of individuals with food allergies in the U.K. Focusing specifically on individuals who carry adrenaline auto-injectors (AAI), she highlights how AAI becomes integral to the management of their condition and to bodily perceptions.

Best Wishes,
Karen McGarry
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