



# Urban Ethnographic Field School 2020

## About the Urban Ethnographic Field School

The Urban Ethnographic Field School is designed to provide students with the opportunity to refine their research skills by learning how to write an ethnographic account. Throughout the course students will spend class time discussing ethnographic research methods and gaining hands on practice doing ethnographic research. Outside of class, students will read broadly about ethnographic methodology and spend 8-10 hours each week remotely working with their community organization where they will complete a project and conduct their own ethnographic study of the organization.

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## Course Information

Soci 480/Anth 480: Urban Ethnographic Field School  
Summer Term 1: May 11-June 18, 2018  
Monday-Thursday, 9:30-12:30pm (remotely)

Instructors:	<b>Kerry Greer</b>	<b>Patrick Moore</b>	<b>Kelsea Perry (TA)</b>	<b>Alex Chow (UG Support)</b>
Office Hours:	By appointment	By appointment	By appointment	By appointment
Office Location:	Via Zoom/Slack	Via Zoom	Via Zoom/Slack	Via Zoom/Slack
Email:	<a href="mailto:field.school@ubc.ca">field.school@ubc.ca</a>			

## Learning Objectives

By the end of the UEFS, students should be able to:

- Identify and name key epistemological, methodological, and ethical issues in contemporary ethnographic research;
- Distinguish the main characteristics, uses, strengths, and weaknesses of three qualitative methodologies and techniques employed in ethnographic research, and apply at least three of them (interview, participant-observation, fieldnote taking) to do hands-on qualitative research following a community-based service-learning model;
- Know how to develop a research question amenable to qualitative exploration;
- Organize, schedule, collect, transcribe, and analyze interview data;
- Reflect critically on the value, possibilities, limitations, and standpoint as students of ethnographic methods, and discuss the ethical and political implications of their role as service-learners in training;
- Partner with your community organization and produce a project of value to the members of the participating service-learning organizations;
- Present research findings in a simple and effective manner to a wide audience during a mini-conference.

## Required Text and Readings

- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes*. Second Edition. Chicago: University of Chicago Press.

- Additional assigned journal articles and book chapters are posted on Connect under “Library Course Reserves” and “Course Content”

### Course Requirements and Evaluation

	DATES	TOTAL
Ethnography 1: Neighbourhood Description	May 21 <sup>st</sup>	100 (10%)
Ethnography 2: Community Organization Portrait	June 4 <sup>th</sup>	150 (15%)
Ethnography 3: Program Description	June 11 <sup>th</sup>	200 (20%)
Final Ethnographic Account	June 18 <sup>th</sup>	250 (25%)
Project	Determined by partner	100 (10%)
Discussion Lead (Facilitator)	See Syllabus	100 (10%)
Online Reading Modules	Weeks 2, 3,4, and 5	100 (10%)

Final grades will be assigned in the following way (this is standard for UBC):

900-1000	A+	760-799	B+	640-679	C+	500-549	D
850-899	A	720-759	B	600-639	C	0-499	F
800-849	A-	680-719	B-	550-599	C-		

Note that students have to earn the minimum number of points for each letter grade. I do not round up a letter grade.

According to the UBC Guidelines:

An A grade is “Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.”

A B grade is “Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.”

A “D to C” grade is “Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.”

**NOTE:** Late assignments will be marked down 2% for each day late (including weekends), except in the case of a documented medical emergency/you are directly or indirectly affected by Covid (relative, yourself, close friend gets sick, that sort of thing). Since this course builds on material quickly it is very important that students work to complete both written work and assigned readings on time—given the level of uncertainty and how quickly things can change, please work steadily toward deadlines so you are not stressed. Assignments will not be accepted via e-mail – please submit them through Canvas. All assignments are due in Word format (except when indicated otherwise) by the start of class on the due date.

### Description of Course Requirements

#### Ethnographic Write-Ups (70%)

You will be required to submit three written ethnographic write-ups. Detailed instructions will be provided, but generally these write-ups will draw directly on your fieldnotes, and incorporate direct references to concepts and arguments from course readings about the dynamics of communities and about ethnographic theory and method.

#### **Fieldnotes:**

Detailed fieldnotes are required for ethnographic write-ups and are essential for the successful completion of all the course assignments, including your final ethnography. The primary text for this course (Emerson,

Fretz, and Shaw) provides guidance on how to take jottings, write fieldnotes, and transform fieldnotes into ethnographic write-ups. Please read/skim the complete book during the first two weeks of the course.

Historically students have written up fieldnotes each time that they attended their field site. Obviously, this year it is going to be different, and for each student the interactions with their partners is going to be different still. We really encourage you to be creative in finding ways to engage with your community partner while maintaining a zero increase in risk of exposure. This means that you will be expected to be creative and proactive in identifying ways you can work to meet the goals of each organization. Each time you interact with your partner organization, you should spend time writing fieldnotes reflecting on your experience and observations. Whom did you interact with? What did you observe and what kinds of feelings characterized your interactions? Each week you should review your fieldnotes and summarize for yourself what you have learned and what you would still like to know.

### ***Ethnography 1: Neighbourhood portrait (10%)***

Where is your community organization located, and how does it relate to the neighbourhood in which it is located and the larger city? Which communities access the community space? How and why do they access it? You should also describe the characteristics of the built environment, the proximity to commercial and residential spaces, the ease of public transportation, the demographics of the neighbouring communities, etc. Because you cannot physically travel to your site, you will use online tools to accomplish this. To help you develop the “seeing” aspect of ethnography, we would like you to conduct a comparative ethnography of your residential location. Pick a block, or other geographic unit, and observe at several different points in time. Actually sit there, or stand there, and see what is going on. Then, use the kinds of things you observe from this experience to guide what you look for digitally in the area near your placement.

### ***Ethnography 2: Community organization portrait (15%)***

What does your community organization do? Which individuals and communities does it actively serve and reach out to? How is institutional space organized? What programs, services and resources are offered? Which seem most popular? Which least popular? Why do you think this is the case? Who works at your community organization? How do workers and participants interact? What do they say they do, and what do they actually do? What types of language (i.e., formal, informal; English, Cantonese, etc.; hierarchical or egalitarian, etc.) do you observe?

### ***Ethnography 3: Program description (20%)***

Describe your program placement in the style of an ‘ethnographic memo.’ What do you do? Who do you work with? What does the program aim to do? How long has it been running? What kinds of people access the program and why? Who makes decisions about how the program is run? How do workers and participants interact with each other? How do participants interact with each other? Do you observe any conflicts or tensions? What can we learn from these tensions? You should findings from your in-depth interview in this ethnography and include a transcript of your interview.

### ***Final Ethnography (25%)***

Your final ethnography will incorporate the three ethnographies and the feedback you have received, as well as your interview. You will build on these ethnographies by identifying key themes and expanding these themes in ways that allow you to create a narrative of your experience.

### ***Community Partner Project (10%)***

This course emphasizes community based experiential learning, and as participants in this course you represent UBC in the community. Please keep this in mind and use this opportunity to practice and develop your professional skills. Community partners have been given wide latitude to identify projects that benefit their organization in exchange for you to have the opportunity to spend time working “as an insider” of the organization. It is imperative that these projects be completed to the best of your ability and that they be given your best effort.

Your completion of this project will be measured in a couple of ways: (1) through ongoing communications between the instructors, TA, and the community partner, including an end of term assessment completed by your community partner; (2) your regular reporting on a google spreadsheet of hours spent at the community partner site; (3) evidence of your engagement in the project as communicated in your ethnographic reports; and (4) your presentation about your experience at the end of term online mini-conference.

### **Discussion Lead (Facilitation) & Participation (10%)**

Each class there are 1 student assigned as facilitation leads for specific readings. Each student is assigned 7 readings. The goals of facilitation leads are threefold: 1) to develop your ability to discuss challenging readings; 2) to cultivate a smaller community of students who can discuss the readings and share their understanding; and 3) increase the accountability among students to complete the assigned readings. Students will assess one another's facilitation and their own participation in these discussions. (Forms are to be submitted at the end of each facilitation series, but should be filled out after each discussion section).

### **Online Modules (10%)**

During weeks 2-5 there will be online modules that students are required to complete. These modules are ways of diversifying the delivery of the course and to lessen the strain of spending 3+ hours a day on zoom. They are designed to push your understanding of the course material forward, and to apply knowledge in a new way. Online modules must be completed by Friday, 12 noon, of the weeks that they are assigned, and will be made available starting at noon on Monday. Students are expected to work independently on their modules.

### **Clarification Note:**

You will be assigned to two teams:

- A) Placement Team – these are the 2-5 other people who are going to be working with the same organization. You will be asked to join your Placement Team during class, and this will facilitate discussions about your shared experiences. You cannot change your Placement Team. I encourage you to work with your partner organization and see if they would prefer that one of you serve as a liaison. This person should take responsibility for most/all communication with their placement supervisor, and should be capable of communicating with the team over Slack.
- B) Discussion Team – these are 6 other people from our course, some of whom are in your placement, but most who are not who you will be expected to collaborate on in discussing the readings. During the first week, you are welcome to move around, but after Week One you must stay on your Discussion Team.

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### **Attendance and Lateness**

Attendance for the entire class period is required. You are requested to arrive on time. Repeated tardiness will be penalized. **If you have to miss a class meeting, please discuss it with Patrick or Kerry prior to missing.**

**If you miss class**, it is your responsibility to find out what you missed from a classmate, and if you need clarification, to come to office hours. While we will sympathize with ill students, we do not wish to see doctor notes—we consider this to be your business. However, if you have a family emergency or a major illness that causes you to miss class, please contact your academic advisor and get in touch with us as soon as possible.

## Accommodation & Mental Health

**Accommodation.** The University accommodates students with disabilities who have registered with the Access and Diversity office. If you have other needs that might not qualify for formal accommodation, or you are having trouble during the term, please consider discussing this with me during office hours. The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let us know during the first two weeks of class if you require any accommodation on these grounds. Other absences (e.g. varsity athletics, family obligations) are not part of University policy and you should not assume they will be accommodated.

**Mental Health.** During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify us, as well as your Academic Advisor. Please refer to the UBC Calendar for a discussion of academic concession. Also, look on Canvas (under Course Content) for a list of Wellness Resources.

**Early Alert Program.** We participate in the Early Alert Program which helps me support students who are facing difficulties that are interfering with school. **If you are feeling stressed, please notify the TA or one of the instructors** and indicate that you would like assistance. While we are not trained to help with personal problems, we can get you help from people who can assist you. Any information that they receive from you or us is strictly confidential and is in the interest of your academic success and wellbeing. For more information, please visit [earlyalert.ubc.ca](http://earlyalert.ubc.ca).

## Classroom Etiquette and Expectations

This course will consist of a combination of lecture, discussion, experiential learning, and in-class activities. **Students are expected to come to each class meeting** prepared and ready to engage with the course material. This means having read the assigned texts and be actively participating for 8-10 hours per week at their field placement. It is important that we maintain a respectful learning environment, and that each person have the opportunity to contribute to the conversation. For these reasons we ask that students give one another space and time to contribute to discussions. This means that if you are a person who contributes often, consider holding back and letting others talk; if you hesitate to talk, recognize that this is a small class and your contributions are not just encouraged, but required.

**Electronic devices** can be useful tools; and obviously you will be using them to access class. We request that while we are meeting, however, that you silence your alerts and messages. Staying focused is going to be difficult enough – please help support our effort by being and staying attentive!

**Academic Integrity** is the bedrock of the university. Students are expected to know, understand, and follow the codes of conduct regarding academic integrity. For information about the code of conduct:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0> For information about plagiarism, visit: <http://www.library.ubc.ca/home/plagiarism>

**Office Hours** are times that we have set aside to meet with students. While we have not scheduled specific times, this is a reflection of the format and not a sign of our lack of interest in meeting with students. We want to see how the online class format goes and make sure we find times to check in with students during class, and at other times as needed.

**Communication Preferences.** With four potential people fielding emails, this can be confusing. We request that students send all emails to [field.school@ubc.ca](mailto:field.school@ubc.ca). The TA will monitor this site and confer with Patrick and Kerry when a question requires further follow up.

**Community Partners.** Remember, you represent the University community when you are at your community partner organization. During your first couple of meetings make an effort to have a conversation

with your supervisor and agree on times you will be present and expectations about communicating any problems, or if you will be late/absent. In subsequent conversations clarify your understanding of the project, and be sure that the project that you are completing is in alignment with the goals and expectations of the community partner.

## Course Schedule

### WEEK ONE

#### **Monday, May 11: Introduction and Launch Meetings**

This week you will have two tasks (finish by Thursday):

1. Ethics training (upload completed Ethics Certificate to Canvas)
2. Watch: "Shifting the Story: Advice for Students Learning about the Downtown Eastside" ([learning.video.ubc.ca/channel/The%2BLearning%2BExchange/34421](http://learning.video.ubc.ca/channel/The%2BLearning%2BExchange/34421))

#### **Tuesday, May 12: Context: Understanding the Learning Exchange, ABCD, and Community Organizations**

\*Kretzman, John P. and John L. McKnight. 1993. "Asset-Based Community Development: Mobilizing and Entire Community" from *Building Communities From the Inside Out*. ACTA Publications, Chicago, IL.

\*Green, Gary Paul and Anna Haines. 2016. "The Role of Assets in Community-Based Development." From *Asset Building and Community Development*, fourth edition. Sage Publications: Thousand Oaks, California.

Fryer, Margot. "The Learning Exchange Story" (<http://www.margofryer.ca/the-learning-exchange-story/>)

Lotz, Jim. 2010 [1977]. "What is Community Development?" (<https://www.theworkingcentre.org/sites/default/files/understanding-canada.pdf>)

Towle, Angela and Kathleen Leahy. 2016. "The Learning Exchange: A Shared Space for UBC and the DTES" (<https://files.eric.ed.gov/fulltext/EJ1120575.pdf>)

#### **Wednesday, May 13: Context: Understanding the Downtown Eastside // Exploring your Community Partner**

Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 2011. "Chapter 1. Fieldnotes in Ethnographic Research." Pp. 1-20 in *Writing Ethnographic Fieldnotes*. Chicago: Univ. of Chicago Press.

Wong, Jackie. 2013. "Vancouver's Old China Town is Still Here" from *The Tyee*, on April 1, 2013. (<https://thetyee.ca/News/2013/04/01/Chinatown-Seniors/>) (all five articles in the series are recommended) **(Facilitator 1)**

Sutherland, Rory, Jean Swanson and Tamara Herman. 2014. "No Place to Go: Losing Affordable Housing and Community: CCAP's 2013 hotel survey and housing report." Carnegie Community Action Project. (<https://www.google.com/search?client=firefox-b-d&q=No+place+to+go+Carnegie+Community+Action+Project>) **(Facilitator 2)**

Find 2-3 articles from local news about your community partner, and its neighbourhood.

**Thursday, May 14: Context: Food as a Lens for Doing Ethnography**

- \* Poppendieck, Janet. 1997. "Want Amid Plenty: From Hunger to Inequality." In *Food and Culture: A Reader* Second edition, edited by Carole Counihan and Penny Van Eterik. **(Facilitator 3)**
- SPARC B.C. 2014. "Who Gets Sustenance: Community Voices Speak About Who Gets Access to Local, Healthy Food." (<http://www.sparc.bc.ca/wp-content/uploads/2017/03/who-gets-sustenance.pdf>) **(Facilitator 4)**
- \* Bowen, Sarah, Sinikka Elliott, and Joslyn Brenton. 2014. "The Joy of Cooking?" *Contexts*. 12 (3): 20-25. **(Facilitator 5)**

**DUE: Ethics Certificates****WEEK TWO****Monday, May 18: Victoria Day: No Class****Tuesday, May 19: Participant-Observations and Jottings**

- Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 2011. "Chapter 2: In the Field: Participating, Observing, and Jotting Notes." Pp. 21-43 in *Writing Ethnographic Fieldnotes*. Chicago: Univ. of Chicago Press.
- \*Geertz, Clifford. "Deep Play: Notes on a Balinese Cockfight." Pp 412-417 in *Interpretation of Cultures Selected Essays*. Basic Books: New York, New York. **(Facilitator 1)**

**Wednesday, May 20: Ethics in Fieldwork 1: Moral and Political Considerations**

- Tuck, Eve. 2009. "Suspending Damage: A Letter to Communities." ([https://pages.ucsd.edu/~rfrank/class\\_web/ES-114A/Week%204/TuckHEdR79-3.pdf](https://pages.ucsd.edu/~rfrank/class_web/ES-114A/Week%204/TuckHEdR79-3.pdf)). **(Facilitator 2)**
- \* Jackson, Michael. 2010. "From Anxiety to Method in Anthropological Fieldwork." Pp 35-54 in *Emotions in the Field: The Psychology and Anthropology of Fieldwork Experience* edited by James Davies and Dimitrina Spencer. Stanford University Press: Stanford, CA. **(Facilitator 3)**

**Thursday, May 21: The Ethnographic Method: Pragmatic and Contextual Perspectives**

- Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 2011. "Chapter 3: Writing Fieldnotes I: At the Desk, Creating Scenes on a Page." Pp. 45-88 in *Writing Ethnographic Fieldnotes*. **(Facilitator 4)**
- \* Angrosino, Michael V. and Kimberly A. Mays de Pèrez. 2000. "Rethinking Observation: From Method to Context," in *Handbook of Qualitative Research, Second Edition*. **(Facilitator 5)**

**Due: Ethnography 1 (submitted online prior to the start of class)****WEEK THREE****Monday, May 25: Ethics in Fieldwork II: Professional Obligations and Accountability**

- \*Cassell, Joan. 1980. "Ethical Principles for Conducting Fieldwork." *American Anthropologist* 82(1):28-41. **(Facilitator 1)**
  - \*Allen, Charlotte. 1997. "Spies Like Us: When Sociologist Deceive Their Subjects." *Lingua Franca* 7(9):31-39. American Anthropological Association. 2012. **(Facilitator 2)**
- American Anthropological Association, Code of Ethics  
<http://ethics.aaanet.org/category/statement/> **(Facilitator 3)**

Canadian Sociological Association, Statement of Professional Ethics (<https://www.csa-scs.ca/files/www/csa/documents/codeofethics/2012Ethics.pdf>) (**Facilitator 4**)

**Tuesday, May 26: Ethnographic Research Skills: Craft and Style**

Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 2011. "Chapter 4: Writing Fieldnotes II: Multiple Purposes and Stylistic Options." Pp 89-128 in *Writing Ethnographic Fieldnotes*. Chicago: Univ. of Chicago Press.

\* Bestore, Theodore C. "Tokyo's Pantry." Pp 1-50 in *Tsukiji: The Fish Market at the Center of the World*. (**Facilitator 5**)

\* Hine, Christine. 2017. "Ethnography and the Internet: Taking Account of Emerging Technical Landscapes." *Fudan Journal of Human Social Sciences* 10: 315-329.

**Wednesday, May 27: Vancouver Urban Life 1: DTES, Addiction and Safe-Injection Sites**

\* Robertson, Leslie, 2007. "Taming Space: Drug Use, HIV, and Homemaking in Downtown Eastside Vancouver." *Gender, Place and Culture* 14(5): 527-49. (**Facilitator 1**)

\* Small, Will, David Moore, Jean Shoveller, Evan Wood, and Thomas Kerr. 2012. "Perceptions of Risk and Safety within Injection Settings: Injection Drug Users' Reasons for Attending a Supervised Injecting Facility in Vancouver, Canada." *Health, Risk & Society* 14:307-324. (**Facilitator 2**)

*Recommended:* \* Campbell, Nancy D. and Susan J. Shaw. 2008. "Incitements to Discourse: Illicit Drugs, Harm Reduction and the Production of Ethnographic Subjects." *Cultural Anthropology* 23(4): 688-717.

**Thursday, May 28: Ethnographic Research Skills: Logistics and Challenges of Interviewing**

\* Chiseri-Strater, Elizabeth and Binnie Stone Sunstein. 1997. "The Interview: Learning to Ask," in *Fieldworking: Reading and Writing Research*. Upper Saddle River, NJ: Prentice Hall. (**Facilitator 3**)

\* Kvale, Steinar. 1996. "The Interview Situation." Pp. 124-143 in *InterViews: An Introduction to Qualitative Research Interviewing*. Sage: Thousand Oaks, California. (**Facilitator 4**)

*Recommended:* \* Counihan, Carole. 2014. "Women Gender and Agency in Italian Food Activism." Pp 61-76 *Italian Food Activism: Agency, Democracy and Economy*, edited by Carole Counihan and Valeria Siniscalchi. New York, New York: Bloomsbury.

**DUE: Interview Guide (one page) and Ethnography 2 (submitted to Canvas prior to the start of class)**

**WEEK FOUR**

**Monday, June 1: Ethnographic Research Skills: Interpretation**

Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 2011. "Chapter 5: Pursuing Members' Meanings." Pp 129-169 in *Writing Ethnographic Fieldnotes*. Chicago: Univ. of Chicago Press.

\* Holmes, Douglas R. and George E. Marcus. 2008. "Collaboration Today and the Re-Imagination of the Classic Scene of Fieldwork Encounter." *Collaborative Anthropologies* 1:81-101. (**Facilitator 5**)

**Tuesday, June 2: Vancouver Urban Life II: West End Sexworkers**

\* Smith, Dorothy E. 2016. "From The Everyday World as Problematic". Pp. 635-638 in Scott Appelrouth and Laura Desfor Edles. *Classical and Contemporary Sociological Theory*. (**Facilitator 1**)



- \* Smith, Dorothy E. 2004. "Texts, Text-Reader Conversations, and Institutional Discourse". Pp. 101-122 in *Institutional Ethnography: A Sociology for People*. (Facilitator 2)
- \* Ross, Becki L., "Sex and (Evacuation from) the City: The Moral and Legal Regulation of SexWorkers in Vancouver's West End, 1975-1985", *Sexualities* 13(2): 197-218. (Facilitator 3)

### **Wednesday, June 3: From Experience to Transcript and Text**

- \*Campbell, Marie L. 1998. "Institutional Ethnography and Experience as Data." *Qualitative Sociology* 21: 55-75. (Facilitator 4)
- \*Kirby, Sandra L., Lorraine Greaves and Colleen Reid. 2006. "Analyzing Data and Reporting." Pp. 219-254 in *Experience Research Social Change: Methods Beyond the Mainstream*. Second Edition. Toronto: Broadview Press. (Facilitator 5)

### **Thursday, June 4: Ethnographic Research Skills: Analyzing and Reporting**

- \*McLellan, Eleanor, Kathleen M. MacQueen and Judith L. Neidig. 2003. "Beyond the Qualitative Interview: Data Preparation and Transcription." *Field Methods* 15(1):63-84. (Facilitator 1)
- Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 2011. "Chapter 6: Processing Fieldnotes: Coding and Memoing." Pp 171-199 in *Writing Ethnographic Fieldnotes*. Chicago: Univ. of Chicago Press.

**DUE: 1-page Interview Transcript (3-4 excerpts) submitted at the start of class to Canvas (for use during class), and**

**DUE: Friday, June 7, 12 noon, submit Interview Transcript (minimum 5 pages single-spaced) to Canvas.**

## **WEEK FIVE**

### **Monday, June 8: Standpoint, Power and Privilege**

- \*McCorkel, Jill A. and Kristen Myers. 2003. "What Difference Does Difference Make? Position and Privilege in the Field." *Qualitative Sociology* 26(2):199-231. (Facilitator 2)
- \*Smith, Dorothy. 2006. "Incorporating Texts into Ethnographic Practice," in *Institutional Ethnography as Practice*. (Facilitator 3)
- Recommended:* \*Desmond, Matthew. 2007. "Appendix: Between Native and Alien." Pp 283-end in *On the Fireline: Living and Dying with Wildland Firefighters*. Chicago, IL: Chicago University Press.

### **Tuesday, June 9: Curation and Interpretation**

- \* Narayan, Kirin. 2012. "Voice." Pp. 67-91 in *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago and London: University of Chicago Press. (Facilitator 4)
- \* Harris, Claire and Michael O'Hanlon. 2013. "The Future of the Ethnographic Museum", *Anthropology Today* 29: 8-12. (Facilitator 5)

### **Wednesday, June 10: Artistic Approaches to Ethnographic Research and Knowledge Translation**

- \*Pratt, Geraldine and Caleb Johnston. 2009. "Translating Research into Theatre: Nanay: A Testimonial Play." *BC Studies* 163: 123-132. (Facilitator 1)
- \*Diamond, David. 2007. "Feedback Loops" and "The Art of Interactive Theatre" Pp 62-85 in *Theatre for Living: The art and science of community-based dialogue*. Trafford: Victoria, BC. (Facilitator 2)

*Recommended:* \* Becker, Howard S. 2007 "Visual Sociology, Documentary Photography, and Photojournalism", in *Telling About Society*.

#### **Thursday, June 11: The Reflexive Researcher**

- \*Cerwonka, Allaine. 2007. "Nervous Conditions: The Stakes in Interdisciplinary Research." Pp. 1-40 in *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. Chicago and London: University of Chicago Press. **(Facilitator 3)**
- \*Simpson, Bob. 2006. "'You Don't Do Fieldwork, Fieldwork Does You': Between Subjectivation and Objectivation in Anthropological Fieldwork." Pp. 125-137 in *The SAGE Handbook of Fieldwork*, edited by D. Hobbs and R. Wright. London, Thousand Oaks and New Delhi: SAGE Publications. **(Facilitator 4)**

**DUE: Ethnography 3 (submitted via canvas before the start of class)**

### **WEEK SIX**

#### **Monday, June 15: Ethnographic Research Skills: Writing and Ethnographic Account**

- Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 2011. "Chapter 7: Writing an Ethnography." Pp 201-242 in *Writing Ethnographic Fieldnotes*. Chicago: Univ. of Chicago Press.
- \*Narayan, Kirin. 2012. "Postscript: Writing to Be Alive." Pp. 111-121 in *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago and London: University of Chicago Press. **(Facilitator 5)**
- \**Recommended:* Alcoff, Linda. 1991. "The Problem of Speaking for Others." *Cultural Critique* 20:5-32.

#### **Tuesday, June 16: Ethnographic Research Skills: Generating Theories**

- \*Becker, Howard S. 1998. "Concepts." Pp 109-145 in *Tricks of the Trade: How to Think about your Research While You're Doing It*. Chicago, IL: University of Chicago Press.
- \*Bourdieu, Pierre. 2004. "The Peasant and His Body." *Ethnography* 5: 579-599.

#### **Wednesday, June 17: Ethnographic Research Skills: Communicating Community Engagement**

- \*Iversen, Roberta Rehner. 2009. "'Getting Out' in Ethnography." *Qualitative Social Work* 8: 9-26.
- Borges, Jorge Luis. "The Ethnographer" (<http://wtf.tw/ref/borges.html>)
- Recommended:* \* Becker, Howard S., Herbert J. Gans, Katherine S. Newman and Diane Vaughan. 2004. "On the Value of Ethnography: Sociology and Public Policy: A Dialogue." *ANNALS* 595: 264-276.

#### **Thursday, June 18: Sharing Knowledge with Communities: UEFS Mini-Conference Online**

**Final Ethnography Due Tuesday, June 23<sup>rd</sup>, 12 noon (submitted on Canvas)**