Urban Ethnographic Field School



2021

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 with their community organization where they will complete a project and conduct their own ethnographic study of the organization.

Course Information

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| Urban Ethnographic Field School | SOCI 480 | ANTH 480 |
| Summer Term 1; 2021 (May 10-June 25) | 6 Credits |
| Monday-Thursday, 9:30am-12:30pm | Online via Zoom  |
|  |  |
| Instructors: |  |
| Tom Kemple | Amir Shiva |
| kemple@mail.ubc.ca | ashiva@mail.ubc.ca |
| Office hours: by appointment | Office hours: by appointment |
|  |  |
| Course Coordinator/Community Liaison/TA: | TBA |

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 the three key qualitative techniques employed in ethnographic research (interview, participant-observation, fieldnote taking) while following a community-based service-learning model.
* Partner with a community organization produce a project of value to the members of the participating community partner.
* Know how to develop a research question through collaboration with a community partner that is amenable to qualitative exploration.
* Organize, schedule, and conduct an interview; collect, transcribe, and analyze interview data.
* Reflect critically on the value, possibilities, limitations of ethnographic methods, and discuss the ethical and political implications of one’s standpoint as a researcher, volunteer, and service-learner.
* Present research findings in a simple and effective manner to a wide audience at a mini-conference.

COVID-19 and Online Protocol

The class meets synchronously during the scheduled class time online via Zoom. A link to the Zoom meeting is available on the course Canvas site. You can still complete the course work if you are currently living in a different time zone. However, you are required to be in all synchronous class meetings. Also, since all community partners are located in the Vancouver area, you must make sure that you are able to meet with community partners during their usual office hours.

Given that it is a small seminar class, we ask you to share your video throughout the class and use your microphone to participate in discussions, if possible.

Pending approval from UBC’s Faculty of Arts, there might be a possibility to do some in-person outdoor volunteer work with some of the community partners. In that case, you must be able to commute safely to the locations where you are asked to volunteer following the guidelines of the BC Health Authority and UBC. You must follow all the COVID-19 protocols set by the community partners and complete any training they require for in-person work.

Required Texts and Readings

The course materials are available online through the Library Online Course Reserves (LOCR). A link to LOCR is available on the course Canvas site.

Course Requirements and Evaluation

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| --- | --- | --- | --- |
|  | Requirement | Due | % of final grade |
| Fieldnotes & write-ups | Ethnography 1: Neighbourhood Description | May 20 (Thurs) | 20% |
| Ethnography 2: Community Organization Portrait | May 27 (Thurs) | 20% |
| Interview Guide | May 31 (Mon) | - |
| Interview Transcript | June 7 (Mon) | - |
| Ethnography 3: Program Description | June 14 (Mon) | 20% |
|  | Final Ethnographic Account | June 22 (Tues) | 30% |
|  | Participation andPresentation(with community partner) | TBA | 10% |

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

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 90-100 | A+ | 76-79 | B+ | 64-67 | C+ | 50-54 | D |
| 85-89 | A | 72-75 | B | 60-63 | C | 0-49 | F |
| 80-84 | A- | 68-71 | B- | 55-59 | C- |  |  |

NOTE: Late assignments will be marked down 2% for each day late (including weekends), except in the case of a documented medical emergency. All assignments will be e-submitted on Canvas.

Description of Course Requirements

* **Ethnographic fieldnotes and write-ups (20% each):** You will be required to submit three written ethnographic write-ups, each worth 20% of your final grade. Detailed instructions will be provided in class and on Canvas, 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.

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 methodological texts provide guidance on how to take jottings, write fieldnotes, and transform fieldnotes into ethnographic write-ups. You are expected to address course readings in your write-ups.

Each time you visit your field site, whether online or in-person, you should spend at least one-hour writing fieldnotes reflecting on your experience and observations there. 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.

1. **Ethnography 1: Neighbourhood portrait**

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. As an ethnographer conducting their research remotely, be creative and think out of the box. What are some available tools you can use to have a better understanding of the neighbourhood? You may want to look at the real estate listings and review the photos or virtual tours of the properties that are for sale; or check the neighbourhood’s WalkScore. There is also data about *dissemination areas* from Statistics Canada. In addition, pick one block in close proximity to the community organization. Use Google Street View or an available driving and/or walking YouTube video to explore the streets; describe your standpoint and what you see.

1. **Ethnography 2: Community organization portrait**

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 seem 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? Does the organization have a website? Does the organization run an active social media account? Is there a mailing list? What types of language (i.e., formal, informal; English, Cantonese, etc.; hierarchical or egalitarian, etc.) do you observe in these online spaces?

1. **Ethnography 3: Program description**

Describe your program placement in the style of an ‘ethnographic memo.’ What do you do? Whom 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?

Description of Course Requirements (continued)

* **Final Ethnography (30%):** Your final ethnography (due 12 noon, June 22) will incorporate the three ethnographies, the interview, and/or public documents, and incorporate feedback you have received throughout the term. Note that an interview guide, a 30-minute interview, and transcription are *required* components of the course. You will build on these materials by identifying key themes and expanding these themes in ways that allow you to create a narrative of your experience and an analysis of selected features of your placement. At the end of the term, you will present your final ethnography, or some aspects of it, at the UEFS Mini-Conference.
* **Class Participation and 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 volunteer placements or projects that benefit their organization in exchange for you to have the opportunity to spend time working “inside” 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 or in fieldnotes of hours spent at the community partner site; (3) evidence of your engagement in the project as communicated in your ethnographic reports and in class discussions (‘participation’). In addition, you are expected to participate in class discussions, including discussions about the assigned readings.

Attendance and Lateness

Attendance for the entire class period is required. Please arrive on time. Repeated tardiness will be penalized. If you have to miss a class meeting, please discuss it with Amir or Tom in advance.

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. Please exchange your contact information with a classmate during our first class meeting.

Accommodation

The University accommodates students with disabilities who have registered with the Centre for Accessibility. 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 us 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. If you are feeling stressed, please notify 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. 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.

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 has the opportunity to contribute to the conversation. For these reasons we ask that students give each other 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 expected.

The community organization you are place with may have specific etiquette expectations (in-person and/or online) which you should be familiar with and adhere to.

Academic Integrity

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 and dishonesty, visit: <http://www.library.ubc.ca/home/plagiarism>

Office Hours

Office hours are times that we have set aside to meet with students. Given that we hold virtual office hours this term, we ask you to make an appointment. You can come individually, or with friends. It’s a chance to talk about the course, assignments, your projects, field placement, or whatever you’d like to discuss. You don’t have to have a *problem* or a *question* to visit. If you find yourself having difficulty with the readings or writing assignments, we would like you to come see immediately.

Community Partners

Remember, you represent the University community when you are at your community partner organization or when you meet with the representatives of the organization online. During your first couple of meetings (phone calls, online meetings, email exchanges, or in-person contact) 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 your duties and be sure that any initiative or project you do takes account of the goals and expectations of the community partner.

Course Schedule [DRAFT – To be updated or revised before first class]

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| & readings | $ videos | % due | N activities | V guest speakers |

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| **WEEK** | **Badge 1 with solid fill** |

**Monday, May 10: Introduction and the 2021 UEFS Launch**

& Borges, Jorge Luis. “On Exactitude in Science”(https://www.openculture.com/on-exactitude-in-science-by-jorge-luis-borges)

& Postill, J. 2017. “Remote Ethnography: Studying Culture from Afar.” In Hjorth, L., Horst, H., Galloway, A., and Bell, G. (eds). *The Routledge Companion to Digital Ethnography.* New York: Routledge. Pp. 61-69

🕮 Boellstorff, T. 2008. “The Subject and Scope of This Inquiry.” In *Coming of Age in Second Life: An Anthropologist Explores the Virtually Human* (pp. 3-31). Princeton: Princeton University Press.

$ “Shifting the Story: Advice for Students Learning about the Downtown Eastside” (learning.video.ubc.ca/channel/The%2BLearning%2BExchange/34421) (need CWL)

%Ethics Certificates; Clear your Background Check

**Tuesday, May 11: Context: The ABCD of Community Organizations and Ethical Research**

& Neufeld et al, “Research 101 Manifesto: Ethical Research in the Downtown Eastside”. (https://www.homelesshub.ca/resource/research-101-manifesto-ethical-research-downtown-eastside)

& Kretzman, John P. and John L. McKnight. 1993. “Building Communities from the Inside Out”.

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

& *Recommended:* Green, Gary Paul, Anna Haines. 2016. “The Role of Assets in Community-Based Development.” From *Asset Building and Community Development*.

& Lassiter, Luke Eric. 2005. “Defining a Collaborative Ethnography.” In *The Chicago Guide to Collaborative Ethnography* (pp. 15-24). Chicago and London: The University of Chicago Press.

& Handouts: Being a Good Partner; Research with Vulnerable Communities

**Wednesday, May 12: Context: Understanding the DTES, Exploring Neighbourhoods**

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

& Wong, Jackie. 2013. “Vancouver’s Old China Town: Still Here” from *The Tyee:* (https://thetyee.ca/News/2013/04/01/Chinatown-Seniors/) (all five articles recommended)

& *Recommended:* 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)

N Find 2-3 articles from local news about your community partner, and its neighbourhood. Virtual Neighbourhood Walks on Google Maps

**Thursday, May 13: Context: Food and Immigration as Lenses 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.

& 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)

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| **WEEK** | **Badge with solid fill** |

**Monday, May 17: Ethics in Fieldwork I: 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).

& Jackson, Michael. 2010. “From Anxiety to Method in Anthropological Fieldwork”.

**Tuesday, May 14: Participant-Observations, Jottings, and Fieldnotes**

& 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*.

& Geertz, Clifford. “Deep Play: Notes on a Balinese Cockfight” (esp. pp 1-5): (http://users.atw.hu/cellotar/angol/deep\_play\_jstor.pdf)

**Wednesday, May 15: 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*.

& Angrosino, Michael V. and Kimberly A. Mays de Pèrez. 2000. “Rethinking Observation: From Method to Context,” in *Handbook of Qualitative Research, Second Edition*.

**Thursday, May 16: Ethics in Fieldwork II: Professional Obligations and Accountability**

& Cassell, Joan. 1980. "Ethical Principles for Conducting Fieldwork." *American Anthropologist* 82(1):28-41.

& Allen, Charlotte. 1997. "Spies Like Us: When Sociologists Deceive Their Subjects." *Lingua*

*Franca* 7(9):31-39 (http://linguafranca.mirror.theinfo.org/9711/9711.allen.html).

& American Anthropological Association 1998. “Code of Ethics”:

(https://s3.amazonaws.com/rdcms-aaa/files/production/public/FileDownloads/pdfs/issues/policy-advocacy/upload/ethicscode.pdf)

& Canadian Sociological Association 2012, “Statement of Professional Ethics”

 (https://www.csa-scs.ca/files/www/csa/documents/codeofethics/2012Ethics.pdf)

& Franzke, Aline shakti, Bechmann, Anja, Zimmer, Michael, Eds, Charles and the Association of Internet Researchers. 2020. Internet Research: Ethical Guidelines 3.0. (https://aoir.org/reports/ethics3.pdf)

% Ethnography 1: Neighbourhood Portrait

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| **WEEK** | **Badge 3 with solid fill** |

**Monday, May 24: Victoria Day – no class**

**Tuesday, May 25: Ethnographic Research Skills: Craft and Style**

& Emerson, Fretz, and Shaw. 2011. "Chapter 4: Writing Fieldnotes II: Multiple Purposes and Stylistic Options.” Pp 89-128 in *Writing Ethnographic Fieldnotes*.

& Caliandro, A. 2018. “Digital methods for ethnography: Analytical concepts for ethnographers exploring social media environments.” *Journal of Contemporary Ethnography.* Vol. 47, Issue 5, pp. 551-578.

& Jackson, Michael. 2017. “Writing with Care.” In Anand Pandian and Stuart McLean (eds.) *Crumpled Paper Boat: Experiments in Ethnographic Writing* (pp. 68-70). Duke University Press.

**Wednesday, May 26: From Experience to Transcript and Text**

& Campbell, Marie L. 1998. “Institutional Ethnography and Experience as Data.” *Qualitative*

*Sociology* 21: 55-75.

& Giunta, Kate. 2019. On Writing Ethnography ‘At Home’. In *The Familiar Strange.* <https://thefamiliarstrange.com/2019/05/06/ethnography-at-home/>

& *Recommended:* Bestore, Theordore C. “Tokyo’s Pantry.” Pp 1-50 in *Tsukiji: The Fish Market at the Center of the World*.

**Thursday, May 26: Ethnographic Research Skills: Logistics and Challenges of Interviewing**

& 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*.

& Smith, Dorothy E. 2004. “Texts, Text-Reader Conversations, and Institutional Discourse’. Pp. 101-122 in *Institutional Ethnography: A Sociology for People.*

% Ethnography 2: Community Organization Portrait

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| **WEEK** | **Badge 4 with solid fill** |

**Monday, May 31: Ethnographic Research Skills: Interpretation**

& Chiseri-Strater, Elizabeth and Binnie Stone Sunstein. 1997. “The Interview: Learning to Ask,” in *Fieldworking: Reading and Writing Research*.

& Kvale, Steinar. 1996. “The Interview Situation.” Pp. 124-143 in *InterViews: An Introduction to Qualitative Research Interviewing*. Sage: Thousand Oaks, California.

& *Recommended*: Counihan, Carole. 2014. "Women, Gender and Agency.” Pp 61-76 in *Food Activism: Agency, Democracy and Economy*. Carole Counihan and Valeria Siniscalchi (eds).

% Interview Guide (one page)

**Tuesday, June 1: Vancouver Urban Life I: Collaboration**

& Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 2011. "Chapter 5: Pursuing Members’

Meanings.” Pp 129-169 in *Writing Ethnographic Fieldnotes*.

& 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.

& *Recommended:* 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.

**Wednesday, June 2: Vancouver Urban Life II: Problematization**

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

& 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.

& *Recommended:*  Campbell, Nancy D. and Susan J. Shaw. 2008. “Incitements to Discourse: Illicit Drugs, Harm Reduction and the Production of Ethnographic Subjects.” *Cultural Anthropology*.

$ FIX: The Story of an Addicted City

**Thursday, June 3: Ethnographic Research Skills: Analyzing and Reporting**

& 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*.

& McLellan, Eleanor, Kathleen M. MacQueen and Judith L. Neidig. 2003. "Beyond the Qualitative Interview: Data Preparation and Transcription." *Field Methods* 15(1):63-84.

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| **WEEK** | **Badge 5 with solid fill** |

**Monday, June 7: Standpoint, Power, and Privilege**

& Smith, Dorothy. 2006. “Incorporating Texts into Ethnographic Practice”, in *Institutional Ethnography as Practice.*

& Becker, Howard S., “The Epistemology of Qualitative Research,” in *Essays on Ethnography and*

*Human Development.* R. Jessor, A. Colby, R. Schweder eds. University of Chicago Press.

& *Recommended:* McCorkel, Jill A. an Kristen Myers. 2003. "What Difference Does Difference

Make? Position and Privilege in the Field." *Qualitative Sociology* 26(2):199-231.

% Interview Transcript (minimum 5 pages single-spaced before class)

**Tuesday, June 8: 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.

& Harris, Claire and Michael O’Hanlon. 2013. “The Future of the Ethnographic Museum”, *Anthropology Today* 29: 8-12.

**Wednesday, June 9: Artistic Approaches to Ethnography and Knowledge Translation**

& Diamond, David. 2007. “Feedback Loops” and “The Art of Interactive Theatre” Pp 62-85 from Theatre for Living: The art and science of community-based dialogue. Trafford: Victoria, BC.

& *Recommended:* Becker, Howard S. 2007“Visual Sociology, Documentary Photography, and Photojournalism”, in *Telling About Society.*

& Gregsmith, Mikeball. 2001. “Technologies of Realism? Ethnographic Uses of Photography and Film”, in *Handbook of Ethnography*.

**Thursday, June 10: 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.*

& Simpson, Bob. 2006. ""You Don't Do Fieldwork, Fieldwork Does You": Between Subjectivation and Objectivation in Anthropological Fieldwork." *The SAGE Handbook of Fieldwork*.

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| **WEEK** | **Badge 6 with solid fill** |

**Monday, June 14: Ethnographic Research Skills: Writing an 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*.

& Narayan, Kirin. 2012. "Story and Theory." Pp. 1-22 in *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago and London: University of Chicago Press.

% Ethnography 3 Program description

**Tuesday, June 15: 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*.

& Bourdieu, Pierre. 2004. “The Peasant and His Body.” *Ethnography* 5: 579-599.

**Wednesday, June 16: 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

**Thursday, June 17: Sharing Knowledge with Communities: UEFS Mini-Conference (TBD)**

& *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*.

% Final ethnography: due Tuesday, June 22, 12 noon