

April 3, 2013 Immigrant Vancouver Ethnographic Field School (IVEFS)

DRAFT

Subject to Change

Summer 2013: Term 1 (May 13-June 20, 2013)

Mon-Thu 9:30-12:30pm

Location: TBA

Sociology 495A

Instructor: Tom Kemple

Office Hours: By appointment

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Anthropology 409A

Instructor: Ana Vivaldi

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Community Liaison/Teaching Assistant/Course Coordinator: Heather Holoryd

Office Hours: By appointment

Email: ivefs.ubc@gmail.com

General Description

The immigrant Vancouver Ethnographic Field School has three main foci: immigration in Vancouver, ethnographic methodology, and collaborative research. In class we will discuss the intersection of culture and politics to understand the diverse communities of immigrants in Canada, as well as the epistemological problems of ethnographic research, including its application in different social settings and the standpoint of the ethnographer. Students will engage in approximately 50 hours of ethnographic research, organized around volunteering work for a community organization. In bi-weekly workshops we will explore specific techniques and modalities of ethnographic inquiry in relation to the students' fieldwork experiences. A typical week will be divided into three or four seminar encounters: for discussion of the theory and method of ethnography; for discussion of social problems related to migration and city life; and for workshops where we will reflect on ethnographic techniques and discuss strategies and conflicts emerging from fieldwork experiences. Other classes will be devoted to guest speakers, films, and fieldtrips.

Community Service Learning (CSL) is a critical part of the field school. Students will volunteer 6-8 hours each week in a pre-arranged placement at a community organization. Students will be expected to take fieldnotes based on their community service learning placements each week (this will be crucial for the work at bi-weekly workshops). Based on preliminary conversations between the instructors and community organizations, students will complete a final project that has relevance to the community organizations. Several times during the course students will consult about their project with instructors, Teaching Assistants, and organization contacts. Students will complete a research-based final project (such as a blog, oral histories of a specific organization or community, a research paper, or a creative media project) that can be shared with community partners. At the conclusion of the course students will make presentations of their findings and organizations will be invited to attend these presentations. Student projects may be posted to the course website: <http://ivefs.arts.ubc.ca/>

Students will become familiar with a wide range of approaches for understanding immigration which are informed by an interdisciplinary perspective and have a strong emphasis in ethnography. Particular attention will be given to: the experience of mobility; the relation between state, culture and communities; transnational connections; everyday practice and transformation of the city, among others. Students will engage with debates that offer different approaches to the problematic of displacement understood in a broad sense.

Course Objectives

Students will have three roles in this course: as critical thinkers, field researchers, and volunteers. The tensions around these three practices will be a central part of the learning experience.

IVEFS aims to provide students with:

- an opportunity to do hands-on qualitative research
- an experience to collaborate, as social scientists under training, with community organizations and to learn from this experience
- a way to link an area of cross-disciplinary theoretical concern and its application
- an opportunity to share course projects through public presentations and the course website

The field school combines course readings, in-class discussion, workshops, and invited speakers with fieldwork. Your contributions to each class and your fieldwork will provide the substance of the course. It is essential that you do the assignments for each class, so **plan ahead**. Typically we will have lectures and discussions on Mondays and Tuesdays, Wednesdays and Thursdays will be for discussion of issues relating to migration, fieldtrips, or workshops. Most weekday afternoons, Fridays, and weekends will be reserved for fieldwork and class preparation.

Course Evaluation

- 5% Seminar attendance and participation
- 10% Group presentation and discussion leader
- 30% Ethnographic memos (3 total entries) DUE *TBA*
- 15% One transcribed interview (45-60min)
 - Interview guide – 5%--DUE *TBA*)
 - Brief analysis (2-3pp) and transcription of interview –10%- DUE *TBA*
- 40% Final project
 - 1-page project proposal – 5%-- DUE *TBA*
 - Project presentation – 5%
 - Final project—30%-- DUE *TBA*

NOTE: Late assignments will be marked down 3% for each day late (including weekends), except in the case of a documented medical emergency. Assignments **will not** be accepted via e-mail. All assignments are due by the start of class for the day indicated.

Academic Integrity

Academic integrity is an essential ingredient of any good university, and violations of it will be taken seriously and treated according to University regulations. For official university policies regarding the code of academic conduct, see the following Websites and Resources on Academic Misconduct and Plagiarism:

- Principles and procedures: <http://students.ubc.ca/calendar>
- UBC Plagiarism Resource Centre: <http://www.library.ubc.ca/home/plagiarism>
- Faculty of Arts guidelines: http://www.arts.ubc.ca/Academic_Integrity.89.0.html

Faculty of Arts Grading Table:

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

Assignments

Seminar participation: Regular attendance is required. Notify us in **advance** in case of any illness or conflicts. You will be expected to contribute to each class by actively listening and making informed and thoughtful comments on the assigned readings. You will have opportunities to make contributions in writing through the creation of a class blog for discussion, and you will have a chance to give comments and point to relevant media material on this blog. You are expected to exercise consideration for others, which includes creating an equitable discussion environment in which everyone can participate.

Fieldnotes: (*required to make the memos and weekly workshops, but not to be graded*):

Each time you attend your fieldsite, you should spend at least one hour writing fieldnotes reflecting on your experience and observations there. Who did you interact with? What did you observe? How did your observations relate to issues about mobility? Each week you should review your fieldnotes and summarize for yourself what you have learned and what you would still like to know.

Ethnographic memos: You will be required to submit three written ethnographic memos (4-6pp, double-spaced) that engage with the themes indicated below. Your ethnographic memos should draw directly on your field notes, but also incorporate key concepts and arguments from course readings about the dynamics of migration and immigrant communities and about ethnographic theory and method. You may include images, photographs and other visuals as part of your ethnographic memos. There will be class discussion about your ethnographic memos during the workshops and in seminars.

- **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 and 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. On a more micro level, pick one block in close proximity to the community organization and take the time to observe this on several different occasions; describe what you see.

- **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 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?

- **Program description**

Describe your program placement. 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?

Assignments (continued)

Group presentation and discussion leader: You will work in groups of 4-5 to lead seminar discussion once during the term. In consultation with the course instructors, your group will develop a set of 3 discussion questions based on the readings for your assigned day, and provide a brief in-class presentation that offers a critical commentary of the assigned readings. Then, your group will lead in-class discussion among students based on the questions developed. Questions must be posted on the VISTA site by 6pm the day before the presentation takes place.

Interviews: Working on your own, you will do one in-depth, semi-structured interview, around 45 minutes in duration, with the following: (1) a community service worker at your neighborhood house placement or (2) someone who participates in the Neighborhood House. **You must receive prior approval from your organization supervisor before conducting any interview.** You will first construct an interview guide for the person you are interviewing. You will participate in a methodology workshop analyzing your transcript.

Final project: Your final project (due the last day of class) will draw on the course readings, fieldnotes, ethnographic memos and course discussions. In your final project, you will have the opportunity to present what you have learned about the dynamics of immigration in Vancouver from an ethnographic perspective. The final project may take the form of an essay, a blog or website, and/or a video project. If you do a final essay, it should be 12-15 pages, double-spaced and 20-25 pages for graduate students. If you choose another format for the final project, you should plan on writing a brief analysis (4-5 pages, double-spaced) of the project. The final product will be shared with Community Organizations and should be something potentially of interest to them as well. Projects, or some portion of them, may be posted to the field school website: <http://ivefs.arts.ubc.ca/>

Course Texts and Required Materials

1) Two books:

Cerwanka, Allaine, and Liisa H. Malkki. 2007. *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. Chicago: The University of Chicago Press.

Smith, Dorothy E. 2005. *Institutional Ethnography: A Sociology for People*. Lanham, MD: AltaMira Press.

2) A Course Package of required readings, available at the UBC Bookstore.

3) Other recommended materials will be available on the course website, www.vista.ubc.ca

Publication details on recommended and required readings are in the IVEFS reading list at the end of this syllabus.

IVEFS 2013 Seminar Schedule

WEEK 1 (May 13-16): *An ethnography of “Immigrant Vancouver”?*

Seminar 1: IVEFS Introduction and Orientation

Seminar 2:

- Li, “Immigrants and the City” in *Destination Canada*.
- Sandercock, “What Is a Neighbourhood House?”

Seminar 3:

- Willis and Trondman, “Manifesto for Ethnography”
- Sandercock, “From Nation to Neighborhood: Integrating Immigrants through Community Development”

Workshop I: Participant-Observations and Fieldnotes

- Walford, “The practice of writing ethnographic fieldnotes”
- American Anthropological Association, “Code of Ethics”
- Malinowski, “Method and Scope of Anthropological Fieldwork”
- Minder, “Body Ritual among the Nacirema”

* Complete tutorial for Course in Human Research Participant Protection: <http://www.chrpp.ca>
You are required to turn in the certificate you receive upon completion of the tutorial *before* the workshop.

WEEK 2 (May 20-23): *Ethnography “At Home”, Institutions, and Displaced Fields*

Seminar 4:

- Smith, “Introduction” and “Part One: Making a Sociology for People,” *Institutional Ethnography*, pp.1-45.
- Back, “Home from Home”

Seminar 5:

- Cerwanka and Malkki, “Nervous Conditions: The Stakes in Interdisciplinary Research,” *Improvising Theory*, pp.1-40
- Gupta and Ferguson, “Beyond Culture: Space Identity and the Politics of Difference”

Optional:

- Malkki, “National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees”
- Ho, Karen “Introduction.” In *Liquidated: An Ethnography of Wall Street*.
- Mawani, “From Colonialism to Multiculturalism? Tourism and National Identity in Vancouver’s Stanley Park”

Seminar 6: Film or Guest Speaker TBA

Thursday: Fieldtrip TBA. Debrief on Fieldwork experiences (bring your fieldnotes)

WEEK 3 (May 27-30): *Language, Social Life, and Identities*

Seminar 7:

- Smith, “Part Two: An Ontology of the Social,” *Institutional Ethnography*, pp. 49-98.
- Campbell and Shaw, “Incitements to Discourse: Illicit Drugs, Harm Reduction, and the Production of Ethnographic Subjects”

Seminar 8:

- Cerwonka and Malkki, “The Fullbright Proposal” and “Fieldwork Correspondence,” *Improvising Theory*, pp. 41-99
- Hall, “Caribbean Identity”

Optional

- De la Cadena, *Indigenous Mestizos: The Politics of Race and Culture in Cuzco, Peru, 1919-1991* (selections)
- Hirschkind, “The Ethics of Listening: Cassette-Sermon Audition in Contemporary Egypt”

Seminar 9: Fieldtrip, Film, or Speaker TBA

Thursday Workshop II: Examining the Challenges of Interviewing

- Chiseri-Strater and Stone Sunstein, “The Interview: Learning to Ask”
- Fine, Weis, Weseen, and Wong, “For Whom Qualitative Research?: Representations, and Social Responsibilities”
- Latour, “Difficulties of being an ANT”

WEEK 4 (June 3-6): *Place, Spatial Mobility, and the Regulation of Movement*

Seminar 10:

- Smith, “Part Three: Making Institutions Ethnographically Accessible,” *Institutional Ethnography*, pp. 101-144.
- Kulick, “Becoming a Travesti”

Seminar 11:

- Cerwonka and Malkki, *Improvising Theory*, “Fieldwork Correspondence,” pp. 99-161.
- Massey, “Aspatial Globalization” and “Space Cannot be Annihilated by Time”

Optional

- Urry, “Mobile Theories and Methods”
- Kemple and Huey, “Observing the Observers: Researching Surveillance and Counter-Surveillance on ‘Skid Row’”

Seminar 12: Film or Guest Speaker TBA

Thursday: Fieldtrip TBA Discussion of interview experience and fieldwork debriefing

Final Project proposal DUE in class

WEEK 5 (June 10-13): *Feminist Ethnography and the Standpoint of Experience*

Seminar 13:

- Smith, “Part Three: Making Institutions Ethnographically Accessible,” *Institutional Ethnography*, pp. 145-201.
- Pratt, “Deskilling across the Generations. Filipino Families in Vancouver”

Seminar 14:

- Cerwonka and Malkki, “Tradition and Improvisation in Ethnographic Field Research,” *Improvising Theory*, pp. 162-187
- Behar, Ruth, “Introduction: Out of Exile”

Seminar 15: Film or Guest Speaker TBA

Thursday Workshop III: The Reflexive Researcher and Autoethnography

- Ellis and Bochner. “Autoethnography, Personal Narrative, Reflexivity: Researcher as Subject”
- Greenberg. “When They Read What the Papers Say We Wrote”

Optional

- Salazar Parreñas, “Long Distance Intimacy”
- Scheper-Hughe, “Ire in Ireland.”
- Tsing, *Friction* (selection)

**** *Hand in interview transcript and analysis. Discussion of final project.***

WEEK 6 (June 17-20): *Collaboration and Community Engagement*

Seminar 15:

- Smith, “Where We’ve Got to and Where We Can Go,” *Institutional Ethnography*, pp. 205-222.
- Colectivo Situaciones, “On the Researcher-Militant”
- Rancière, “An Intellectual Adventure”
- Borges, “The Ethnographer”

Seminar 16: Film or Guest Speaker TBA

Our Research

Individual Presentations in Class

Wrap up

Evaluation of the experience, discussion on “giving back”.

TBA Evening gathering with Community partners – public presentations of final projects

IVEFS READING LIST, Summer 2013

Note: Use this list when constructing your bibliography for the final projects. Recommended readings will be made available on Vista.

American Anthropological Association. 2012. Statement on Ethics: Principles of Professional Responsibility

Appadurai, Arjun. 1996. *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis and London: University of Minnesota Press.

Back, Les. 2007. Home from Home. In *The Art of Listening*. Oxford and New York: Berg. Pp. 52-70.

Ballantyne, Tony. 2006. Displacement, Diaspora, and Difference in the Making of Bhangra. In *Between Colonialism and Diaspora: Sikh Cultural Formations in an Imperial World*. Durham: Duke University Press.

Behar, Ruth. 1995. Introduction: Out of Exile. In *Women Writing Culture*, Ruth Behar and Deborah Gordon, eds. Berkeley: University of California Press. Pp. 1-30.

Benton-Short, Lisa and Marie Price. 2008. *Urban Immigrant Gateways in a Globalizing World*. In *Migrants to the Metropolis*. Pp. 23-47. Syracuse, NY: Syracuse University Press.

Bernard, H. Russell. 2006. Interviewing: Unstructured and Semi-structured. In *Research Methods in Anthropology, Fourth Edition: Qualitative and Quantitative Approaches*. New York: Altamira Press. Pp. 210-250.

Bernard, H. Russell. 1995. Structured Interviewing. In *Research Methods in Anthropology*. Walnut Creek, CA: Altamira Press. Pp. 164-183.

Bernard, H. Russell. 1995. Participant Observation. In *Research Methods in Anthropology*. Altamira Press: Walnut Creek, CA. Pp. 136-164.

Becerril, Ofelia. 2007. Transnational Work and the Gendered Politics of Labour: A Study of Male and Female Mexican Migrant Farm Workers in Canada. In *Organizing the Transnational: Labor, Politics and Social Change*. R. Goldring and Krishnamurti, S, eds. Pp. 157-172. Vancouver: UBC Press.

Blee, Kathleen. 1993. Evidence, Empathy and Ethics: Lessons From Oral Histories of the Clans. *The Journal of American History* 80(2): 596-606. (electronic journals)

Bloch, A. 2011. Intimate Circuits: Modernity, Migration and Marriage among Post-Soviet Women in Turkey. *Global Networks: A Journal of Transnational Affairs*, 2011, 11(4): 32pp

Bloch, A. 2009. Discourses on Danger and Dreams of Prosperity: Confounding U.S. Government positions on 'Trafficking' from the Context of the former Soviet Union. In *International Migration and Human Rights: The Global Repercussions of US Policy*. S. Martinez, ed. Pp. 165-183. Berkeley: University of California Press.

- Bloemraad, Irene. 2006. *The Meaning of Citizenship. In Becoming a Citizen: Incorporating Refugees and Immigrants in the United States.* Pp.138-160. Berkeley: University of California Press.
- Borges, Jose Louis. 1998. "The Ethnographer." In *Collected fictions.* New York, N.Y., U.S.A. : Viking. P 162.
- Borjas, George. J. 1990. Who Comes: How the Immigration Market Works (Chapter 1). In *Friends or Strangers: The Impact of Immigrants on the U.S. Economy.* Pp. 3-25. New York: Basic Books.
- Brettell, Caroline B. 2008. Immigrants as Netizens: Political Mobilization in Cyberspace. In *Citizenship, Political Engagement, and Belonging: Immigrants in Europe and the United States.* Reed-Danahay, Deborah and Caroline B. Brettell, eds.Pp.225-243. New Brunswick: Rutgers University Press.
- Briggs, Jean. 1986. *Kapluna Daughter. In Women in the Field: Anthropological Experiences.* Peggy Golde, ed. Pp.19-44. Berkeley: University of California.
- Burawoy, Michael. 2009. *The Extended Case Method: Four Countries, Four Decades, Four Great Transformations and one Theoretical Tradition.* Pp.271-287.Berkeley: University of California Press.
- 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): 699-717.
- Cavers, Val. 2005. *How Strangers Become Neighbours: Constructing Citizenship Through Neighbourhood Community Development.* Collingwood Neighborhood House Manual.
- Cerwanka, Allaine, and Liisa H. Malkki (2007) *Improvising Theory: Process and Temporality in Ethnographic Fieldwork.* Chicago: The University of Chicago Press.
- Chang. 2004. From the Third World to the 'Third World Within': Asian Women Workers Fighting Globalization. Gonzalez et. al, eds. In *Labor Versus Empire: Race, Gender Migration.* New York: Routledge. pp. 217-234.
- Chiseri-Strater, Elizabeth and Bonnie Stone Sunstein. 1997. The Interview: Learning to Ask. In *FieldWorking: Reading and Writing Research.* Upper Saddle River, NJ: Prentice Hall.
- Christians, Clifford G. 2000. Ethics and Politics in Qualitative Research. In *The Handbook of Qualitative Research, 2nd Edition.* Norman K. Denzin and Yvonna S. Lincoln, eds. Pp.133-155. Thousand Oaks, CA: Sage Publications.
- Chun, J. 2010. Reimagining the politics of place and migration. Electronic publication. <http://blogs.ubc.ca/waterscapes/2010/10/18/re-imagining-the-politics-of-place-and-migration/>

Chun, Lipsitz and Song. 2010. AIWA Takes Stock of Itself: Immigrant Workers at the Center of Social Change, pp. 127-32.

Colectivo Situaciones: 2003. "On the Researcher-Militant." *eipcp European Institute for Progressive Cultural Policies*. Retrieved April 2, 2013 (<http://eipcp.net/transversal/0406/colectivosituaciones/en>).

Constable, Nicole. 1999. At Home but Not at Home: Filipina Narratives of Ambivalent Returns. *Cultural Anthropology* 14(2):203-228. (electronic journals)

Crapanzano, Vincent. 2008. Fieldwork and Friendship in Morocco. In *Ethnographic Fieldwork: An Anthropological Reader*. Pp.447-454. Malden, MA: Blackwell Publishing.

Creese, Gillian and Edith Ngene Kambere. 2003. What Colour is Your English? *Canadian Review of Sociology and Anthropology* 40(5): 565-573.

De la Cadena, Marisol. 2000. *Indigenous Mestizos: The Politics of Race and Culture in Cuzco, Peru, 1919-1991*. Durham, NC : Duke University Press. pp 1-34.

Deloria, Vine, Jr. 2008. Custer Died for Your Sins. In *Ethnographic Fieldwork: An Anthropological Reader*. Antonius C.G.M. Robben and Jeffrey A. Sluka, eds. Pp.183-190. Malden, MA: Blackwell Publishing.

Dewalt, Kathleen M., Billie R. Dewalt, and Coral B. Wayland. 1998. *Participant Observation. In Research Methods in Anthropology, Fourth Edition: Qualitative and Quantitative Approaches*. New York: Altamira Press. Pp.259-299.

Ellis, Carolyn, Tony E. Adams, and Arthur P. Bochner. 2011. Autoethnography: An Overview. *Forum: Qualitative Social Research*. Available at: <http://www.qualitative-research.net/index.php/fqs/article/view/1589/3905>

Ellis, Carolyn and Arthur Bochner. 2003. "Autoethnography, Personal Narrative, Reflexivity: Research as Subject. In *Collecting and Interpreting Qualitative Materials*. 2nd edition. Eds. N.K. Denzin and Y.S. Lincoln. Pg. 199-258. CA: Sage.

Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 1995. *Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Fine, Michelle, Lois Weis, Susan Weseen, and Loonmun Wong. 2000. For Whom?: Representations, and Social Responsibilities. In *The Handbook of Qualitative Research, 2nd Edition*. Norman K. Denzin and Yvonna S. Lincoln, eds. Pp.107-132. Thousand Oaks, CA: Sage Publications.

Fiske, Jo-anne. 2006. Political Status of Native Indian Women: Contradictory Implications of Canadian State Policy. In *In the Days of our Grandmothers*. Mary-Ellen Kelm and Lorna Townsend, eds. Pp.336-366. Toronto: University of Toronto Press.

- Fontana, Andrea and James H. Frey. 2000. The Interview: From Structured Questions to Negotiated Text. In *The Handbook of Qualitative Research, 2nd Edition*. Norman K. Denzin and Yvonna S. Lincoln, eds. Pp.645-672. Thousand Oaks, CA: Sage Publications.
- Gamburd, Michele Ruth. 2008. Milk Teeth and Jet Planes: Kin Relations in Families of Sri Lanka's Transnational Domestic Servants. *City and Society* 20(1):5-31. (electronic journals)
- George, S.M. 2005. Community: Creating Little Kerala and the Paradox of "Who Play" in the Church. In *When Women Come First: Gender and Class in Transnational Migration*. Pp.118-157. Berkeley: University of Berkeley Press.
- Glick Schiller, Nina. 2005. Transborder Citizenship: An Outcome of Legal Pluralism within Transnational Social Fields. In *Mobile People, Mobile Law: Expanding Legal Relations in a Contracting World*. Franz Von Benda-Beckmann, Keebet Von Benda-Beckmann, and Anne Griffiths, eds. Pp.27-49. Aldershot: England.
- Glick Schiller, Nina and Ayse Caglar. 2008. "And Ye Shall Possess It, and Dwell Therein": Social Citizenship, Global Christianity, and Nonethnic Immigrant Incorporation. In *Citizenship, Political Engagement, and Belonging: Immigrants in Europe the United States*. Deborah Reed-Danahay and Caroline B. Brettell, eds. Pp.203-225. New Brunswick: Rutgers University Press.
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- Gupta, Akhil, and James Ferguson. 1992. "Beyond 'culture': space, identity, and the politics of difference." *Cultural Anthropology* 7 (1): 6-23.
- Hall, Stuart. 1995. Negotiating Caribbean identities. *The New Left review New left review* (209): 3-14.
- Han, J.J. 2009. Neither Friends nor Foes: Thoughts on Ethnographic Distance. *Geoforum* 41(1): 11-14. (electronic journals)
- Hill Collins, Patricia. 1986. Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems* 33: 14-32. (electronic journals)
- Hirschkind, Charles. 2001. "The Ethics of Listening: Cassette-Sermon Audition in Contemporary Egypt." In *The Ethical Soundscape Cassette Sermons and Islamic Counterpublics*. New York : Columbia University Press. pp 67-74.
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- Johnson, Norris Brock. 2008. Sex, Color, and Rites of Passage in Ethnographic Research. In *Ethnographic Fieldwork: An Anthropological Reader*. Robben C. G. M., Jeffrey A. Sluka, eds. Pp.76-91. Malden, MA: Blackwell Publishing.

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- Lauer, S.R. and Yan, M.C. 2007. Neighbourhood Houses and Social Ties. Centre of Excellence for research on Immigration and Diversity: Working Paper Series. pp. 5-34.
- Levitt, Peggy. 2001. Introduction and Social Remittances: How Global Culture is Created Locally (Chapter 2). Pp. 1-28; 54-69. Berkeley: University of California Press.
- Li, Peter 2003. Immigrants and the City (Chapter 8), pp. 145-162. In *Destination Canada. Immigration Debates and Issues*. Don Mills: Oxford University Press.
- Liamputtong, Pranee, 2010. Personal and Collective Testimony. In *Performing Qualitative Cross-cultural Research*. pp.162-185. Cambridge: Cambridge University Press.
- Malinowski, Bronislaw. 2007 (1922). Method and Scope of Anthropological Fieldwork. In *Ethnographic Fieldwork: An Anthropological Reader*. C. G. M. Robben and Jeffrey A. Sluka, eds. Pp. pp.46-57. Malden, MA: Blackwell Publishing.
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- Massey, Doreen. 2005. Aspatial Globalization. Space Cannot be Annihilated by Time. In *For Space*, In *For Space* London ; Thousand Oaks, Calif. : SAGE. pp 81-99.
- Massey, Doreen. 1994. *Gender, Space and Place*. Pp. 115-124; 146-174. Minneapolis: University of Minnesota Press.
- Massey, Douglas S. 1999. Why Does Immigration Occur? A Theoretical Synthesis. In *The Handbook of International Migration: The American Experience*. C. Hirschman, P. Kasinitz and J. DeWind, eds. Pp.34-52. New York: Russell Sage Foundation.
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Miner, Horace, "Body Rituals Among the Nacirema" 1956. *American Anthropologist* 58 (3). Available at: <https://www.msu.edu/~jdowell/miner.html?pagewanted=all>

Mountz, Alison. 2010. *Seeking Asylum: Human Smuggling and Bureaucracy at the Border*. Minneapolis: University of Minnesota Press. Pp. xiii-xxxiii, 1-21.

Mitchell, Katharyne. 2004. Vancouver Goes Global. In *Crossing the Neo-liberal Line: Pacific Rim Migration and the Metropolis*. Pp.40-87. Philadelphia: Temple University Press.

Nancy. 2005. *In a New Land: A Comparative View of Immigration*. Pp. 1-5; 11-42. New York: New York University Press.

Narayan, K. 1993. How Native is the Native Anthropologist? *American Anthropologist*. 95:671-686. (electronic journals)

Powdermaker, Hortense. 2007. A Woman Going Native. In *Ethnographic Fieldwork: An Anthropological Reader*. C. G. M. Robben and Jeffrey A. Sluka, eds. Pp.65-75. Malden, MA: Blackwell Publishing.

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