

University of British Columbia
Departments of Sociology and Anthropology
Urban Ethnographic Field School
SOCI 480 and ANTH 480
(6 credits of either, or 3 credits of each)

Summer Term 1, May 11-June 18, 2015
Mon-Thurs, 9:30am-12:30pm
At UBC Learning Exchange (612 Main Street)

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Course Description:

The 2015 Urban Ethnographic Field School (UEFS) is designed to provide students with a critical understanding and hands-on experience of urban life in Vancouver, ethnographic methodology, and collaborative service learning research.

In particular, the 2015 UEFS will provide 1) an overview of the key epistemological, methodological, and ethical debates concerning ethnographic and collaborative research today; 2) detailed knowledge about the characteristics of a wide array of qualitative methods employed in ethnographic studies, including direct and participant observations, individual and group interviews, life and family histories, mapping, photography, and arts-based approaches; and 3) hands-on experience carrying out approximately 50 hours of empirical research, in partnership with a community organization, in the urban setting of Vancouver using the community service learning model.

Throughout the course of this field school we will look critically both in theory and in practice at the intersections of power, history, gentrification, migration, racialization, privilege, marginalization, and community social services in Vancouver. We will examine the complex ways in which colonization, imperialism, socioeconomics, culture, and politics affect the diverse communities of Canada. Drawing on interdisciplinary perspectives, we will interrogate what insights an ethnographic lens brings to bear on the complex and often contradictory axes of race, gender, class, sexuality, generation, bodily and mental ability, nationality and language, as they play out in this urban setting. At the same time, we will reflect on the possibilities and limits of service learning as a pedagogical approach employed to learn ethnographic research skills, as well as on the value of becoming aware and reflecting on the standpoint of the researcher-ethnographer, and the insights such positionality generates and/or restricts during the research experience process in urban Vancouver.

The format of this course will involve lectures, seminar discussions of assigned readings, in-class participatory exercises and case studies, course assignments, and hands-on community service-learning placements. A typical week of the UEFS will be devoted to the discussion of the theory and method of ethnography; discussion of social issues related to Canada and city life in Vancouver; reflection of conflicts and ethical dilemmas emerging from fieldwork and service learning experiences; and practical learning of ethnographic techniques and strategies. Short films, guest speakers, and field trips will also be part of the curriculum.

The community service learning pedagogical model is a critical part of the UEFS. As part of the approximately 50 hours of ethnographic research identified above, students will serve 8-10 hours each week in a pre-arranged placement at a community organization. This experience serves as the core of student experience. Students are expected to approach their placement in a professional manner – communicating with their site supervisor, arriving on time and without fail, and listening carefully to feedback from the site supervisor regarding how they envision the student meeting their needs. As we will discuss in class, this is a reciprocal relationship and students must make every effort to serve the agency they are matched with. There are several aspects to the placement:

1. It serves as an ethnographic field site – students will be expected to take fieldnotes based on their community service learning placements;
2. In their placement sites, students will work towards a project that has relevance to the community organizations – this could include organizing an event, an outing, or helping residents file paperwork. Students will consult about their placement activities with instructors and organization contacts several times during the course. The scope of these projects has already been determined by the instructors and the students must complete the tasks assigned to them;
3. Students will complete a regular research-based final essay and a project (such as a blog, oral histories of a specific organization or community, a creative media project, and so on) that can be shared with community partners;
4. At the end of the course students will make public presentations of their findings, and members of the participating organizations will be invited to attend these presentations. Student projects may be posted to the course website: <http://uefs.arts.ubc.ca/>; and,
5. Students will be evaluated by their community partner. Students are encouraged to exercise the highest form of professionalism when working with their partner organization.

This is a reading and writing intensive course. Students are advised not to take any other courses while participating in the UEFS. Your contributions to each class and your fieldwork will provide the substance of the course. It is essential that you do the readings and assignments for each class, so plan ahead. We strongly encourage students to manage their time effectively to complete the required workload successfully. We will have morning classes four days a week. Most weekday afternoons, Fridays, and weekends will be reserved for fieldwork and class preparation. Daily fieldnote writing is an essential activity for this course. Writing fieldnotes is time consuming. Allowing enough daily time to write these should also be built into your weekly schedule. In short, we strongly encourage students to plan for the six weeks of the UEFS accordingly, as all of the coursework also needs to be juggled with the social, physical, spiritual, or emotional activities you usually engage in to keep a balanced living and wellbeing. You also need to check in on your email and UBC Connect site DAILY for important class-related announcements.

There are several preliminary steps that students should complete PRIOR to the start of the course:

1. This course will involve empirical research with human subjects, and as such students will be required to complete the Tri-Council Policy Statement (TCPS2) Course in Research Ethics (CORE) Online Tutorial for the Ethical Conduct for Research Involving Humans available at: <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>. You need to save and print out a paper copy of the Certificate of Completion and turn it in to your instructors on the first day of class.
2. Most students are required to pass a criminal background check prior to beginning their field placement. The cost of this is \$25 and is considered in lieu of a textbook. Please see this page for more information: <http://vancouver.ca/police/organization/records-checks-fingerprinting/index.html>. The background check can be accomplished after class on Monday or Tuesday. Please bring the appropriate paperwork. You will have to work with your placement agency to have the correct letter with you to the Police Station.

Learning Objectives:

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

- Identify and name at least two key epistemological, methodological, and ethical issues concerning indigenous, feminist, and community service learning frameworks in ethnographic and qualitative research today;
- Look conceptually, thematically, and historically at a few critical threads that inform contemporary social issue debates in urban Vancouver, and understand some of the ways in which socioeconomics, culture, and politics interact with other axes of power, including race, gender, class, sexuality, generation, bodily and mental ability, nationality, language, etc.;
- Distinguish the main characteristics, uses, strengths, and weaknesses of at least 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 service-learning model;
- Know how to develop a research question amenable to qualitative exploration, 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;
- Integrate first-hand ethnographic insights with conceptual analysis in order to produce a project of value to the members of the participating service-learning organizations, and write critically and thoughtfully about some of the issues affecting community organizations in Vancouver;
- Present research findings in a simple and effective manner to a wider audience through an in-class mini-conference, a community public presentation, and the course website.

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. Available at the UBC Bookstore (≈\$21).
- Assigned journal articles and book chapters available online via Connect at <http://elearning.ubc.ca/connect/> and the UBC Library website at <http://www.library.ubc.ca/>. You will need your CWL to access these sites and online materials.

Recommended Materials:

- A list of additional recommended readings, which you can use for your final paper and community project, will also be available via Connect and on Reserve in the library. You may locate and access those via the UBC Library.

Course Assessment:

Your final mark in the UEFS will be based on the following:

- A. 20% Seminar attendance, site attendance, and participation**
 - a. Neighbourhood walk (3%) – **DUE May 12**
 - b. Seminar reading lead (3%)
 - c. Discussion reflection posted on Connect based on reading (x3) (3%)
 - d. Service learning/site reflection (3%) – **DUE May 19**
 - e. Field exit reflection (3%) – **DUE June 15**
 - f. Evaluation from Site Supervisor (5%)
- B. 30% Three ethnographic write-ups (10% each)**
 - a. Neighbourhood portrait – **DUE May 21**
 - b. Community organization portrait – **DUE May 28**
 - c. Program description – **DUE June 4**
- C. 15% One in-depth individual interview:**
 - a. Interview guide (5%) – **DUE May 28**
 - b. Interview verbatim transcription and analysis (10%) – **DUE June 11**
- D. 35% Final project and final essay:**
 - a. Essay and Project proposal (5%) – **DUE June 4**
 - b. In-class final project presentation (5%) – **DUE June 17**
 - c. Final project (10%) – **DUE June 17**
 - d. Final essay (10%) – **DUE June 18**
 - e. Final project presentation to community organizations (5%) – **June 18 (5-8pm)**

Assignments will be graded according to the following 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		

The grading criteria and levels of achievement are broadly as follows:

80% to 100% (A- to A+) = Exceptional performance

68% to 79% (B- to B+) = Competent performance

50% to 67% (D to C+) = Adequate performance

00% to 49% (F) = Inadequate performance

Students are expected to complete and submit all assignments to get a passing grade. Grades may be scaled to conform to departmental deadlines.

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 in paper format (except when indicated otherwise) by the start of class on the due date.

Assignments:

A. Seminar attendance and participation:

Seminar attendance and participation will be continuously assessed throughout the course. Regular attendance is required. It is not enough to “do” all of the assigned tasks. Those who do not contribute to discussions, arrive on time, attend class (attendance is required), and actively listen, and make informed and thoughtful comments on the assigned readings, will be marked down. These are expectations for a 400-level seminar course. You are expected to create an equitable environment in which everyone can participate.

Seminar Discussion Lead and Discussion Reflection

Each student will be assigned one reading, and expected to lead a discussion of that reading during seminar. Preparation will include preparing three to four discussion questions and reading through student comments/questions that are posted to Connect and using those to guide the discussion in class. Students will also be expected to post 3 sets of “comment on one prompt, respond to two comments by students” for each day’s readings on Connect. These are required to be completed by 5pm the day BEFORE the reading is to be discussed.

You are expected to check your email and Connect at least once a day, preferably in the evening, to keep yourself up to date with any pressing information regarding the UEFS. You are required to respond to any emails from your site supervisor within 24-hours of when they were sent.

Service Learning/Site Reflection:

You will write a 1-page personal reflection on service learning and the placement site to

which you were assigned. This is a thoughtful personal narrative about your ideas, expectations, and ongoing reflections about community service learning as an educational method, and about your role, concerns, and responsibilities as a student learner in this process. We will use students' narratives as starting point for in-class discussion. Sample reflections will be posted on Connect to prompt your own ideas. This reflection should be approximately 500 words long; no citations are needed.

Field Exit Reflection:

Similarly to the first reflection narrative, in this one you will focus on the approaching end of your community service learning placement. Here you should discuss both how you plan on "exiting" or saying goodbye to the people you met and established a relationship with while in your site, and what may have been the positive and/or unhelpful impact of your student-learner presence in the sites you worked in. You should also touch on some of the research challenges you faced, what you learned of yourself as a researcher during the process (e.g., what are your strengths and weaknesses), and what kinds of reciprocity and responsibility to the community organization you expect to arise from this experience. We will use your narratives for in-class collective reflection and discussion. Sample reflections will be posted on Connect for your perusal. This piece of writing should be approximately 500 words long and you do not need to use additional sources.

Fieldnotes:

Detailed fieldnotes are required for ethnographic write-ups and in-class activities and workshops. These are essential for the successful completion of all the course assignments, including your final project and essay. While these are your personal notes, please keep in mind that two pages of fieldnotes (selected and highlighted, handwritten or printed, copied or original) must be submitted with each ethnographic write-up.

Each time you attend your field site, 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? How did your observations relate to issues about community services and urban life? Each week you should review your fieldnotes and summarize for yourself what you have learned and what you would still like to know.

Beware of the issues of confidentiality, privacy, and respect, so treat your fieldnote notebook and/or fieldnote computer file with great care and diligence.

B. Ethnographic write-ups:

You will be required to submit three written ethnographic write-ups. Each of these write-ups should be 4-6 pages double-spaced, plus 2 pages of fieldnotes during the course of the UEFS.

Your ethnographic write-ups should draw directly on your fieldnotes, and also incorporate direct references to concepts and arguments from course readings about the dynamics of communities and about ethnographic theory and method. In other words, ethnographic write-ups should engage with course themes, and as such you should include

substantive and thoughtful discussion of your ethnographic data in light of AT LEAST TWO of the readings discussed in class. You should reference these works both in the body and at the end of your write-up following the American Anthropological Association (AAA) or American Sociological Association (ASA) citation styles. (Note: the references cited in this syllabus follow the ASA style, while the references cited in the list of additional recommended sources follow the AAA style).

You may include images, photographs, and other visuals as part of your ethnographic write-ups. But again, just treat these materials with uttermost care in order to comply with the university ethical requirements in place. There will be class discussion about these assignments during the workshops and in seminars.

Ethnographic write-ups should be submitted directly to your instructors in paper format in class. Refrain from using email (especially if it's not a UBC one) or any other electronic platforms (with servers physically located outside of Canada) to transfer any collected first-hand data as this may contain sensitive information.

Write-up #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. In addition, 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.

Write-up #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 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?

Write-up #3: Program description

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?

C. Interviews:

Working on your own, you will do one in-depth semi-structured individual interview,

around 45-to-60 minutes in duration, with: (1) a community service worker at your Neighbourhood House or community organization placement; or (2) someone who participates in the Neighbourhood House or community organization. You must receive prior approval from your organization supervisor before conducting any interview.

You will first develop an interview guide for the person you are interviewing and submit that to the instructors for feedback and evaluation. In class we will carry out a methodology workshop that will provide guidelines for requesting an interview, obtaining written informed consent, conducting your interview, transcribing it, and analyzing your transcript.

You will also submit to the instructors the following materials related to the face-to-face interview you conduct: a paper copy of your signed informed consent form, digital recording (if the interviewee agrees to this), interview brief analysis (2-3 pages double-spaced), and verbatim interview transcript.

We will give you the UEFS informed consent form you will be using to carry out this interview. As part of your commitment to respectful and reciprocal service-learning research, you will be expected to provide your interviewee with a verbatim transcript of the interview you carry out.

All of the interview-related materials should be submitted directly to your instructors in class in paper and/or digital format. The interview analysis should be handed in in paper format. Additionally, you will bring the digital recording and verbatim transcript in a memory stick (clean from viruses) or saved in one of the UEFS digital recorders (we will lend these to students), and the instructors will download it directly in a safe personal computer and/or burn the information in a CD.

D. Final project and essay:

You have to produce both a typical final essay and a final project of value to the community organization where you carry out your service-learning placement.

A 1-2 page proposal that describes the process of working on your final essay as well as the final product will be due two weeks before the final due date. This proposal should outline your theme, potential argument, and include a working bibliography of sources that you plan to draw on in your final essay. It should also include a descriptive overview of the issue and characteristics of the final product of significance to the community organization that you will carry out.

Your final essay (due on the last day of class) must draw substantively at least from SIX sources, three of which should be course readings, as well as from fieldnotes, ethnographic memos, and course discussions. You may choose any topic to write about, but it must be pertinent to some of the discussions held in class and the experiences had in the community placements. Your final essay should be anywhere between 8-15 pages in length, double-spaced with 12-point Times New Roman font. This is an individual effort.

Your community-relevant final project (due a day before the field school ends) may take the form of a blog, website, video project, oral history, executive summary or report, needs assessment map, ethnographic research-based theatre play script, collection of social justice poems, photographic essay, etc. The form this project takes should be informed by the preliminary conversations held between the instructors and the members of the community organizations. Your organization supervisor and instructors should approve your project idea. In

some cases, this project will be a collective effort between you and your fellow classmates carrying out service-learning activities at the same community organization than you.

You will have to present the key insights and findings of your community final project twice. First in class to your fellow students and instructors during an in-class “Mini-Conference: Service Learning Ethnographic Insights of Urban Life in Vancouver” to be held a day before the UEFS finishes. The second time at a public event to community partners to be held from 5 to 8pm on the last day of the UEFS. Any visual materials (including PowerPoint slides) that you wish to project must be submitted to the instructors in class the day before the public community presentation.

Academic Integrity:

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic levels, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

For official university policies regarding the code of academic conduct, see the following websites and resources on Academic Honesty, Misconduct, and Plagiarism:

- Principles and Procedures:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>
- UBC Plagiarism Resource Centre:
<http://www.library.ubc.ca/home/plagiarism>

Course Schedule:

WEEK 1 (May 11-14):

- ***Monday, May 11: Introduction and Orientation***

Activity: Introduction to the Urban Ethnographic Field School and Orientation to the UBC Learning Exchange

Guest: Kathleen Leahy from the UBC Learning Exchange

Guest Panelists: Field School Alumni

Due: You must turn in a paper copy of the certificate you received upon completion of the online tutorial TCPS 2: CORE

- **Tuesday, May 12: Vancouver's Downtown Eastside: Neighbourhood Walk**

Activity: Self-guided neighbourhood walks in the Downtown Eastside and collective debrief and discussion

Guest: Mark Smith from the UBC Learning Exchange

Readings:

1. Wong, Jackie. 2013. "Vancouver's 'Old' Chinatown: Still Here." in *The Tyee Vancouver*, April 1. Available online at: <http://thetyee.ca/News/2013/04/01/Chinatown-Seniors/>
2. Sutherland, Rory, Jean Swanson and Tamara Herman. 2014. *No Place to Go: Losing Affordable Housing & Community. Carnegie Community Action Project's 2013 Hotel Survey and Housing Report*. Vancouver: Carnegie Community Centre Association. Available online at: <https://ccapvancouver.files.wordpress.com/2014/02/ccap-hotel-and-housing-report-2013.pdf> [If link does not open try opening this one first, <https://ccapvancouver.wordpress.com/ccap-reports/>, and look for the report by title.

- **Wednesday, May 13: Ethics in Fieldwork**

Readings:

1. Cassell, Joan. 1980. "Ethical Principles for Conducting Fieldwork." *American Anthropologist* 82(1):28-41.
2. Allen, Charlotte. 1997. "Spies Like Us: When Sociologist Deceive Their Subjects." *Lingua Franca* 7(9):31-39.

- **Thursday, May 14: The Ethnographic Method**

Readings:

1. Malinowski, Bronislaw. 1922. "The Subject, Method and Scope of Anthropological Fieldwork." Pp. 1-26 in *Argonauts of the Western Pacific*. London: Routledge and Kegan Paul Ltd.
2. Lewis, Oscar. 1969. "A Special Supplement: A Death in the Sanchez Family" & "A Death in the Sanchez Family: Part II." *New York Review of Books* 13(4 & 5, September 11 & 25).

WEEK 2 (May 18-21):

- **Monday, May 18: Victoria Day. No class.**

- **Tuesday, May 19: Epistemology of Qualitative and Ethnographic Research**

Readings:

1. Becker, Howard S. 1996. "The Epistemology of Qualitative Research." Pp. 53-71 in *Essays on Ethnography and Human Development*, edited by R. Jessor, A. Colby and R. Schweder. Chicago: University of Chicago Press.

2. 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.

Due: Service learning/site reflection

- ***Wednesday, May 20: Vancouver Urban Life (I)***

Readings:

1. Benoit, Cecilia, Dena Carroll and Munaza Chaudhry. 2003. "In Search of a Healing Place: Aboriginal Women in Vancouver's Downtown Eastside." *Social Science & Medicine* 56(4):821-33.
2. Robertson, Leslie. 2007. "Taming Space: Drug Use, HIV, and Homemaking in Downtown Eastside Vancouver." *Gender, Place and Culture* 14(5):527-49.

Optional Reading:

3. Creese, Gillian and Edith Ngene Kambere. 2003. "What Colour Is Your English?". *Canadian Review of Sociology and Anthropology* 40(5):565-73.

- ***Thursday, May 21: Ethnographic Research Skills (I)***

Readings:

1. 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.
2. 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. 45-87 in *Writing Ethnographic Fieldnotes*. Chicago: Univ. of Chicago Press.

Due: First ethnographic write-up: Neighbourhood Portrait

WEEK 3 (May 25-28):

- ***Monday, May 25: Logistics and Challenges of Interviewing***

Readings:

1. 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.
2. Edwards, Mildred, Sarah C. Thomsen and Cathy Toroitich-Ruto. 2005. "Thinking Aloud to Create Better Condom Use Questions." *Field Methods* 17(2):183-99.

Task: Bring a draft of your interview ideas and interview guide to class

- ***Tuesday, May 26: Collaboration and Service Learning***

Readings:

1. Alcoff, Linda. 1991-1992. "The Problem of Speaking for Others." *Cultural Critique* 20:5-32.
2. 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.

- ***Wednesday, May 27: Ethnographic Research Skills (II)***

Readings:

1. Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 2011. "Chapter 4. Writing Fieldnotes II: Multiple Purposes and Stylistic Options." Pp. 89-127 in *Writing Ethnographic Fieldnotes*. Chicago: Univ. of Chicago Press.
2. Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 2011. "Chapter 5. Pursuing Members' Meanings." Pp. 129-69 in *Writing Ethnographic Fieldnotes*. Chicago: Univ. of Chicago Press.

- ***Thursday, May 28: Field Trip to the Museum of Anthropology***

Activity: Visit to the "čəsnaʔəm, the city before the city" exhibit at the Museum of Anthropology.

Exhibit Curator/Guide: Susan Rowley from the UBC Department of Anthropology

Reading:

1. Pinto, Meg. 2013. "Pamela Masik and the Forgotten Exhibition: Controversy and Cancellation at the Museum of Anthropology." *Museum Anthropology* 36(1):4-17.

Due: Second Ethnographic Write-up: Community Organization Portrait

Due: Interview Guide

WEEK 4 (June 1-4):

- ***Monday, June 1: UBC's Learning Exchange and the Downtown Eastside***

Activity: TBA.

Guest: TBA

Readings: TBA

- ***Tuesday, June 2: Nervous Conditions and the Reflexive Researcher***

Readings:

1. 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.

2. Pigg, Stacy Leigh. 2013. "On Sitting and Doing: Ethnography as Action in Global Health." *Social Science & Medicine* 99:127-34.

- ***Wednesday, June 3: Vancouver Urban Life (II)***

Readings:

1. Pratt, Geraldine. 1997. "Stereotypes and Ambivalence: The Construction of Domestic Workers in Vancouver, British Columbia." *Gender, Place and Culture* 4(2):159-77.
2. Lee, Jo-Anne. 2007. "Gender, Ethnicity, and Hybrid Forms of Community-Based Urban Activism in Vancouver, 1957-1978: The Strathcona Story Revisited." *Gender, Place and Culture* 14:381-407.

Optional Reading:

3. Sharman, Zena, Arlene Tigar McLaren, Marcy Cohen, and Aleck Ostry. 2008. "'We Only Own the Hours': Discontinuity of Care in the British Columbia Home Support System." *Canadian Journal on Aging/La Revue Canadienne du Vieillissement* 27:89-99.

- ***Thursday, June 4: Ethnographic Research Skills (III)***

Readings:

1. Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 2011. "Chapter 6. Processing Fieldnotes: Coding and Memoing." Pp. 171-99 in *Writing Ethnographic Fieldnotes*. Chicago: Univ. of Chicago Press.
2. Kirby, Sandra L., Lorraine Greaves and Colleen Reid. 2006. "Analysing Data and Reporting." Pp. 219-54 in *Experience Research Social Change: Methods Beyond the Mainstream. Second Edition*. Toronto: Broadview Press.

Due: Third ethnographic write-up: Program Description

Due: Final essay and final project proposal

WEEK 5 (June 8-11):

- ***Monday, June 8: Artistic Approaches to Ethnographic Research and Knowledge Translation***

Readings:

1. Fitzpatrick, Katie. 2012. "'That's How the Light Gets In': Poetry, Self, and Representation in Ethnographic Research." *Cultural Studies - Critical Methodologies* 12(1):8-14.
2. Pratt, Geraldine and Caleb Johnston. 2009. "Translating Research into Theatre: *Nanay: A Testimonial Play*." *BC Studies* 163:123-32.

In-class Film: *Fabrik Funk*, directed by Alexandrine Boudreault-Fournier. Canada, 2015. Or *Transfiction*, directed by Johannes Sjöberg. UK/Brazil, 2007, 57min.

- ***Tuesday, June 9: Representation, Reciprocity, and Dialogue***

Readings:

1. Lawless, Elaine J. 1992. "'I Was Afraid Someone Like You... An Outsider... Would Misunderstand': Negotiating Interpretative Differences between Ethnographers and Subjects." *The Journal of American Folklore* 105(417):302-14.
2. Wahab, Stéphanie. 2003. "Creating Knowledge Collaboratively with Female Sex Workers: Insights from a Qualitative Feminist and Participatory Study." *Qualitative Inquiry* 9(4):625-42.

- ***Wednesday, June 10: Positionality, Power, and Privilege***

Readings:

1. McCorkel, Jill A. and Kristen Myers. 2003. "What Difference Does Difference Make? Position and Privilege in the Field." *Qualitative Sociology* 26(2):199-231.
2. Campbell, Nancy D. and Susan J. Shaw. 2008. "Incitements to Discourse: Illicit Drugs, Harm Reduction, and the Production of Ethnographic Subjects." *Cultural Anthropology* 23:688-717.

- ***Thursday, June 11: Ethnographic Research Skills (IV)***

Readings:

1. Fernández-Kelly, María Patricia. 1983. "Maquiladora Work and Household Organization: An Ethnographic Account." Pp. 151-89 in *For We Are Sold, I and My People: Women and Industry in Mexico's Frontier*. Albany: State University of New York Press.
2. Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 2011. "Chapter 7. Writing an Ethnography." Pp. 201-42 in *Writing Ethnographic Fieldnotes*. Chicago: Univ. of Chicago Press.

Due: Interview verbatim transcription and analysis

WEEK 6 (June 15-18):

- ***Monday, June 15: Challenging Expropriation and Giving Back***

In-class Activity: Break-out groups to work on final community projects and presentations

Readings:

1. Lewis, John (Wuyee Wi Meedeek). 2004. "Forest for the Future: The View from Gitkxaaka." *Canadian Journal of Native Education* 28(1/2):8-14.
2. Montgomery, Charles. 2006. "'The Octopus': Can the Myths of the Lau Lagoon Clans Survive Their Preservation?". *The Walrus* (May):52-59. Available online at: <http://thewalrus.ca/2006-05-anthropology/>

Task: Bring your ideas, materials and/or questions to work on your final community projects and public presentations

Due: Field exit reflection

- ***Tuesday, June 16: The Perils of Ethnographic Research***

In-class Activity: Break-out groups to provide peer feedback on final papers outlines and time to work on final paper

Readings:

1. Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104:783-790.
2. Forte, Maximilian C. 2011. "The Human Terrain System and Anthropology: A Review of Ongoing Public Debates." *American Anthropologist* 113(1):149-53.

Task: Bring a title for your final community project and an outline of your final paper

- ***Wednesday, June 17: Service-learning Students' Projects***

In-class Activity: Presentation of final projects in a mini-conference format

Due: Final project, and any visual materials you will use in the community presentation

- ***Thursday, June 18: Community Presentations, 5:00pm-8:00pm, UBC Learning Exchange***

Activity: Evening gathering with participating community partners – public presentations of final projects

Due: Final essay (by 5pm)