

Urban Ethnographic Field School (formerly IVEFS)

SOCI 409A and ANTH 495 (6 credits of either, or 3 credits of each)

Summer Term 1, May 12-June 19, 2014

Mon-Thurs, 9:30pm-12:30pm, UBC Learning Exchange, 612 Main Street

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General Description

The Urban Ethnographic Field School has three main foci: urban life in Vancouver, ethnographic methodology, and collaborative research. In class we will discuss how the intersection of culture and politics affects the diverse communities 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. 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 bi-weekly 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 field trips.

Community Service Learning (CSL) is a critical part of the Field School. As part of the 50 hours of ethnographic research identified above, students will volunteer 6-8 hours each week in a pre-arranged placement at a community organization. Students will be expected to take field notes 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. Students will consult about their project with instructors, teaching assistant, and organization contacts at least several times during the course. Students will complete a 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. 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 the urban experience; these approaches will be informed by an interdisciplinary perspective and will have a strong emphasis on 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; gentrification; cosmopolitanism; and the differences and overlaps between the experience of being a native, a settler, and an immigrant, 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.

The Urban Ethnographic Field School 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 areas of cross-disciplinary theoretical concern and their practical applications
- an opportunity to share course projects to a wider audience through public presentations and the course website.

The Field School combines course readings, in-class discussions, workshops, films, field trips 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 readings and assignments for each class, so **plan ahead**. Typically we will have lectures and discussions three days a week, with a fourth day reserved for further discussion of issues relating to films, field trips, or workshops. Most weekday afternoons, Fridays, and weekends will be reserved for fieldwork and class preparation. This is a reading and writing intensive course and it is recommended that you did not take other courses while participating in the Field School.

Course Evaluation

- 10% Seminar attendance and participation
- 30% Three ethnographic write-ups, 4-6 pages with 2 pages of field notes (10% each)
– DUE May 22, May 28, June 4 (in class)
- 20% One transcribed interview analysis (45-60min), including
 - Interview guide – DUE May 30 (by 12 noon via Connect)
 - Brief analysis (2-3pp) with 5-page transcription of interview DUE June 11
- 40% Final project and essay
 - 1-page project proposal – DUE June 5 (in class)
 - Project presentation (individually or in groups) – June 18 (in class)
 - Final project and essay — DUE June 19 (at the final event)
 - Final project presentation to community groups – June 19 (at final event)

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, unless specifically indicated. All assignments are due by the start of class on the due date.

Academic Integrity

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

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 Facebook page for discussion, and you will have a chance to give comments and point to relevant media material in this closed Facebook page. You are expected to create an equitable environment in which everyone can participate, both in class and online.

Fieldnotes: (required for ethnographic write-ups and bi-weekly workshops, though not graded): 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 mobility and urban life? Each week you should review your field notes and summarize for yourself what you have learned and what you would still like to know.

Note: Two pages of fieldnotes (selected and highlighted, handwritten or printed, copied or original) **must** be submitted with each ethnographic write-up.

Ethnographic write-ups: You will be required to submit three written ethnographic write-ups (4-6 pages double-spaced, plus 2 pages of fieldnotes [see note above]) that engage with course themes. Your ethnographic write-ups should draw directly on your fieldnotes, but also incorporate concepts and arguments from course readings about the dynamics of communities and about ethnographic theory and method. You may include images, photographs and other visuals as part of your ethnographic write-ups. There will be class discussion about these assignments during the workshops and in seminars.

- **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?

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 or community organization placement; or (2) someone who participates in the Neighborhood House or community organization. **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 and submit that for feedback and evaluation. You will participate in a methodology workshop that will provide guidelines for conducting your interview, transcribing it, and analyzing your transcript.

Project presentations: You will work with other students sharing the same placement (or individually, if permission is granted at least a week in advance) to present your combined insights and perspectives from the course readings and from your community placement for approximately 5-15 minutes each (to be determined beforehand), in the last week of the course: first in class to your fellow students and instructors, and then at a public event to community partners (these may be different in focus and emphasis). Any visual materials that you wish to project must be posted on the Connect site by 6pm the day before the presentation takes place.

Final project and essay: Your final project and essay (due the last day of class) must draw from six or more sources, including at least three course readings (from the Smith book; the Emerson, Fretz, and Shaw book; and photocopied readings), as well as from field notes, ethnographic memos and course discussions. A 1-2 page proposal that describes the process of working on your project as well as the final product; that outlines your argument, thesis, and method; and that includes a working bibliography of sources, will be due two weeks before the final due date. In your final project and essay, you will have the opportunity to present what you have learned about the dynamics of urban life in Vancouver from an ethnographic perspective. The final project may take the form of a blog, website, and/or a video project. Depending on the nature and scope of your final project and field placement, your final essay should be anywhere between 8-15 pages in length, double-spaced (20-25 pages for graduate students). The final product will be shared with community partners and should be something of interest to them as well. Projects, or some portion of them, may be posted to the Field School website along with ones from previous years: <http://ivefs.arts.ubc.ca/>

Course Texts and Required Materials

- 1) Two books:
 - Smith, Dorothy E. 2005. *Institutional Ethnography: A Sociology for People*. Lanham, MD: AltaMira Press.
 - Emerson, Robert N. Rachel I. Fretz, Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes*. Second Edition. Chicago: University of Chicago 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.connect.ubc.ca. Publication details on recommended and required readings are in the reading list at the end of this syllabus.

WEEK 1 (May 12-15): *An ethnography of “Urban Vancouver”?*

Seminar 1 (Monday): Introduction and Orientation

Guests: Field School Alumni

UBC Learning Exchange Neighbourhood Walk (highly recommended)

Seminar 2 (Tuesday):

- Sandercock, “From Nation to Neighborhood: Integrating Immigrants through Community Development”
- Sandercock, “What Is a Neighbourhood House?”

Guest lecture: Sean Lauer

Seminar 3 (Wednesday):

- Li, “Immigrants and the City” in *Destination Canada*.
- Malinowski, “Method and Scope of Anthropological Fieldwork”
- Miner, “Body Ritual Among the Nacirema”

Film: “Where Strangers Become Neighbours”

Workshop 1 (Thursday): Participant-Observations and Fieldnotes

- Emerson, Fretz, and Shaw, Chapter 1: Fieldnotes in Ethnographic Research,” and “Chapter 2: In the Field: Participating, Observing, and Jotting Notes,” *Writing Ethnographic Fieldnotes*, pp. 1-44
- American Anthropological Association, “Code of Ethics”

Special Guests-Hosts: CIPO-VAN (please see: <http://www.cipovan.org>)

- Complete the Tri-Council Policy Statement: Ethical Conduct for Research involving Humans, Course on Research Ethics: <http://tcps2core.ca/welcome>. *You must turn in the certificate you receive upon completion of this tutorial before the workshop.*

WEEK 2 (May 20-22): *Ethnography “At Home”, Institutions, and Displaced Fields*

Seminar 4 (Tuesday):

(Note: No class May 19)

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

Seminar 5 (Wednesday):

- Emerson, Fretz, & Shaw, “Chapter 3: At the Desk: Creating Scenes on a Page,” pp. 45-86

Seminar 6 (Thursday):

- Back, “Home from Home”
- Malkki, “National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees”

Film: “From C to C”

*** First Ethnographic Write-up DUE beginning of class**

WEEK 3 (May 26-29): *Language, Social Life, and Identities*

Seminar 7 (Monday):

- Smith, "Part Two: An Ontology of the Social," *Institutional Ethnography*, pp. 49-98.

Workshop II (Tuesday): Examining the Challenges of Interviewing

- Warren and Kanner, "Interview: Interaction, Talk and Text"
- Chiseri-Strater and Stone Sunstein, "The Interview: Learning to Ask"

Guest panel: Graduate Student Ethnographers

***Bring a draft of your interview guide to the workshop**

Seminar 8 (Wednesday):

- Campbell and Shaw, "Incitements to Discourse: Illicit Drugs, Harm Reduction, and the Production of Ethnographic Subjects"
- Hall, "Caribbean Identity"

***Second Ethnographic Write-up DUE beginning of class**

Seminar 9 (Thursday): Field trip: Dan Small, Portland Hotel Society

*** Interview Guide DUE Friday, May 30 by 12 noon (submit via Connect)**

WEEK 4 (June 2-5): *Place, Spatial Mobility, and the Regulation of Movement*

Seminar 10 (Monday):

- Smith, "Part Three: Making Institutions Ethnographically Accessible," *Institutional Ethnography*, pp. 101-144.

Seminar 11 (Tuesday):

- Emerson, Fretz, and Shaw, "Chapter 5: Pursuing Members Meanings," *Writing Ethnographic Fieldnotes*, pp. 129-168.

Seminar 12 (Wednesday):

- Pratt, "From Registered Nurse to Registered Nanny: Discursive Geographies of Filipina Domestic Workers in Vancouver, BC"
- Massey, "Aspatial Globalization" and "Space Cannot be Annihilated by Time"

***Third Ethnographic Write-up DUE beginning of class**

Seminar 13 (Thursday):

- **Film: "El Contrato"**
- **Film: "Los Rubios"**

***Final Project proposal DUE beginning of class**

WEEK 5 (June 9-12): *Feminist Ethnography and the Standpoint of Experience*

Seminar 14 (Monday):

- Smith, “Part Three: Making Institutions Ethnographically Accessible,” *Institutional Ethnography*, pp. 145-201.

Seminar 15 (Tuesday):

- Emerson, Fretz, and Shaw, “Chapter 7: Writing and Ethnography,” *Writing Ethnographic Fieldnotes*, pp. 201-241.

Seminar 16 (Wednesday):

- Kulick, “Becoming a Travesti”
 - Abu Lughod, “Introduction”
- *Interview analysis and transcript DUE beginning of class**

Workshop III (Thursday): The Reflexive Researcher

- Rancière, “An Intellectual Adventure”
- Borges, “The Ethnographer”
- Narayan, “Story and Theory”

Guest Panel: Field School Alumni

WEEK 6 (June 16-19): *Research Collaboration and Community Engagement*

Seminar 17 (Monday):

- Smith, “Where We’ve Got to and Where We Can Go,” *Institutional Ethnography*, pp. 205-222.
 - Emerson, Fretz, and Shaw, “Conclusion,” *Writing Ethnographic Fieldnotes*
- Work on presentations and final projects***

Seminar 18 (Tuesday):

- Colectivo Situaciones, “On the Researcher-Militant”
 - Scheper-Hughes, “Ire in Ireland”
- Work on presentations and final projects***

Seminar 19 (Wednesday): Our Research

*** Group Presentations in Class**

Evaluation of the experience, discussion on “giving back”

Thursday, 5:00pm-8:00pm, UBC Learning Exchange:

Evening gathering with Community partners – public presentations of final projects

*** Final Project and Essay DUE by 5:00pm**

URBAN ETHNOGRAPHIC FIELD SCHOOL READING LIST

Note: Use this list when constructing your bibliography for the final projects. Recommended readings will be made available on Connect. Please note that the citation style in this list is not consistent or entirely correct; please edit your citations before including them in your Ethnographic Write-ups or Final Project.

Abu-Lughod, Lila. 2008. Introduction. In *Writing Women's Worlds: Bedouin Stories*. 15th anniversary ed. Berkeley: University of California Press.

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.
- Cerwonka, 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: Researcher 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.

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Hill Collins, Patricia. 1986. Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems* 33: 14-32. (electronic journals)

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Ho, Karen. 2009. Introduction. In *Liquidated: An Ethnography of Wall Street*. Durham : Duke University Press. Pp. 1- 38

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Pp.76-91. Malden, MA: Blackwell Publishing.

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Kulick, Don. 1998. Becoming a Travesti. In *Travesti: Sex, Gender, and Culture Among Brazilian Transgendered Prostitutes*. Chicago: University of Chicago Press. Pp. 44-95.

Latour, Bruno. 2005. Difficulties of being an ANT. In *Reassembling the Social*. Oxford ; New York : Oxford University Press. Pp 141-156.

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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.

Malkki, Liisa. 1997. National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees. In *Culture Power Place: Explorations in Critical Anthropology*. Gupta and Ferguson (eds.) Pp. 52-74

Massey, Doreen. 2005. Aspatial Globalization. Space Cannot be Annihilated by Time. 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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- Vancouver's Stanley Park. *ARIEL: A Review of International English Literature* 35(1-2): 31-57.
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Optional readings:

- Cerwonka, "Nervous Conditions: The Stakes in Interdisciplinary Research," *Improvising Theory*, pp.1-40
- Gupta and Ferguson, "Beyond Culture: Space Identity and the Politics of Difference"
- Fine et al, "For Whom?: Representations and Social Responsibilities"
- Urry, "Mobile Theories and Methods"
- Mawani, "From Colonialism to Multiculturalism? Tourism and National Identity"
- Sharma, "Canadian Multiculturalism and its Nationalisms"
- Behar, Ruth, "Introduction: Out of Exile"
- Kemple and Huey, "Observing the Observers: Researching Surveillance and Counter-Surveillance on 'Skid Row'"