

Ethnographic Field Lab:

Tracking the Transnational in Metro Phoenix

ASB 389 (22032), SBS 389 (22035), SOC 389 (22036)

Fridays 9:40 am – 3:40 pm from 1/5/12 – 2/24/12 (8 wks)

Prof: **Dr. Kristin Koptiuch**, Assoc Prof Anthropology

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Office Hours (FAB S123): Tues 3:00-4:00 p, Weds 5:30-6:30

p, and other times by appt

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KEEP IN TOUCH VIA BLACKBOARD!!

Course web: <http://ethnographicfieldlab2012.jimdo.com/>



COURSE THEME: This course takes us *outside the classroom* for an up-close look at **metropolitan Phoenix as a transnational site** where global borders merge into the heart of our local metropolitan communities, creating local/global intersections and collisions, opportunities for crossings, sites of contestation, ambivalence, surprise or delight. Caught in the tension between the nation and the globe, metro Phoenix experiences what Dr Koptiuch calls a kind of **URBAN VERTIGO**:

Perched on this transnational edge, Phoenix is beholden to the spell of the vertical hold of its high-tech economy precariously perched above/along side the quite evident abyss of the burgeoning, low-wage service sector. The heady, high flight-of-the-Phoenix fantasy of entrepreneurial power and freedom in a boom-town economy is caught dead in its tracks, due not only to recession but also to increased entanglement of the local political economy and culture with global, transnational relations that pull the rug out from under the nation's, and the region's, ostensible independence and power. The foreign trade zones established throughout the city lure industry to neoterritories within—but not *of*—the US; foreign ownership of local real estate and corporate businesses; corporate downsizing and flight from central business district high-rises to lowly “back office” warehouses; the economic and cultural imprint of immigrant diasporas (legal and undocumented) and the discipline imposed upon; Buddhist Temple dramas; commemorative events for the nearby WWII internment camps for Japanese Americans; startlingly global architectural iconography; intensified localisms (from defensive nationalism to locavore agriculture) and reconquista-by-taqueria—all these features of the city's spaces represent edge-points of intersection with the abyss of the **transnational tectonics** shaping the city.

Designed as a practicum in qualitative ethnographic research and interpretative analysis in an interdisciplinary social science framework, the course engages students in its theme through qualitative research practica and hands-on urban ethnography under the instructor's guidance. Transnational Phoenix serves as laboratory for our fieldwork, as students practice participant observation, interviews, mappings, visual excavations, digital media, and other ethnographic fieldwork strategies, social analysis of findings, and the writing (& other representational modes, e.g. images, digital media) that it generates, in order to address several key questions:

- How do we recognize the global in the local? Where are the “outcroppings” of the transnational?
- How can we map the social and territorial spaces where the global meets the local?
- How are interiorized transnational borders monitored and disciplined?
- How do local residents inhabit transnational spaces and speak about them?
- What is at stake for communities caught in the tension between the nation and the globe??

We may investigate the “border” around the city's Foreign Trade Zones & their benefits to global corporations, explore the impact of migrant communities on the social & built environments, unravel the mystery of the ‘beto/berto’ *taquerias*, map demographics of dollar stores and check-cashing shops, trace the paths of popsicle and truck vendors, track the localized global geography of religion in temples and churches, trace echoes of the region's colonial past, ponder the global provenance of products, cuisines, and the localization of ‘foreign’ languages, etc. Students will contribute their ideas for the research to be conducted!

Course Goals: Through our collective fieldwork observations, documentations, participations, mediations, meditations, peregrinations, conversations, fascinations, and mappings, we will work towards “**making visible**” **the global connections in our local communities**. We will need to learn to “read” the cultural landscape, the built environment, the ecology of human relations, the signs, iconography, and sentiments of the city and its inhabitants in all their local/global glory. Can we “excavate the future” of metro Phoenix by taking its global pulse? Can we alter the “cognitive mapping” of how global connections are engaged in the city’s predominant urban imaginary? This course takes us on a **collaborative research adventure into the global impact on the urban culture and social space of metro Phoenix**. We will share our findings in Web Portfolios.

Student Learning Objectives:

- Demonstrate understanding of the principles of ethnographic urban field research and ability to put them into practice, researching cultural or social events, relations, and processes.
- Demonstrate skills in social analysis and written or multimedia representation of it.
- Acquire greater appreciation for the potential of qualitative field research for understanding on the world.
- Demonstrate practical ability to tell effective stories of our own and others’ experience by using ethnography as a distinct form of knowledge production.
- Acquire skills and knowledge of qualitative social science research about the impact of globalization on local communities as preparation for further advanced study and to enhance lifelong informed civic engagement.

METHODS OF EVALUATION

Dr. K. expects everyone to excel in this course!

- 15% **Attendance** (8 classes; 16 am/pm attendances)—don’t forget to sign in!
Because attendance is so important for this course, absentees lose 2 grade points per half class.
- 15% **Participation** in practica & exploratory data mappings, fieldwork, workshops, in-class and Blackboard discussions, web design—well prepared, active, engaged contributions
ShoeBox Stories—required, no grade; photograph or scan your artifacts to post with narrative on your Author’s Bio page. Please note: this is *not* considered one of your six required projects.
- 10% **Field Journal**—double-entry field journal with raw notes of observations and later critical reflections
- 40% **Six Field Projects**—*minimum* of 1 ½ to 2 (*maximum* 3) *very juicy* pages each, *double spaced*
- field-based, mini-research assignments (any type you wish; it is effective to vary types of projects)
 - one project* must be based on your field research done *outside of class time* (i.e. visit a day on own)
 - each project* must *explicitly* draw on or *directly* address and cite (author/title) at *least one* course reading (*See Grading Rubric below for writing expectations—max grade of C without this!*) in addition to any other sources besides your own observations
 - one or two projects* may be collaborative team efforts, resulting in a team web page. Team members can create the team page together and link it to all their individual web pages. Need not be the same team members for each collaboration, e.g. FTZ “border” survey, temples/mosques/churches exploration, residential landscape identity survey, etc.
 - you may post more than six projects on your web site; if so, let Dr K know which are the six should be the basis of your final grade
- 10% **Reflective Essay**, 2-page analytical reflective essay presenting an overview of what you/we have *learned* about transnational Phoenix, based on your field research experiences *and ideally also your classmates’ web pages* documenting these experiences. This wrap-up piece should be written in the form of an **Open Letter** to either **a) residents of metropolitan Phoenix** or **b) residents of the globe** (with flexibility to tailor this as you wish). Due in final Web Portfolio on the web.
- 10% **Web Portfolio**, including **Author’s Bio** (integrating **your ShoeBox Stories**), **five Projects**, **Reflective Essay**, and any extras you wish
Must submit ALL assignments to qualify for an ‘A-’ or better on final grade!

Grading scale: A+ 98-100 (rare!); A 93-97; A- 90-92; B+ 88-89; B 83-87; B- 80-82; C+ 78-79; C 70-77; D 60-69; E <60

Assignments

The big-picture goal of your assignments is to contribute terrific material to your portfolio on the course web site documenting our research tracking the transnational in metro Phoenix. This web site is addressed to the public, including community residents in the Phoenix metropolitan area and beyond. *Take this wider audience into consideration* in writing and approaching your assignments. Projects should incorporate your field-based knowledge and concepts informed by the readings, films, and guest discussions. Be insightful, inspired, provocative, sensitive, think relationally, make connections, challenge your audience!

Double-entry field journal to record notes during our research experiences (see page 6 below). These are *for your benefit*. Make it an “urban diary” to remind you what we did, including field observations, synopses of guest speakers or class exercises, ethnographic “drive-by” or “stake-out” reports, ideas to follow up on, etc. Ideally, go over your notes at the end of the day to fill in the details—*don't wait too long, you will forget!*

Submit at least one assignment each week to keep on track in this fast-paced course, in these formats:

1. Hardcopy—double spaced—turned in to Dr. K (will receive comments and ‘provisional grade’)
2. Post to Blackboard Discussion Board in the appropriate forum
3. Later you will post your revised, improved, and *corrected* project on your web site.

Recommendation: Write up all assignments (except field journal) using a word processing program so that you can use a **spell check** and **keep drafts** of your work to **revise and improve**. ***Proof read your work!*** Remember, the audience is the public so eliminate careless spelling and grammar errors! The quality of your work reflects back not only on you personally, but also on our class collectively, and ASU too. You may revise your early projects as you gain a more complex grasp of our topic.

Web Portfolio: An innovative aspect of this course is that students will produce a Web Portfolio of all their research. Your web site will be accessible all over the world—so it is important to address your global audience! A workshop to learn the basics of web design using **Jimdo.com** will be held the first class day (see page 8). The last class day will allocate time to completing *and* presenting our Web Portfolios.

CAVEAT EMPTOR: Our schedule means that for all of its eight weeks, this necessarily will be an *intensive, continually evolving* course. After the first day on campus we will meet elsewhere in the city, and back on campus for part of the final class day. Success of our course depends heavily on students' active and engaged participation in all activities—field research, collaborative teamwork, individual ingenuity, collective creativity, community inter-actions, sensitivity to the diverse community desires, styles, needs, struggles, accomplishments. Awareness of and consideration for our social/physical environment and each other's welfare will help make our work a lively and enriching experience. Flexibility, patience, adaptation to changing plans will be essential too. The course will combine individual and collaborative research, and will most likely entail expectations for student research time outside of class time in addition to practica during class time. ***Please be sure this course is for you!***

Field Research Logistics: Engaging in interdisciplinary social science ethnographic research in metro Phoenix will involve us in many logistics that we will have to work out as we go, e.g. carpool transportation to and around our field sites. Team research strategies will facilitate our mobility and make our day more stimulating. Periodic lectures, workshops, site visits, “ethnographic drive-bys”, individual and collaborative projects will punctuate our day. Because we have only eight weeks, we will **concentrate on guided “mini-research projects.”** We will take a half hour break for lunch. We will always run out of time!

Scheduling: Mornings—hopefully we will meet with guest speakers whose expertise will enlighten us about key aspects of global/local connections. Afternoons—group and individual research. A joint reflection and wrap-up session will end each class day. We will meet in several different venues. Expect our schedule to change with our evolving interests. **Pay attention to Blackboard announcements.** *Please be flexible!*

Comportment: Please dress comfortably and respectfully, travel light (a small notebook, media equipment, handy backpack), and be prepared to handle your own particular needs (e.g. water, medications, snacks). Bring a jacket—mornings tend to be chilly! Try to carpool to cut down on complications of traffic, parking, safety. Plus, it's more fun! Our individual comportment reflects on our entire class and on the reputation of ASU West, so let's put our best foot forward!

Blackboard: All communications will be handled through Blackboard (BB); email will be sent thru BB so make sure your EPO is properly set up. Students are responsible for checking BB and email regularly. Because our schedule & meeting place changes it is crucial to check email regularly! **Mobile phones** will also help us!

Attendance: Everyone is expected to attend all class days, from start to finish, and to conduct some fieldwork outside of class time as required for assignments. Your presence is necessary in order for you to participate! Attendance will be taken in both morning and afternoon. Please do not schedule appointments, errands, or family obligations during class time. If you are not present in class, you cannot participate--*don't deprive the class of your valuable contributions!* If absence is unavoidable contact Dr K immediately for how you can make up the time and what you missed.

Readings will be somewhat minimalist in order to focus on field research—but we do need to acquire some background and analytical tools to better inform our research and understanding. Readings will be made available thru Blackboard and normally assigned the week before we'll need them read. Please contribute your own expertise and knowledge from other coursework and experiences as well to make this a successful class!

Writing Guidelines: All work written for this course should be of a level appropriate to college students. Mechanics and grammar DO count. Please type and proofread carefully-- SpellCheck *rules!* Everyone can improve writing skills--even terrific writers. Check out the **Student Success Center** <http://studentsuccess.asu.edu/> for coaching to improve your work. The **Grading Rubric** will be used as the assessment tool for your written work. Please review it often! Remember, your **audience** is not just Dr. K—it's global, so **look good!**
Late assignments: Late assignments will automatically have **10 % deducted** from the grade, and must be turned in by the following week (an additional 10 % will be deducted each week thereafter). Please keep up!

Academic Integrity: The absolute highest standard of integrity and ethical conduct is expected. Deviations from this principle on any graded activity will not be tolerated. Academic misconduct includes cheating on assignments and exams, and plagiarizing (using any work other than your own without proper acknowledgment). Ignorance of proper methods of citation is no excuse for plagiarism. See <http://libguides.asu.edu/integrity>. Academic dishonesty will result in a permanent failing grade. See the **ASU Academic Integrity Policy** <http://provost.asu.edu/academicintegrity>. **NO EXCEPTIONS, NO SECOND CHANCE! NOT WORTH IT!!!**

Accommodations For Students With Disabilities: Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC; UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible.

Course/Instructor Evaluation: You will receive an email with subject "ASU Course/Instructor Evaluation" w/instructions for online course/instructor evaluation near the end of class. Response(s) are anonymous and will not be delivered to instructor until after grades have been submitted. This evaluation is an important process that allows our college to (1) help faculty improve instruction, (2) to help administrators evaluate instructional quality, (3) ensure high standards of teaching, (4) improve instruction and student learning over time.

Another caveat: If necessary or appropriate, the instructor reserves the option to change scheduled class topics, assignments, or due dates. Quizzes may be given if deemed necessary.

WARNING: NO INCOMPLETES !! If you do not intend to complete the course it is advisable to withdraw by 1/25.

SYLLABUS

This is a dynamically evolving course! The schedule for each week will be handed out the previous class and posted on Blackboard. Schedule includes meeting places, speakers, and assigned readings. Please contribute to our evolving plans! If there are speakers you'd like to bring, topics you'd like us to cover, places you'd like us to explore, please let us know. Thank you for your flexibility and patience.

Core Skills Outline

- Principles of ethnographic research; Epistemologies of the field
- Practica of ethnographic field techniques
- Techniques of data recording to be used in the project; field journals, photos
- Interpretive analysis; pursuing the implications of qualitative ethnographic research
- Contours of the field lab project for our topical focus
 - Goals, settings, interdisciplinary theoretical framework
 - Designing the questions to be researched
 - Collaborative and individual contributions
- Focusing the research: making the project “doable” (see Event-Scenes)
- Principles of ethnographic writing and strategies for writing up field research
- Preliminary reports and analysis and assessment of progress; further research strategies
- Final project reports presented in Web Portfolio

Topical Outline**I. FIELD/WORK AND ETHNO/GRAPHY**

Constructions of “the field” in anthropology

Spaces of culture: colonial legacy, transnational challenge

II. LOCAL/GLOBAL

Multi-sited ethnography in the transnational era

Vernacular and “world” cultures

Border crossing: relational and comparative analysis

III. US AND THE OTHER

Participant-observation

Constructions of Otherness

Politics/ethics of ethnographic representation (“this is not a pipe”)

Reading signs/semiotics: No Logo?

IV. FIELD TECHNIQUES

Practica will include exercises designed to develop skills in observation, interviewing (unstructured, structured, in-depth), life/work history, demographic and cognitive mapping, artifact collection analysis, storytelling, thick description, event-scene analysis, etc.)

Visualization and digital media

Do-able research—designing focused projects that you can actually finish in the time allotted!

Collaboration and interdisciplinary team research

GRADING RUBRIC

This rubric will to guide grading of *all written assignments*. *Please re-read often!* Use this rubric to guide your writing, and refer to it to interpret instructor’s grade assessment. Pluses and minuses will reflect variation and flexibility in grading, in accordance with uneven strengths and weaknesses.

You will receive comments and three letter grades, one for each aspect below; the overall grade is the average of these, which you will calculate (so that you’re more likely to take note of strengths and weaknesses).

Expectations are that you will correct, improve, and revise each assignment before you post it on your web site, so that you should be positioned to get an excellent grade on your Web Portfolio.

Grading scale: A+ 98-100 (rare!); A 95; A- 92; B+ 88; B 85; B- 82; C+ 78; C 75; C- 72; D fuggedabowdit! (do over)

| | |
|--------------|--|
| Organization | Intro and thoughtful follow-through to conclusion; supported by examples, reference to readings, points or quotes set in context of the author’s overall theme |
| Writing | Sentence structure, grammar, spelling, fluidity, addressing your audience |
| Ideas | <ul style="list-style-type: none"> •Working with course concepts and themes; •Effective integration of readings into your writing citing author name and title right in your text (to help web readers), swift explanation of what the article/book is about (set the context for your points) |

DOUBLE-ENTRY FIELD JOURNAL

Divide *any* size page into 2/3 for notes and 1/3 for comments

RECORD: FIELD NOTES

Your field notes will be the source data for your final paper. *Keep a small notebook handy* for this wherever you go! Take quick notes at the scene and fill in more details later—don't wait too long, you'll forget what your notes mean!

What do I record here?

***DATE, LOCATION, TIME *per entry*

OBSERVATIONS Set the scene by describing the setting, people, activities

CONVERSATIONS Yours and others', including overheard or reported to you

INTERVIEWS Ask thoughtful, informed questions, to elicit the richest answers. Ask specific questions in ways that make sense to people's experience. Avoid yes/no questions. Ask open-ended questions by asking people to tell you their story.

FACTS AND INFORMATIONAL DATA Gleaned from news & media, course readings, guest speakers, etc.

NOTES FROM READINGS ABOUT ISSUES PERTINENT TO YOUR PROJECT Read with a purpose, with our key themes in mind.

NOTES ON NEWS ITEMS YOU READ IN THE NEWSPAPER OR OTHER MEDIA Including ads, graffiti...

YOU CAN PASTE CLIPPINGS OR PHOTOS HERE TOO or keep them in a separate file and just jot down what they are and where they are stored. For example, note that you took several photos at this location or event, etc.

RESPOND: ANALYTICAL COMMENTARY

Save a narrower column on each page for your personal reflections—this is what makes this a “double-entry” field journal!

Periodic reflection on your own observations is a crucially important aspect of doing ethnographic fieldwork.

Add these reflections later at any time, as you learn more.

What do I record here?

Consider: What do your observations *mean*? How can you critically interpret them in light of course concepts, readings and discussions?

As you learn more about larger issues of our course, you should review your field notes and reflect on how your observations may illustrate or speak to some of these larger issues.

You can also write additional notes that enrich your original observations, or with pertinent info you learn later, or remind yourself to think about particular issues or raise additional questions.

Ultimately, the analysis of your observational data will come from your reflections and commentary, which will help you construct interpretations of the data and draw conclusions.

Event-Scenes

Event-Scenes are bite-sized “cinematic” exercises in keen observation and descriptive writing designed to convey a richly ethnographic sense of “the field.” When an event-scene is scheduled during our fieldwork activities, everyone should stay wherever they are and pause whatever they’re doing (you can also do these at will). Take a 15 minutes time-out to focus on the event-scene before you. Observe, reflect, and most importantly, take notes in your Field Journal, so that you can later revise and expand upon them more fully as you compose your event-scene narrative (your memory of details will rapidly recede!). Take a photo of the event-scene while you’re there. Use event-scenes to “get started” or “unstuck” in your fieldwork.

For all Event-Scenes: At the agreed upon time, individuals or teams should set up wherever they are for 15-20 minutes of serious descriptive observing and writing. Be sure to record your date, location, time so that you can keep track of your multi-sited ethnographic observations.

Freeze-Frame Event-Scene

- ‘Frame’ a visual spot and zoom in for a close-up
- Zoom out for a wide-angle ‘shot’ (go as wide as you wish—even global; gets us to think about the larger context of a specific event or scene)
- Describe what/who you see inside the frame, both close-up and wide-angle; take notes on details—*notes*, not sentences—you can work on the sentences later
- Consider your gaze (perspective, viewpoint, angle of vision/beliefs/interests), bring in other observations from the day’s fieldwork or ideas and concepts from our readings
- Revise your rough draft notes later to produce a richly ethnographic descriptive piece

Shot/Reverse-Shot Event-Scene

- Again drawing on filmmaking for inspiration, time your description takes in two different points of view, each gaze looking back at the other.
- First, your own gaze and vantage point gives one perspective on the scene/seen. Describe what/who you see, consider your gaze, bring in other observations from the day’s fieldwork or readings.
- Second, step into the position of the gaze of the other looking back at you. Imagine a person there, imagine what they’d see and think looking back at you looking at them. [note: they look at ‘you’ not just as an individual but also as a member of the social group you would represent to this other’s gaze]
- As in a film, you may flip back and forth between the gazes, creating a kind of dialogue.

Storytelling Event-Scene

- Pause to reflect on a story unfolding during the day’s fieldwork. The story should pertain to our course theme.
- A story is always waiting to be told! It can be told for people (or by people), the built environment (e.g. buildings), landscape, objects, symbols/signs, activities, borders, struggles.
- Narrate that story. Take notes now, revise later; you can combine text and images.
- If you do not have all the ‘facts of the case,’ try to find out—ask people! Also look up later in newspapers, google, or other sources. Invest your imagination and knowledge in your telling of the tale.

Event-Process

- Select an event to occur (on ship or land) and plan to observe—and participate in if possible—the event as it unfolds, in process. Follow through tracking the event as completely as possible.
- Describe what you see, from start to finish; open your observer’s lens on multiple layers and levels of the event to report on what is happening, who is involved, how they interact; describe the setting/context
- You may team up with other researchers to develop a planned strategy for “covering” the event. In this case, collaborate in your ethnographic write-up as well, each person contributing part of a packaged report.

WEB WORKSHOP

January 13, 2012

GOALS OF TODAY'S WORKSHOP: 1) Create a Web Portfolio ready and waiting for your Web Portfolio; 2) Learn web page basics in Jimdo.com. 3) Have fun being creative and learning how to effectively use a new technology to reach a worldwide audience!

All web sites for our course mentioned below will be linked to our course home page, <http://ethnographicfieldlab2012.jimdo.com/>

NAMING POLICY: Name+Year. Please name your web site with your name and 2012, e.g. firstname_fieldlab2012 or fieldlab-firstname2012. *If you did not do this when you created your site, please delete the site and start over before you do anything else to your site!*

Procedures to complete in today's workshop

1. **Open Jimdo Account.** In a web browser (Firefox preferred), go to www.jimdo.com to open your own account (it's free). You will have to give your email address—if you have one besides your ASU account that you expect to keep going beyond when you are a student, use that one; otherwise you can use your ASU email. Jimdo immediately emails you a temporary password and your site URL; then you can log in and change your password to something you can remember easily, e.g. **fieldlab**.
2. **TUTORIAL.** PLEASE DO THE TUTORIAL TO SEE ALL THE JIMDO BASICS (we'll watch it in class with sound—it's only 1:30 minutes!).
 2. **Login to your home page.**
 - **Explore** your web site! Many Jimdo features are given as samples on the pages you'll find in your menu bar. These model how you can easily structure your pages with features, from text boxes to images or slide shows to movies. ***Don't leave any sample Jimdo features in your final project!***
 - **Select Layout** using the tool bar on the right. Pick any layout you like and try out a couple of designs to find one you like (you can change it later if you wish)
 - **Create Header.** Include the name of our course in the header of your home page (*plus* your name; e.g. *Dr. K's Ethnographic Field Lab 2012 Web Portfolio*). (you can change this later too).
 - **Style.** Check out this button to make global changes throughout the site (e.g. change font colors).
3. **Edit the navigation feature** and create (or rename the sample pages) a web page for each of the following *required* pieces of your web portfolio for this class. Don't put anything on the pages yet, just **set up the structure of your site** with the pages you will need. *Don't forget to click the 'save' button after you edit anything.* Note: you can create **subpages** later for any of these key pages.

1. **Homepage**—the top tab should be your homepage
2. **Author's Bio**—tell readers about you—in identity theft era it is wise to stick to academic experience & goals
3. **Project 1: YOUR TITLE**
4. **Project 2: YOUR TITLE**
5. **Project 3: YOUR TITLE** (Note: you can add your actual titles later)
6. **Project 4: YOUR TITLE**
7. **Project 5: YOUR TITLE**
8. **Project 6: YOUR TITLE**
9. **Reflective Essay: YOUR TITLE** (your final reflections on the course)
10. **Ethnographic Field Lab Homepage**—here, please put a return link to our course homepage: Return to Course Homepage <http://ethnographicfieldlab2012.jimdo.com/> (you can add thanks, photo, etc)
11. **PRACTICE WEB PAGE**—Use to try out features. *Please delete this page from your final project!*

4. Practice Using the Features

- **Header section**—edit this and give it a title, select a photo—later we will have our own Photo Gallery to select from and upload to your header (you can slice photos w/Photoshop Elements or any editor).
- **Practice web page:** use this page to try out Jimdo features using your own images and text. Jimdo provides samples on the auto pages—explore them to see some of your options and **then delete**.
 - Add a table; type some text in one of the boxes
 - Insert a photo or map and try out the +/- to make it larger/smaller; move its alignment
 - Create a subpage to your Practice page
 - Create a link from some text to one of the pages *inside* your site
 - Create a link from some text to a web page *external* to your site (e.g. our course home page)
 - Make a mini slide show of a few images
 - Add a YouTube video to try it out (you may want to upload short videos of your fieldwork)
- **Save** after you create a feature. **View** your page to see how it looks live. (Hints: open in ‘new tab’ to keep editing page open at same time; remember to ‘refresh’ live view after any changes in edit view)

5. **Designing your Web Portfolio.** Use your own creativity and design sense! The overall layout must stay the same for your entire site, but you can design the look of each individual page with the features. You can change the text color and sometimes the background, depending on which layout you choose. Experiment! If there is something you would like to design on your pages but cannot figure out how to do it, ask Dr K and your colleagues for help! *Caution: don't spend endless hours on your design!* Concentrate first on producing your stories for your projects—design your web pages last!

6. **Design your home page:** insert an image and write a few lines welcoming your viewers to your site. Tell them briefly what to expect from the site (e.g. your assignments for our course, your take on tracking the transnational in the city, etc). Try copying an ASU logo image <http://commguide.asu.edu/download> and insert it into your homepage (download, then upload).

7. **HTML code:** If you know how to write html code, many of the features permit you to make additional changes beyond the Jimdo options. You can also copy the html code (click ‘view source’) of a feature you like on another web site, and paste it into the html code space in Jimdo windows. You can make additional alterations by editing the html code on your pages. But it is *not* worthwhile to learn this just for our course. You do *not* need to worry about coding language—Jimdo does it for us!

8. **TEST out your pages!** Make sure you attached the links in the way you meant to. Do they look and work the way you want them to? You can make adjustments—experiment! Take a peek at your classmates’ pages to get new ideas for your own. *Ask Dr K for feedback at any time.*

9. **IMPORTANT! EMAIL THE URL FOR YOUR WEB SITE TO DR K SO SHE CAN LINK IT TO THE COURSE HOME PAGE.** Get the link *from your home page* in ‘view’ mode, not ‘edit’ mode.

WEB PAGE RULES OF THUMB FOR THIS CLASS:

- **Put your name on your web site!** Readers deserve to know who is the author, and you deserve credit for your work! (a good spot is the editable space underneath that annoying Jimdo ad)
- **Put at least one image on each individual page;** they really liven things up for your reader.
- **Avoid endlessly long individual web pages** (you will lose your readers). Instead, **create sub-pages**, and link them together with topic headings. This is very easy to do in Jimdo.
- **DELETE** all the Jimdo sample junk from your web site—including beneath the ad (the ad must remain).

IF TIME: QUICK PHOTOSHOP ELEMENTS LESSON ON HOW TO RESIZE AND CROP IMAGES. You can also do this with *any* other image software that you may have.

Ethnographic Field Lab:

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WK 1: Schedule for January 13, 2012 Fieldwork Principles and Practices

Meeting Place: ASU West campus, room CLCC 210 is home base; we will break for lunch for 1/2 hour and take other short breaks in between activities as needed.

READING

Luken—"Field (& Other) Methods: Participant Observation"
Malinowski—on canoes (handout in class)

DUE: Shoebox Stories: Interpreting Artifacts, a global/local introduction. When researchers "read" an everyday artifact, they try to a) unpack the stories that lie inside it, and b) understand the relationships embedded within it. *Collections* of artifacts (objects, images, etc) construct a narrative, tell a story. **Assignment:** 1) Select three artifacts from your belongings that together help to tell a story about who you are. Bring them to class for show-and-tell (as if in a "shoebox"—but you don't really need the shoebox). Try to have *at least one* of the artifacts express a *global* relation that you have with the world. 2) Write up a "brief"—a short narrative explanation of your objects (1/2 -1 page max). "Unpack" their meaning, make an interpretation--what do these artifacts have to say about *you*. The goal is to tell *your* story, introduce yourself to the class, and reflect on some global connections that are important to your life, all while practicing one fieldwork technique! 3) Present to class.

Approximate schedule outline (we'll need to work out the pace and how much we can cover as we go)

INTRODUCTION to the course (and what is that "salsa dancing ethnography" anyway?!))

LAB THEME: Dr K's research on Urban Vertigo, the "transnational edge" in metro Phoenix

SHOEBOX STORIES PRESENTATIONS

Malinowski on canoes: unpacking the meaning of artifacts

FIELD/WORK & ETHNO/GRAPHY, EPISTEMOLOGIES OF THE FIELD

Globalization, Multi-Sited Ethnography

FILM: *A Village Called Versailles* (Chiang 2009, 25 min) on a Vietnamese immigrant community in New Orleans and their response to Hurricane Katrina

BRAINSTORMING IDEAS AND LOCATIONS FOR RESEARCH

PRACTICUM: Interviewing

DOABLE PROJECTS: Event-Scenes, Photo Essays, and other strategies

FILM: *The Sixth Section* (Rivera 2003, 27 min) on a Mexican immigrant community in New York and its relationship to the migrants' home town in Mexico

PRACTICUM: Exploratory ethnography-- "data outcroppings"; mapping place (physical, social, emotional)

WEB WORKSHOP: Create a Web Portfolio using Jimdo.com

3:10 Meet for the day's wrap-up in CLCC 210



Ethnographic Field Lab

Tracking the Transnational in Metro Phoenix

Schedule for January 20, 2012

Localized Global Geography of Religious Sites & Communities of Worship

MEETING PLACE for January 20, 2012

10:00 am **Wat Promkunaram, Thai Buddhist temple, 17212 W. Maryland Ave, Waddell, AZ.** Please try to carpool—it's the far west valley. Please be respectful at places of worship. Call dr. k if any problems 602-463-4742

Visit with temple personnel to learn about Thai Buddhism, the temple community, and global connections. Discussion, questions. Please thank them for meeting with us!



“Wat Promkunaram is a Buddhist temple, monastery and cultural center created with the help of the Thai government by three Thai monks in 1983. At first a very small temple located in the Phoenix metropolitan area, the community purchased five acres of isolated farmland in 1985 and opened a new temple in the rural, far west Valley city of Waddell in 1989. The temple was stunned by the massacre of six monks, a nun and two other temple affiliates in 1991 (a tragedy that remains Arizona's largest mass murder) but has recovered to become a vital center for local Theravadin Thai, Laotian, Vietnamese and Cambodian Buddhists, as well as serving Mahayanist Buddhists and non-Buddhists.” The Pluralism Project at Harvard University, <http://pluralism.org/profiles/view/66807>

Coordinate activities for the rest of the day.

Lunch Break (45 min) Consider lunch at Lee Lee Oriental Supermarket (7575 W Cactus, Peoria) or a Ranch Market to savor global cuisine.

Research Time—Explore by teams other religious sites whose striking architectural form evokes global styles. See handout maps of mosques, Hindu and Sikh temples, etc. Travel in teams, collaborate, discuss, engage, absorb, enjoy! Try to go inside, talk with people, explain our course and why we are interested in learning about their sites and community.

- Observe, discuss in relation to our readings, take photos and notes to write up in detail later.
- Ask people about global ethnic and/or migrant communities who worship there.
- Ask to do mini-interviews with people; remember to ask concrete questions
- Pause for an Event-Scene (freeze-frame, shot/reverse-shot, storytelling, event-process) if stuck for ideas or just to get a concrete handle on a complex situation.

3:00-3:40 Meet for wrap-up at Glendale Public Library, 5959 West Brown St, Glendale.

Meeting Place for 1/27: Foreign-Trade Zone at Phoenix Sky Harbor Center. Exact location to be determined; we will trace the ‘border’ of this FTZ. Later from 1:00-2:30 we will meet with Denise Yañez from the City of Phoenix FTZ administration to discuss FTZs. City Hall, 200 W. Washington (at 3rd Ave), Phx. **Please check Blackboard for readings to prepare for next week.**



Ethnographic Field Lab

Tracking the Transnational in Metro Phoenix

Schedule for January 27, 2012

Foreign Trade Zones: Global Borders Inside the City

MEETING PLACE for January 27, 2012 *Please try to carpool.*

9:45 am SUMCO: 19801 N. Tatum Blvd, Phoenix; the *actual entrance is on Mayo Blvd*. From Tatum, turn east at Mayo Blvd and proceed to the second driveway on the south side of the street - you will see a big, gray SUMCO sign.

Pull up to the second intercom monitor and press the button. Inform the security officer who you are and why you're there (for class tour led by Dax Ramirez), and he will open the gate (he will have a list of our names). We are a TSA-certified facility, hence the enhanced security. **Cell phones and cameras are not permitted inside** (leave in car).



Park in front of the two story red brick building behind the flag poles and go into the main lobby. Call dr. k if any problems 602-463-4742; after meeting time call Nancy Norman (External Affairs Coordinator) at 602.695.8238.

SUMCO is a Japanese-owned global company: “SUMCO is an international leader in the production of ultra-pure, defect-free, single crystal silicon wafers for the global semiconductor industry.” <http://www.sumcousa.com/> It is located in the City of Phoenix Foreign-Trade Zone No. 75, single-user subzone G. This plant was the subject of huge controversy in the mid-1990s when well-heeled, powerful north Valley residents decided they were not keen on having a factory in their part of town. We will have a tour of the site with ASU alumnus **Dax Ramirez** who is a supervisor at SUMCO. (about an hour or so)

Lunch on the fly—tight timing today, do a hit-and-run lunch. Consider a burrito at the nearby fabulous Carolina’s Mexican Food, 1202 E. Mohave St. **PLEASE WATCH THE TIME!** Leave in time to park downtown for next event.



1:00-3:00 Appointment with the Denise Yañez of the City of Phx FTZ admin office in City Hall in downtown Phoenix (200 W Washington @ 3rd Ave; **20th floor**). Let’s strategize for parking (city structure on 3rd Av S of Washington?) before we go there; **make sure we’re there on time.**

3:15-3:40 Meet for wrap-up in the lobby of City Hall

Please check Blackboard for meeting location & readings to prepare for next week.



Ethnographic Field Lab

Tracking the Transnational in Metro Phoenix

Schedule for February 3, 2012

FTZs, Local Erasure, & Latinoization of the City

MEETING PLACE for February 3, 2012 *Please try to carpool.*

9:45 am Parking lot of US Customs & Immigration Services office, 1330 South 16th Street, just south of southwest corner of Buckeye & S 16th St. Park in north end of lot, from there we can combine into 2-3 cars max.

10:00-12:00 Explore the global “border” of FTZ No. 75 at Sky Harbor Center. (we ran out of time for this last week) Using the map of the FTZ boundaries, drive its border and enter anywhere you can (cannot drive fully around it due to highway, railroad, etc. but discovering this is part of the point, so try), e.g from 16th St you can enter at Grant St and at Buckeye. It's a really interesting industrial area.

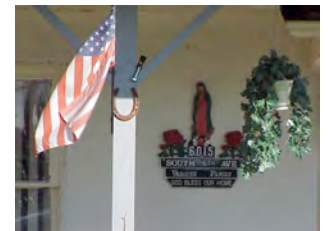


Among the highlights are the **Sacred Heart church** (near corner 16th St & Buckeye), marooned in an empty field where the historic Mexican American **Golden Gate barrio** once stood before it was razed thru eminent domain and 'urban removal' in the late 1970s/early 1980s. (see reading by Pete Dimas) **Walk to the church** for a photo op and to soak in the erasure of the local community, park just north of it off 16th St, in a business lot. **Watch for murals** commemorating the barrio on the east side of 16th St. You can get a somewhat elevated view of the zone from the new Rental Car Center (drive into the car pickup, park in 1-hour space and take elevator upstairs). Note: as we learned last week there are no businesses currently operating in accordance with zone principles inside this FTZ! If time, explore neighborhoods east of zone.

Teams should observe, discuss in relation to our readings, take photos and notes to write up in detail later. If you see any people ask them if they know anything about the FTZ, that crossing a border into the globe is right across the street... Pause for an **Event-Scene** (freeze-frame, shot/reverse-shot, storytelling, event-process) if stuck for ideas or just to get a concrete handle on a complex situation.

12:00-12:45 Lunch —Continue fieldwork by eating tacos etc at Ranch Market @ 16th St & Roosevelt (near corner)?

1:00-3:15 Neighborhood Identity & Landscape Survey. Following field techniques used by Blake & Arreola for their study of the urban geography of standard Phoenix subdivisions, the class will divide into research teams, each responsible for “reading the landscape” of one heavily Latino neighborhood in central Phoenix. (Select areas from maps provided). Bear in mind our other readings (Davis, Rojas, Phillips/Vergara) for signposts of how the urban Latino vernacular use of space may bring new perspectives to American neighborhoods. Turn this fieldwork into a team project for your web site (see instruction sheet).



IF TIME: Ethnographic drive-by of storefronts on 16th St between Roosevelt and Thomas.

3:15-3:40 Meet for wrap-up back at parking lot at US Customs & Immig Services, 16th St south of Buckeye.

Please check Blackboard for meeting location & readings to prepare for next week.



Ethnographic Field Lab

Tracking the Transnational in Metro Phoenix

Schedule for WK 5 February 10, 2012

Local Impact of Global Migrant Communities

MEETING PLACE for February 10, 2012 *Please try to carpool.*

9:45 am Puente Movement, 1306 E Van Buren. There is parking. From there we can consolidate cars.

9:45-11:15 Puente Movement, 1306 E Van Buren. Meet with Diana Perez-Ramirez, Carlos Garcia, Sandra Castro to learn about Migrant Defense Committees and other migrant community advocacy activities



11:15-12:45 Lunch on-the-fly; Depending on time:

a) Neighborhood Identity & Landscape Survey of Maryvale neighborhoods

b) Check out the community garden/food security program at:

- Golden Gate Community Center, 1625 N 39 Ave (just north of McDowell)
- Wesley Community Center, 1300 South 10th Street (just south of Buckeye) (for next week's class; gardens are 'oases' in these 'food desert' communities)

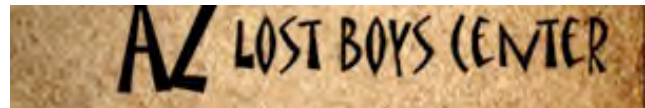


12:45-2:15 Islamic Community Center, 7516 North I-17 (exit I-17 at Glendale, go west to 27 Av, north to W Vista, east to mosque). Park in lot by new facility across street. Go to office in existing building, front door.

Meet briefly with Usama Shami, president/chair of the Center. We will attend the Friday prayer service at the mosque starting at 1:00 (about 45 minutes). Service is part in Arabic and part in English. Q/A with Mr Shami about the community served by the Center.



2:30-3:00 (?) AZ Lost Boys Center, 1918 W. Van Buren Street. Meet with staff to learn about the Center, the story of the Sudanese refugees known as the "lost boys," and activities of this community in Phoenix.



3:00-3:30 If time, Neighborhood Identity & Landscape Survey of Maryvale neighborhoods, or check out the community garden/food security program (see above)

3:30-3:40 Meet for wrap-up. Location to be determined. We may run out of time! Be flexible!

Next week: Hyper-local Responses to Globalization: Locavore Food Movement and Sustainable Agriculture. Please check Blackboard for meeting location & readings to prepare.



Ethnographic Field Lab

Tracking the Transnational in Metro Phoenix

Schedule for WK 6 February 17, 2012

Hyper-Local Response to Globalization: Locavore Food Movement and Sustainable Agriculture

MEETING PLACE for February 17, 2012 *Please carpool—drive carefully!*
10:30-11:00 am Schnepf Farms, Queen Creek, AZ (quick visit!)



Self-guided walk thru peach orchards in bloom. If you'd like to get there early to have more time to explore, it opens at 9:00.

Directions from I-10 coming from West Phoenix : Driving time from Phoenix, 1-1½ hrs (depending on day/time) Exactly 35 miles from downtown Phoenix. I-10 to US 60 east to Ellsworth. Right on Ellsworth and south to Rittenhouse Rd (big stop light). Left on Rittenhouse as it curves around to farm entrance on the right hand side.

Directions from Scottsdale/Tempe: Driving time from Scottsdale, about 45 minutes. 101 south to US 60 east, 60 east to the Ellsworth Road exit. Turn right on Ellsworth and south to Rittenhouse (big stop light). Left on Rittenhouse and follow around 3 miles to farm entrance on right hand side.



11:00-1:00 Queen Creek Olive Mill, 25062 S. Meridian Road Queen Creek, AZ. Less than a mile from Schnepf Farms, see map on back.

Olive Oil 101 Tour, the lunch at the mill

Directions from Phoenix: I-10 East to US 60 and go east. Approximately 23 miles to Ironwood Road, exit 195 and turn south [right]. Travel approximately 11 miles to Combs Road and turn right [west]. Travel 1 mile and turn right [north] on Meridian Road. The Mill entrance will be on left.

RETURN TO PHOENIX Reverse directions from Olive Mill to get back to US 60 west, exit at Priest Rd in Tempe, north to Southern, west to 32nd St, south to Maya's Farm @ 6106 S 32 St. **Arrive by 2:00!!**

2:00 pm Maya's Farm at South Mountain, 6106 S 32 St, Phoenix (32nd St & Southern)
Tour of the farm. Part of the locally grown, sustainable agriculture, small-farm movement.



“Food deserts” See Blackboard folder for this week for materials on food deserts in Phoenix area, including especially South Phoenix & Maryvale. Exploring these neighborhoods may make a great independent project.

At lunch, discuss plans for next week 2/24 **LAST CLASS!** Free morning to finish conducting research, finalize ethnographic reports; 12:00-3:40 West campus CLCC 210 to complete web portfolios and present to the class.

WRAP-UP AT MAYA'S FARM, FINISH BY 3:40.



Ethnographic Field Lab

Tracking the Transnational in Metro Phoenix

Schedule for WK 7 February 24, 2012

Finalizing Web Portfolios and Course Synthesis

MEETING PLACE for February 24, 2012: 12 Noon @ ASU West Campus CLCC 210

MORNING is free for you to use as you wish for our course--finish up field research, finish up papers, etc.

12:00 noon Meet in computer classroom where we started, CLCC 210. The plan is to use the afternoon as a web workshop for everyone to complete and present their web portfolios.

COURSE HOME PAGE: <http://ethnographicfieldlab2012.jimdo.com/>

To be best prepared for producing your web site:

- Come with your texts corrected and finalized and ready to go into your web pages.
- Have your photos accessible--either post them on your web site or bring on flash drive/dropbox--even better if you've selected the photos you plan to use on your web pages, but you can continue to make selections in class. You can use as many photos as you wish in your projects, but definitely *at least one* on each web page!
- Dr K will get the course Photogallery as ready as possible to make accessible to everyone all of your photos. It would be helpful if you could send Dr K a link to your photos.
- The maps we've used will be posted to the course home page as well, in case you want to put them in your web pages (e.g. the historic maps of the Golden Gate Barrio area)

You may also wish to make your own maps for a particular neighborhood using the same NY Times web site that produced the census demographic data maps,

<http://projects.nytimes.com/census/2010/explorer>. This link and the one to the aerial photos are on our course home page under the Resources tab. <http://ethnographicfieldlab2012.jimdo.com/>

Independent Project: Brief oral presentations of what you did for your independent research project.

Synthesis & Evaluation: Discussion of what we learned from our field research, and wrap-up evaluation of the course. What worked well, what didn't, any recommendations for changes next time.

Final Due Date: This course has flown by very quickly, but that's what makes it an intensive course! We have toured the globe without leaving the Valley, no passport required. Please try to complete your projects by Saturday night so that Dr K will have Sunday to review them--grades are due on Monday.

FINISH BY 3:40.

Thank you all for making this course a great experience!