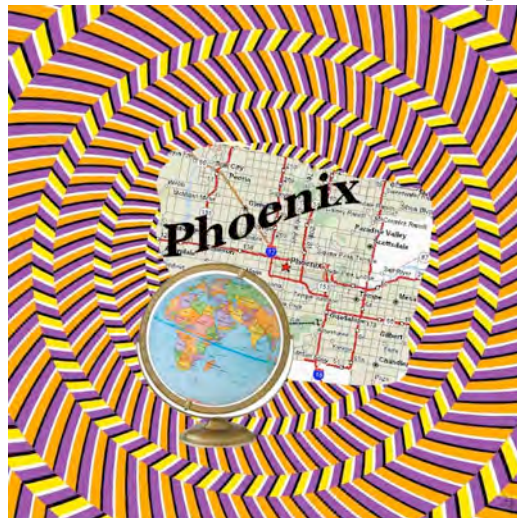


# Ethnographic Field Lab: Tracking the Transnational in Metro Phoenix

ASB 389 (18511), SBS 389 (18514), SOC 389 (18515)  
 Fridays 9:40 am – 3:40 pm from 1/11/13 – 2/22/13 (7 wks)  
 Prof: **Dr. Kristin Koptiuch**, Assoc Prof Anthropology  
 Arizona State University at the West campus  
 Office Hours (FAB S123): Tues 3:00-4:00p, Weds 4:30-5:30p,  
 and other times by appt  
 Dr K: [koptiuch@asu.edu](mailto:koptiuch@asu.edu) cell=602-463-4742  
**KEEP IN TOUCH VIA BLACKBOARD!!**  
 Course web: <http://ethnographicfieldlab2013.jimdo.com/>



## Think Outside the Classroom! Learn Through Fieldwork!

The class meets at sites all over the Valley to conduct hands-on research.

This course takes us *outside the classroom* where students engage in qualitative research and interpretative analysis through hands-on urban ethnography. Take an up-close look at **metropolitan Phoenix as a transnational site** where global borders merge into the heart of our local urban communities, creating spaces of tension, opportunities for crossings, sites/sights of contestation, ambivalence, surprise or delight. Caught in the tension between the nation and the globe, metro Phoenix experiences a kind of *urban vertigo*.

Within an interdisciplinary social sciences framework, the course engages students in its theme through qualitative research practica. Transnational Phoenix serves as laboratory for our fieldwork, as students practice participant observation, interviews, mappings, visual excavations, digital media, and other ethnographic 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.

### Research Questions:

- How do we recognize the global in the local?
- How can we map the social and territorial spaces where the global meets the local?
- How are interiorized transnational borders securitized, monitored and disciplined?
- How do local residents inhabit and engage with transnational spaces?
- What is at stake for communities caught in the tension between the nation and the globe??

**Examples:** We track the localization of global religions at temples, churches, mosques; investigate the Phoenix Foreign Trade Zone and the “border” of this peculiar global space that benefits global corporations; trace echoes of the region’s colonial past in sprawl’s recent neighborhood displacements; explore the impact of migrant and refugee communities on the urban social and built environments; relish the locavore food movement and sustainable agriculture as hyper-local responses to globalized food production and the ‘food deserts’ left in its wake; ponder the global provenance of products, cuisines, languages, and more.

**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.

**STUDY ABROAD RIGHT HERE AT HOME!**

**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 critical potential of qualitative field research for understanding 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!*

- 10% **Attendance** (7 classes; 14 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.
- 10% **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
- 55% **Six Field Projects**—*minimum* of 1 ½ to 2 (*maximum* 3) *very juicy* pages each, *double spaced*
- *one per week*: field-based, mini-research project writeup (any type you wish; it is effective to vary types of projects); must write one on each day's fieldwork
  - *one project* must be based on your field research done **outside of class time** (i.e. fieldwork on your 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 citations!*) 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
- 5% **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**), **six Projects**, **Reflective Essay**, and any extras you wish
- 100%

**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 &lt;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 exciting 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 seven 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 entail expectations of additional student research outside of 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 and you get to work out your ideas with your colleagues! 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. Lose two points for each half class day you miss.

**Readings** will be somewhat minimalist in order to focus on field research—but it is essential for us to acquire some background and analytical tools to better inform our research and critical understanding of our observations. 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 courses and experiences too!

**Expenses:** There are no books to purchase for our course, readings will be made available on Blackboard. However, students should expect to incur some expenses during our course: for gas (we'll be driving around the city quite a bit--ideally we will carpool, and share gas costs and vehicles), and for lunches (last year students enjoyed very much the chance to try various global ethnic eateries; of course this is not obligatory).

**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 (e.g. if you're not doing the reading!).

**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.

## 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.

Assignments will receive comments and four 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 evidence, observations, examples grounded in fieldwork.
Writing	Sentence structure, grammar, spelling, fluidity, address the web audience. Acknowledge the I/eye of the ethnographer—your observations generate your data, so put yourself in the picture.
Ideas	Works with course concepts and themes; integration of insights from the readings to shape interpretation and analysis.
Effective Citation	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 so that reference to readings, points or quotes are set <i>in context</i> of the author's overall theme.

### 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 transnational cultures  
Border crossings: 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 exercises are 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

# 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 11, 2013

**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://ethnographicfieldlab2013.jimdo.com/>

**NAMING POLICY:** Name+Year. **Please name your web site with *your name* and 2013, e.g. *firstname\_fieldlab2013* or *fieldlab-firstname2013*. 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](http://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 2013 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://ethnographicfieldlab2013.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. Ask Dr K for help.
- **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:

## Tracking the Transnational in Metro Phoenix

### WK 1: Schedule for January 11, 2013 Fieldwork Principles and Practices

**Meeting Place:** ASU West campus, room CLCC 216 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." From her book *Salsa Dancing Into the Social Sciences: Research in an Age of Info-Glut*. Harvard UP 2008, pp 155-157, 160-167.

Doreen Massey, "A Global Sense of Place" (1991)

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

Bronislaw 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 216**



# Ethnographic Field Lab

## Tracking the Transnational in Metro Phoenix

Schedule for January 18, 2013

### Localized Global Geography of Religious Sites & Communities of Worship

#### MEETING PLACE for January 18

10:00 am **Wat Promkunaram, Thai Buddhist temple, 17212 W. Maryland Ave, Waddell, AZ.** Please try to carpool—it's in the far west Valley. Enter gate, hang a right, park there or to the left. Go to temple, take off shoes to enter. Please be respectful at places of worship. Call dr. k if any problems 602-463-4742

Visit with Abbot Dr. Winai and Abbot Bill to learn about Thai Buddhism, the temple community, and its global connections. Discussion, questions. Please thank them for meeting with us! Explore the Temple Grounds



ABOUT: "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> (on BB)

**Lunch Break** (45 min) Thai food anyone? Try **Thai Orchid Garden**, 12725 West Indian School Rd A-104, Avondale. **Discussion and coordinate** activities for the rest of the day.

**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. and the list on p. 2. 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.

**3:15-3:40 Meet for wrap-up discussion at Mariposa Park, 3203 West Morten Avenue, Phoenix**

#### READINGS FOR TODAY'S FIELD WORK (posted on Blackboard)

- Russell C. Leong And Kyeyoung Park, "How Do Asian Americans Create Places? From Background to Foreground." *Amerasia Journal* 34(3)2008: vii-xiv (intro to special journal issue)
- Jiemin Bao, "From Wandering to Wat: Creating a Thai Temple and Inventing New Space in the United States." *Amerasia Journal* 34(3)2008: 1-18.
- Gary L. Stuart, "A Circle of Death," chapter from his book *Innocent Until Interrogated: The True Story of the Buddhist Temple Massacre and the Tucson Four*. U AZ Press, 2010: 4-10
- See also selection of news articles on recent violence committed at global religious sites in the US, and some news items on the religious sites we hope to visit today (below). Browse these quickly.

**DUE THIS WEEK: Write-up of on-the-spot interview from 1/11.** Narrative format; setup the interview, describe answers of your interviewee, what do the answers tell us about our big-picture question: How does globalization impact/affect your life?

**MAPPING EXERCISE TO PREPARE FOR THIS WEEK 1/18**

*The New York Times*

**Mapping America: Every City, Every Block**

<http://projects.nytimes.com/census/2010/explorer>

After lunch we will try to visit several other prominent local outcroppings of global religions. A map with these locations will be provided for fieldwork. To quickly get a sense of the demographics of the communities around these sites before we go to them (and familiarize yourself with this powerful mapping tool), **please enter each of their addresses into the NY Times interactive mapping web site and record key data (as in e.g. below) for the census tract covering each site.** Use the 'view more maps' button to change map views, hover over map and data appears. Record these for your own future use.

Example: **Wat Promkunaram** is in census tract 61006, pop 28,208.

- Foreign-born pop: 13% (since 2000 +1%).
  - Race & Ethnicity: white 54%, black 8%, Hispanic 32%, Asian 3%, other 4%.
  - Median home value: \$249,500 (since 2000 +27%)
  - Median household income: 8,346 households, \$65,192 (since 2000 +10%)
- **Wat Promkunaram, 17212 W Maryland Ave, Waddell, AZ** (Harvard Pluralism Project) <http://pluralism.org/profiles/view/66807>
  - **Vietnamese Martyrs Catholic Church, 2915 W. Northern Ave, Phoenix.** News article: "Vietnamese Catholics to dedicate new church Sunday," *AZ Republic* Apr. 14, 2010 <http://www.azcentral.com/community/phoenix/articles/2010/04/14/20100414new-phoenix-vietnamese-catholic-church.html>
  - **Islamic Community Center of Phoenix, 7516 North Black Canyon Highway (I-17), Phoenix, AZ 85051** <http://phoenixmasjid.com/>
  - **The Islamic Center of North Phoenix, 13246 N. 23rd Ave, Phoenix.** News article: "Islamic Center of North Phoenix helps Bosnians Adjust to US" *Az Republic* 7-6-2011 <http://www.azcentral.com/community/northvalley/articles/2011/07/05/20110705islamic-center-north-phoenix-helps-bosnians-adjust.html>
  - **Sikh Temple 4950 West Tonopah Drive, Glendale, AZ 85308** [nishkamseva.org](http://nishkamseva.org)
  - **Bharatiya Ekta Mandir Hindu & Jain Temple of Arizona, 2804 W. Maryland Ave., Phoenix AZ 85017** <http://www.ektamandirarizona.org/>
  - **Maha Ganapati Temple of Arizona** (Hindu), 51293 W Teel Rd, Maricopa City, AZ 85139 (too far away for today). [http://www.ganapati.org/mgtoa/home/home\\_events.php](http://www.ganapati.org/mgtoa/home/home_events.php)

---

**Meeting Place for WK 3 1/25:** Hopefully we will explore the Foreign-Trade Zone next week. Please check Blackboard for location and readings to prepare for next week.

**DON'T FORGET DUE NEXT WEEK:** Submit your write up of 2-3 pages about this week's activities; must integrate at least one of the primary readings assigned (may *also* integrate any of the other sources provided on BB). Address your World Wide Web audience!



# Ethnographic Field Lab

## Tracking the Transnational in Metro Phoenix

Schedule for WK 3 January 25, 2013

### Local Impact of Global Migrant Communities

**MEETING PLACE for January 25** *Please try to carpool.*

**9:30-11:00 Puente Movement**, 1306 E Van Buren. Park in lot in back. Consolidate cars from there. Meet with Diana Perez-Ramirez & Carlos Garcia to learn about advocacy activities of Phoenix migrant communities, Barrio Defense Committees and more.



“As a grassroots community-based group Puente promotes justice, non-violence, interdependence and human dignity. Puente Arizona works to empower the community and build bridges by working collaboratively with various organizations and individuals.”

**11:15-12:15 Lunch & discussion.** Consider *La Tolteca*, nearby at 1205 East Van Buren Street; or Ranch Market at 16<sup>th</sup> St & Roosevelt (northeast corner).

**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 new facility lot across street. Go to older building, front door.



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, serving Muslim migrants from all over the world. Men and women sit in separate areas. After the service we will meet briefly with Usama Shami, president/board chair of the Center, for a Q/A about the community served by the Center.

**2:30-3:00 Lost Boys Center for Leadership Development**, 701 N. 1st Street, Suite 100. Meet with Jany Deng, Program Manager, to learn about the Center, the story of the Sudanese



refugees known as the “lost boys” (who are now all young men) and activities of this community in Phoenix. The Center’s mission “seeks to give the generation of South Sudanese men and women who lost their childhood to war a chance to help build a brighter future for South Sudan’s children.”

**READINGS FOR TODAY’S FIELD WORK** (posted on Blackboard—see web link supplements too)

- Douglas S. Massey-“Five Myths About Immigration: Common Misconceptions Underlying US Border-Enforcement Policy” *Immig Policy Ctr*, 2005.
- Witness for Peace, “Forced From Home: US Trade Policy & Immigration” 2007
- Saskia Sassen, “The City: Strategic Site/New Frontier,” in *Quaders d’arquitectura i urbanisme: Frontera*, Barcelona: Col·legi d’Arquitectes de Catalunya, 2001 12-15
- Kristin Koptiuch, “Cruzando Fronteras/Crossing Phoenix,” 2012 <http://urbanvignettes.com/weekly-themed-posts/signs/3930/>
- David Bacon, “Displaced, Unequal & Criminalized: Fighting for the Rights of Migrants in the US” 2012 excerpt

**3:30 Wrap-up at Lost Boys Center.** We may run out of time! Next week: Foreign Trade Zones!



# Ethnographic Field Lab

## Tracking the Transnational in Metro Phoenix

Schedule for WK 4 February 2, 2013

### Foreign Trade Zones: Global Borders Inside the City

**MEETING PLACE** *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 ASU class tour led by Dax Ramirez), and he will open the gate (he will have a list of our names). SUMCO are a TSA-certified facility because it is in an FTZ subzone, hence the enhanced security. **Cell phones and cameras are not permitted inside** (*please 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; because we can't bring phones in, after meeting time call Nancy Norman (External Affairs Coordinator) at 602.695.8238.

SUMCO is a Japanese-owned global corporation: "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 plant with ASU alumnus **Dax Ramirez** who is CZ Supervisor at SUMCO.

**Lunch on the fly**—have a quick bite during the next activity. Try a fabulous red machaca burro at Carolina's Mexican Food, 1202 E. Mohave St. It's crowded at noon but that's part of the experience. **PLEASE WATCH THE TIME!** Leave in time to park downtown for next activity.

**11:30-1:30 Explore the global "border" of FTZ No. 75 at Sky Harbor Center.** Use handout map of the FTZ boundaries to 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 16<sup>th</sup> St you can enter at Grant St and at Buckeye. It's an interesting industrial area. See if you can enter any of the businesses and ask staff what do they know about the FTZ. You can get a slightly elevated view of the zone from the new Rental Car Center (drive into the car pickup, park in free 1-hour space, take elevator upstairs).





**The Golden Gate Barrio** once occupied the FTZ site before the barrio was razed by the City of Phoenix thru eminent domain and 'urban removal' in the late 1970s/early 1980s (see reading by Pete Dimas). All that remains is the **Sacred Heart church** (ne corner 16<sup>th</sup> St & Buckeye), marooned in an empty field once the site of the historic Mexican American barrio. **Walk to the church** for a photo op and to soak in the *erasure* of the local community (park just north of it off 16<sup>th</sup> St, in a business lot). **Watch for murals** commemorating the barrio **on east side of 16<sup>th</sup> St FTZ wall**. 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—do they realize that a “border” into the globe is right across the street...

**2:00-3:30 Appointment with the Denise Yañez, FTZ Administrator for the City of Phx, in City Hall** in downtown Phoenix (200 W Washington, northeast corner with 3<sup>rd</sup> Ave; **20<sup>th</sup> floor**). Let's strategize for parking (city structure on 3<sup>rd</sup> Av, S of Washington) before we go. **Make sure to get there on time!**



**3:30-3:40 Quick wrap-up in the lobby of City Hall**

**READINGS FOR TODAY'S FIELD WORK** (posted on Blackboard—see web link supplements too)  
Key readings focusing on Foreign Trade Zones and also the Golden Gate Barrio:

- Koptiuch, Kristin, “Urban Culture and the Transnational Space of Foreign Trade Zones in Metro Phoenix,” Unfunded grant proposal, 2007
- Foreign Trade Zones—special advertising section of *Journal of Commerce*, Sept 3, 2012
- Mathur, Lynette Knowles & Ike Mathur, “The Effectiveness of the Foreign-Trade Zone as an Export Promotion Program: Policy Issues & Alternatives.” *Journal of Macromarketing* Fall 1997: 20-31
- Dimas, Pete R, *Progress and a Mexican American Community's Struggle for Existence: Phoenix's Golden Gate Barrio*. Peter Lang, 1999 (selections)

Supplements:

- Animated Visualization of Urban Change 1930-2009: Two global movements transform local Phoenix space (appearance & disappearance of Golden Gate Barrio--web link)
- Web sites—links to places we will visit, and selection of short pieces/links on FTZ's and on Golden Gate Barrio.

**DON'T FORGET TO TURN IN A NEW PROJECT WRITEUP EACH WEEK!**

**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 8, 2013

### Immigration and the Global Cultural Impact on Metro Phoenix

**MEETING PLACE** *Please try to carpool.*

**9:30-11:00 am US Customs & Immigration**

Services field office, 1330 South 16th Street, parking lot on southwest corner of Buckeye & S 16<sup>th</sup> St.

PLEASE BRING A PHOTO ID (e.g. driver's

license). Go to entry, they should be expecting our

class; you will need to go thru airport-like security (don't bring any sharp objects etc). Meet with Cynthia Zamora, Supervisory Immigration Service Officer, for a mini-tour and "immigration 101" presentation and discussion of the responsibilities of USCIS.

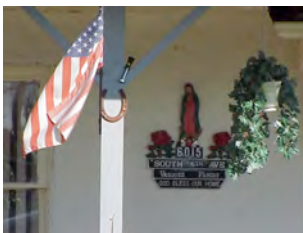


**U.S. Citizenship  
and Immigration  
Services**



**11:00-11:40** Explore again quickly, the site of the **Phoenix Foreign Trade Zone** and former **Golden Gate Barrio**. Be sure to **walk to the Sacred Heart church** (ne corner 16<sup>th</sup> St & Buckeye), marooned in an empty field where the historic Mexican American barrio once stood before it was razed thru eminent domain and 'urban removal' in the late 1970s/early 1980s. (see reading by Pete Dimas). **Watch for murals** commemorating the barrio on the east side of 16<sup>th</sup> St. You can get an elevated view of the zone from the 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!

**12:00-2:00 Lunch and CHINESE NEW YEAR CELEBRATION at the COFCO Chinese Cultural Center, 668 N. 44th St., Phoenix, AZ 85008.** Note: There is a \$5 charge for parking today (let's consolidate cars at USCIS to share cost). The opening ceremony for the weekend of festivities is scheduled for noon, and the Food Pavilion should be a great place for lunch!



**2:00-3:30 Neighborhood Identity &**

**Landscape Survey.** Following field techniques used by Blake & Arreola for their study of the urban geography of standard Phoenix subdivisions, class research teams will each "read the landscape" of one heavily immigrant neighborhood in central Phoenix (selected 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, worth a quick visit to E Africa (*and* other Asia's) on E McDowell Rd at Juba Restaurant & strip mall.

**3:25 If feasible, wrap-up back at parking lot at US Customs & Immig Services, 16<sup>th</sup> St south of Buckeye, OR meet somewhere near 32<sup>nd</sup> St and McDowell.**



Posted on Blackboard:

- **Web sites of places we hope to visit this week**
- **Guide and Maps for Neighborhood Identity & Landscape Survey (to be handed out)**

### ASSIGNED READINGS:

Mike Davis, "The Latino Metropolis", from his book *Magical Urbanism: Latinos Reinvent the US City*, Verso 2000: 39-49

Zoom thru these few pages quickly to see how Davis opens up a look at the distinctive global connections in the historical geography of Latino settlement patterns in non-border cities (in his case, Los Angeles & New York; in our case, Phoenix!)

Blake Kevin S. & Daniel D. Arreola. "Residential Subdivision Identity in Metropolitan Phoenix," *Landscape Journal* 15(1)1996: 23-35

NOTE: we will use this article to guide our landscape identity survey of residential neighborhoods this week in class. PLEASE DO READ IT SO THAT YOU'LL UNDERSTAND WHAT WE'RE LOOKING FOR!! The authors survey ordinary subdivisions and masterplanned communities to argue that they *do* have distinctive identity (yes, they're pushing it a bit!)

Rojas, James. "The Latino Use of Space in East Los Angeles," in Gustavo Leclerc, Raul Villa, Michael J. Dear, eds, *Urban Latino Cultures: La Vida Latina en L.A.*, Sage 1999: 131-136

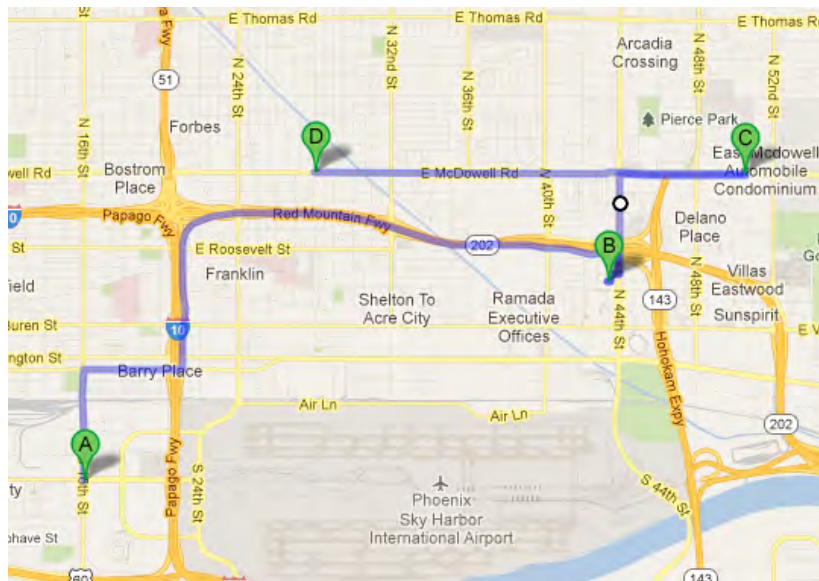
\*\*\*Very insightful article for learning how to "read" the urban residential landscape! In contrast to Blake & Arreola, Rojas shows how a careful reading of the urban Latino vernacular (everyday urbanism, the opposite of masterplanning) brings new perspective to American suburbs in ways not at all considered by Blake & Arreola.

Phillips, Susan A. "El Nuevo Mundo: The Landscape of Latino Los Angeles. Photographs by Camilo Jose Vergara," *American Anthropologist* 103(1)2001:15-188

Please pay attention to the *ethics of fieldwork* discussed in the course of this article--good advice for us to keep in mind!

Roy, Ananya. "Placing Planning in the World--Transnationalism as Practice and Critique," *Journal of Planning Education and Research* 31(4)2011:406-415

Some of the planning concepts here will not be familiar to most of you, but this article is worth a quick read to see what the author means by "critical transnationalism." By "seeing from the [Global] South," Roy invites us to adopt a critical transnationalism to grasp urban "counterpractices" [like the Latino use of space that Rojas discusses] that puncture and challenge the type of transnational enforcement of the global border in the Americas. And get this--at a critical point in the article (on p. 412), the author uses Dr Koptiuch's work on US "third-worlding" to develop critical transnationalism!



- A. USCIS 1330 S 16<sup>th</sup> St**
- B. Chinese Cultural Center 668 N 44<sup>th</sup> St**
- C. Juba Restaurant 5050 E McDowell (at 50<sup>th</sup> St)**
- D. From McDowell to Thomas between 24<sup>th</sup> St and 36<sup>th</sup> St for neighborhood survey**

**Next week 2/15 (last fieldwork day!):** Local Responses to Globalization—local food movement, food deserts, and more. We'll help harvest crops at the Crooked Sky Farm—wear work clothes and bring a change of shoes! Look for readings on Blackboard.



# Ethnographic Field Lab

## Tracking the Transnational in Metro Phoenix

Schedule for WK 6 February 15, 2013

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

**MEETING PLACE** *Please carpool—drive carefully!*

**10:00-12:00 am. Crooked Sky Farm. 1601 W. Watkins, Phoenix 85007** (put this address into your GPS to find it easier). It is just south of I-17 on S 16<sup>th</sup> Ave at Watkins. Exit I-17 at 19th Av and go south. Park along the fence--be careful--city requires space between curb and fence, so don't drive into the gully by the curb!



*Wear your work clothes, we'll be helping to harvest the crops! And then we'll get a tour of the farm and discussion. Part of the locally grown, sustainable agriculture, small-farm movement.*

### LUNCH OPTIONS?



**Locavore food (fancy): The Farm Kitchen, Farm at South Mountain, 6106 S. 32nd Street Phoenix, AZ 85042** (just south of Southern on the west side of 32nd Street)

*Or*

**Mercado de los Cielos**, food mall at makeover of Desert Sky Mall for the Latino market. In the Maryvale Village Primary Core, 7611 W Thomas Rd, Phoenix, AZ 85033

*Or*



**Nogales Hot Dogs (around 35<sup>th</sup> Ave & McDowell?)**

If we stay together for lunch we can discuss the local response to the global and link it to what we've learned from the farm and readings.



### AFTERNOON ACTIVITY



**Food Desert Locator** Can we explore neighborhoods based on reading materials on food deserts in Phoenix area, including especially South Phoenix & Maryvale? *See printout of Phoenix food desert map.*

**WRAP-UP LOCATION TO BE DECIDED, FINISH BY 3:40** Discuss plans for next week 2/22  
**LAST CLASS!** Free morning to finish conducting research, finalize ethnographic projects;  
12:00-3:40 West campus CLCC 210 to complete web portfolios and present to the class. **All projects and web site must be done by Sunday 2/24.** Grades are due March 1!

## READING FOR WEEK

Wikipedia: Locavores. Get a basic grasp of what Locavore food advocates are about. Also see <http://www.locavores.com/> (San Francisco area)

Gary Nabhan, "Caring Capacity versus Carrying Capacity: Re-Designing Borderland Food Systems for the Health of the Land and the Health of Its Multicultural Communities."

Garynabhan.com 2011

"Gary Paul Nabhan is an internationally-celebrated nature writer, seed saver, conservation biologist and sustainable agriculture activist who has been called " the father of the local food movement" by Mother Earth News. Gary is also an orchard-keeper, wild forager and Ecumenical Franciscan brother in his hometown of Patagonia, Arizona near the Mexican border." This piece squarely brings to the southwest borderlands many of the big-picture issues in the local food movement.

Joan Gross, "Constructing a Community Food Economy." *Food and Foodways* 19: 2011: 181-200

Discusses paradigm shifts in US food system and problems that the "hypercommodification" of the global food system poses for local food movements, including the dilemma of cost. What can we learn about these issues for Arizona's Valley of the Sun from her case example in Oregon's Willamette Valley?

Carissa Taylor et al, "Maryvale Nutrition Environment Measures Survey: Availability and Affordability of Healthy Food Options in Maryvale and Canyon Corridor—Phoenix, Arizona. September 2011.

A report on nutrition and food deserts in Maryvale, (see also a couple of short news pieces on food deserts in Phx).

### Other local food sites to explore another time:



**new roots**  
Growing good from the ground up.

Hoped to visit with refugee farmers this week but plans didn't work out.

If we really want to drive far today, we could go here (or save for another time!):

**—QUEEN CREEK—  
OLIVE MILL**

**Queen Creek Olive Mill**, 25062 S. Meridian Road Queen Creek, AZ. 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.



# Ethnographic Field Lab

## Tracking the Transnational in Metro Phoenix

Schedule for WK 7 February 22, 2013

### Final Class! Wrap-Up and Finish Web Sites

**MEETING PLACE: 12:00 noon @ West Campus CLCC 216**

Use the morning to finish up field research, finish writing projects, etc. We will use the afternoon as a **web workshop** for everyone to complete their web portfolios. You really need to have your papers ready so you can do your web sites! Dr K will bring Vietnamese sandwiches so we can have a working lunch!

**INDEPENDENT PROJECTS:** Everyone should be ready to tell us informally what you did for your independent project. You do not need to be done with your web page for this to tell us about what you did.

<http://ethnographicfieldlab2013.jimdo.com>

#### To be best prepared for producing your web sites:

- 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!**
  - NOTE: I WILL FINISH POSTING TO OUR **COURSE PHOTOGALLERY** ALL PHOTOS THAT EVERYONE HAS GIVEN ME ON DROPBOX. Everyone can access and use these photos for your web sites; they are downloadable, <http://ethnographicfieldlab2013.jimdo.com/photogallery/>. If you still have more, please put them into the dropbox. If you cannot figure this out, bring them on a flash drive so i can get them from you in class.
- I will add the **maps** we've used to the web site as well, in case you want to put them in your web pages (e.g. the historic maps of the Golden Gate Barrio area, food deserts, etc)
  - You can also make your own maps for a particular neighborhood using the same NY Times web site that i used for the census data maps, <http://projects.nytimes.com/census/2010/explorer>. This link and the county aerial photos are posted on our course home page under the Resources button.
  - You can also insert a **google map** in your web pages if you wish to mark the locations of your project discussions. You can create an internal link to your projects directly from the google map points.

## Important Points to Remember When Writing Up Your Remaining Projects

1) YOU MUST CITE AT LEAST ONE OF OUR COURSE READINGS in each of your papers! You can certainly integrate more than one--and be sure to use the ones that are most relevant to your discussion. **I WILL NO LONGER READ ANY PAPERS WITHOUT CITATIONS UNLESS YOU ARE CONTENT WITH A 'C' GRADE ON THE PAPER** (*you* decide!)

- NOTE: Yes, you can include info from and cite any of the web sources about our field sites. But *these are not our core assigned readings*—you *also* need to integrate one of the core readings listed on the syllabus schedule for each week's assignments.

2) PLEASE USE THE AUTHOR'S NAME(S) AND THE TITLE OF THE ARTICLE/BOOK right in your sentences! Because these papers will be on your web site, this method of citation will be more informative for your readers.

e.g. In "Forced From Home" authors at the organization Witness for Peace explain that a key effect of the North Atlantic Free Trade Agreement (NAFTA) was to increase migration from Mexico...

3) PUT YOURSELF IN THE STORY--as ethnographer, you are the observer/listener, so acknowledge yourself as the I/eye of the story (no generic "you" or "one")

4) ADDRESS OUR COURSE THEMES--How does your discussion relate to our larger course themes? Addressing this makes a good way to conclude your essays. How do your observations speak to the ways that the global gets materialized in our local communities? How has our local metro community become a transnational site due to the impact of globalization? **Please re-read page one of the syllabus to remind you about our key themes.**

3) BE SURE TO INCLUDE A BIBLIOGRAPHY WITH FULL CITATION INFO. You may either put the citations at the end of each project, or create one web page for Sources Consulted, and put there all the sources from all your projects.

- Please alphabetize your bibliography by author's last name!
- You can easily get the proper citation listing by copying the source from the weekly syllabus schedules. Just make sure to put author last name first.

---

This course has flown by very quickly—that's what makes it an intensive course! Please make every effort to **complete all your projects by Sunday night 2/24** (those who work all weekend can have until Tues night, but no later) so that I will have time to review them--grades are due on March 1 and I've got two other courses to run mid-week.

DO NOT WAIT TO SEND ME ALL YOUR REMAINING PAPERS AT ONCE—PLEASE SEND THEM ONE BY ONE AS YOU FINISH THEM.

**PLEASE DON'T FORGET TO DO THE COURSE EVALUATION!!!!**