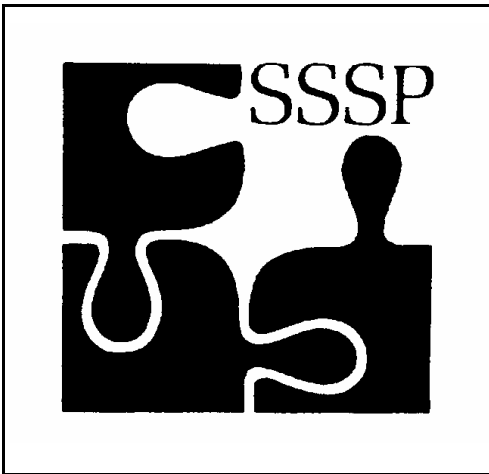


# IE NEWSLETTER

Institutional Ethnography Division of the Society for the Study of Social Problems

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## *FROM THE DIVISION CHAIR*

*Alison I. Griffith*

Hello again! Our Annual Meeting this year in Montreal is coming together. The SSSP program mavens are working madly to schedule the sessions and meetings. If you have suggestions for programming, the newsletter, or events you'd like to see at future Annual Meetings, please pass them on to me.

The newsletters have been very interesting this year. (Cheers for Paul can be heard throughout the nation[s]). The book reviews in this and the previous newsletter are both helpful and useful. Thanks to those of you who contributed.

The Annual Meetings of the Congress for the Humanities and Social Sciences were held at York University at the end of May and into the beginning of June (<http://www.fedcan.ca/congress2006/>). The Canadian Sociology and Anthropology Association ([www.csa.ca](http://www.csa.ca)) and the Canadian Society for Studies in Education ([www.csse.ca](http://www.csse.ca)), among other scholarly societies, have their annual conference each year at that time. Many Institutional Ethnographers presented their work in paper sessions and workshops. The societies' websites may still be up when you receive this newsletter and you can search their programs for IE researchers and their papers. Next year, the Congresses will be held at the University of Saskatchewan.

Speaking of conferences, in March I went to the Ethnography in Education Conference at the Facultad de Filosofia y Letras of the Universidad de Buenos Aires. The Conference participants were primarily critical anthropologists and most were Spanish-speaking. Many papers were discussions of social action in Latin America. My paper was well received and IE-referenced discussions went on throughout the conference. The participants, who came from Argentina as well as other countries in Latin America, were very

interested in the possibilities IE presents for analysis and social action research.

Perhaps you have a conference you'd like us to know about or a report of one you attended. Please send your contributions to our newsletter editor, Paul Luken ([pluken@westga.edu](mailto:pluken@westga.edu)).

Finally, please take a good look at the agenda posted in this newsletter for the IE Division Annual Business Meeting. One of the agenda items is the program for next year's conference that will be held in New York. I'm hoping our program next year will be as exciting as the one this year.

À bientôt  
Alison

### ***Social Problems* Sponsors a Special Section on Institutional Ethnography**

The August 2006 issue of *Social Problems* will contain a special section on Institutional Ethnography. This project was initiated and directed by former editor, James Holstein. Current editor, Amy S. Wharton, informs us that we can look forward to the following articles:

“Introduction”  
James Holstein

“What is Institutional Ethnography?”  
Marjorie DeVault

“Standardizing Child Rearing Through Housing”  
Paul C. Luken and Suzanne Vaughan

“Compromises to Carework: The Social Organization of Mothers' Experiences in the Low-Wage Labor Market after Welfare Reform”  
Jill Weigt

“Working the System: Re-thinking the Role of Mothers and the Reduction of ‘Risk’ in Child Protection Risk”  
Debra Brown

## **IE Division Selects First Chair-elect**

Marjorie DeVault, Syracuse University, has been selected to serve as the IE Division's chair-elect. She will be installed at the division's business meeting in August. Marj will serve in the capacity of chair-elect for one year and will begin a two-year term as division chair in August 2007.



Congratulations, Marj! We look forward to your leadership.

### **An Invitation to Contributing Authors**

Sage Publications has announced that it will publish in 2007 a two-volume, multidisciplinary *Encyclopedia of Social Problems*, a premier reference tool for students, scholars, and professionals with a wide variety of specialties. General Editor Vincent N. Parrillo invites author contributors for the 700 entries of varying lengths (500, 1,000, 1,500, or 2,500 words). If you are interested in writing an entry (with a byline), send an e-mail to [parrillov@wpunj.edu](mailto:parrillov@wpunj.edu), giving your name, affiliation, address, phone number, c.v., and a short list of subject areas of greatest interest to you.

### **Welcome New Members**

(February 22 – June 7, 2006)

Ryan Centner  
Marcella C. Gemelli  
Melanie M. Muise  
Regina Titi Seyire  
Sandra Tam

Jennifer Nargang Chernega  
Peter J. Marina  
Carey Sargent  
Brian Sweeney  
Kendra Yoder

## News from Australia

Hello, my name is Lauri Grace and I'm delighted (and not a little relieved) to advise that my PhD thesis entitled 'Language, power and ruling relations in Vocational Education and Training' has recently passed the examination process, and I will be graduating in October. I undertook my research through the Faculty of Education, Deakin University, Victoria, Australia, under the supervision of Associate Professor John Henry. My study used institutional ethnography to explore the text-based regulatory framework of the Australian Vocational Education and Training sector. This regulatory framework is established through multiple levels of ruling texts that operate in a 'symbiotic relationship' and connect local sites to national government agendas. National competency standards are used to assess local workplace practice and a national compliance framework is used to audit local learning and assessment practice. My thesis argues that these regulatory texts socially organise the content and delivery of learning and assessment activities. Education and training practitioners struggle to use these texts to support good practice, and their hidden work maintains an unstable system. Yet the extralocal mode of ruling offers no room to challenge established policy.

In January 2006 I took up a lecturing position in the Faculty of Education at Deakin, where I am now teaching in the Master of Professional Education and Training program and the Graduate Diploma of Education (Applied Learning) program. I am also supervising my first Higher Degree by Research students. With the encouragement of my Faculty I am continuing to publish from my PhD research, and one of my objectives is to introduce institutional ethnography to other practitioner researchers in Vocational Education and Training.

The library copies of my thesis are currently with the bookbinder, and I am exploring the option of making an electronic copy of the thesis available through a digital thesis collection and also through a personal webpage (which is yet to be set up). If you

are interested in more information about my research project, including links to the papers I have published from it, please contact me at [lauri.grace@deakin.edu.au](mailto:lauri.grace@deakin.edu.au).

I am very excited to be attending the Annual Meeting in Montreal, and have been accepted to present a paper from my PhD research. I am certainly looking forward to meeting other institutional ethnographers and sharing our research interests and experiences.

*[Not only will Lauri Grace be attending the SSSP meetings in Montreal, but the Graduate Student Paper Committee, Kamini Grahame and Amy Best, are pleased to announce that she will receive the George Smith Award for her outstanding paper, "Mapping the Social Relations of the Australian Vocational Educational and Training Sector." Lauri will present her paper as part of Session 50, on Friday, August 11, 12:30-2:10; and she will be recognized at the awards banquet later that evening. Her achievement will also be acknowledged during the Division's Business Meeting. Congratulations, Lauri!]*

## 2006 IE Business Meeting Agenda

1. Chair's remarks
  - a. Welcome
  - b. 2006 Program
2. Old business
  - a. SSSP and IE election results
3. Committee reports
  - a. Graduate Student Paper Award – Kamini Maraj Grahame
  - b. Nominations – Erik Mykhalovskiy
4. 2007 Meeting
  - a. IE Theme sessions
  - b. Reminder of session proposals and paper proposals due dates
  - c. Committees
    - i. Graduate Student Paper Award
    - ii. Nominations Committee
5. New business

## Reviews of Recent Books for Your Shelves

Members of the IE Division have been very productive, and we are pleased to present three more reviews of recent books. In this issue we present reviews of books by Alison Griffith and Dorothy Smith, Marilee Reimer, and Darin Weinberg. Thanks are extended to the reviewers: Jane Hood, Gillian Walker, and Gale Miller. (Pics of the book jackets come from Amazon.com.)

Several IE Newsletter readers have commented that they appreciate the reviews and wish they were more aware of recent IE books and articles. So, please, write to me about your work. Members of the Division want to hear from you!

***Mothering for Schooling* by Alison I. Griffith and Dorothy E. Smith. RoutledgeFalmer, 2005. 126 pages.**



Like many Institutional Ethnography studies, *Mothering for Schooling*, has its roots in the daily struggles of specific peoples' lives. In this case, the people are Alison Griffith and Dorothy Smith who walked the ravines of Toronto while discussing present and past relationships to their children's schools. From these conversations emerged both Alison's work on schooling and the ideology of mothering in single parent families (1984 to present), and this jointly authored monograph.

By comparing and contrasting the experiences of six families in the middle class Uptown School of "Maltby" with those of six families whose children attended the working class Downtown School, this analysis reveals a complex web of relationships among social class, the organization of work and

schools, husband-wife relationships, school systems, public funding, and the historical place of the family in the institutional nexus. Interviews with teachers, principals, and school superintendent complement those with mothers.

Although the authors do not specifically cite the work/family literature, their study is a substantial contribution to that body of research begun in the 1970's by scholars such as Bailyn, Kanter, and Pleck (See Hood, 1983). However, in this study the school replaces the public workplace, and the actual work is done by mothers (and some fathers) as they come up with ways to relate to their children's schooling.

The focal children in this study are second graders in two-parent families. The Uptown School children are more likely than their Downtown counterparts to have a mother at home when they return from school, and their mothers take a more active part in "teaching" their children at home than do most of the Downtown mothers. In plentiful and fascinating interview excerpts, we learn that mothers not only help with homework but also construct their own supplemental learning experiences to help their children master basic skills. One Downtown mother for example constructed hundreds of phonics flash cards illustrated by "apples" for "A" to teach her older daughter the alphabetic code (p.93). However, by the time her second child was ready for school, this mother was working in the afternoons and evenings and could not take the time to supplement her youngest daughter's education.

Throughout the book, readers will find many examples of the ways in which class shapes “mothering for schooling.” In fact, the authors tell us that the teachers in Downtown School do not expect any help from parents and do not encourage it, whereas teachers in Uptown School may rely upon parents to supplement the teaching of art and music as well as to provide remedial education to their own children if they fall behind in mastering basic skills.

In their conclusion, Griffith and Smith provide evidence that as school budgets are cut, families are increasingly expected to fill the gaps in their children's education (130). Given the class differences in parents' abilities to carry out this task, the authors describe the ways in which the *engine of inequality* (127) can work to enhance the education of middle class children while detracting from that of working class students. To short circuit this engine, Griffith and Smith suggest programs such as Head Start and changes in class size and pedagogic practices.

*Mothering for Schooling* ought to be required reading for scholars in sociology of education, the family, and work and family. However, any of us who ever stayed up at night to help our kids finish a science project will find the book both enjoyable and enlightening. As the mother of a boy who had trouble learning to read, I was able to personally relate to many of the mothers' stories. And because this monograph is both short and engaging, it should be useful in both upper-level undergraduate and graduate courses.

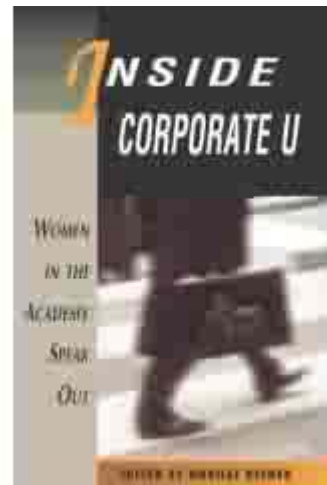
*Mothering for Schooling* is an important book the significance of which is far larger than its size. I would have liked to hear a bit more from the authors about how they selected their families and why all or most of the examples seem to have come from second graders. And, as a Grounded Theorist, I am puzzled by what appears to be an a priori decision to interview six families each from the Uptown and Downtown schools rather than use

saturation as a criterion for stopping interviews. Finally, I encourage researchers who take up where Griffith and Smith left off to expand their literature review to encompass work/family research. Nonetheless, I was delighted to have had the opportunity to review *Mothering for Schooling*.

Jane C. Hood (1993), Introduction to *Men, Work, and Family* x-xv. Newbury Park, CA: Sage Publications.

— review by Jane Hood,  
University of New Mexico

***Inside Corporate U: Women in the Academy Speak Out* edited by Marilee Reimer.  
Sumach Press, 2004. 312 pages.**



Twenty-plus years ago I stood in store surrounded by books, journals and magazines published by, for and about women. I had been reading about early feminism, amazed by the progress made by past generations and appalled that we of the so called “second wave” had known so little about it. As I looked around I remember thinking “surely all this knowledge, communication and connection can’t be taken away from us, we can’t be made invisible again.”

Reading editor Marilee Reimer’s collection confirms disquieting evidence all around us that it could happen. The “feminist project,” as contributor



Claire Polster calls it, is being rendered irrelevant within the university and beyond, by the larger organizational processes of marketization and analogous administrative practices that are privatizing knowledge and turning it and education into a commodity. The specifics of how this is actually happening, and its significance for education in general, and for women and women's programs in the academy in particular, make disturbing reading.

Fourteen papers cover the context and implications for women of the corporate university in relation to: women's careers; employment and education equity; women's studies programs; and the student experience. Contributors address aspects of what Dorothy Smith, in her important overview chapter, delineates as the re-inscription of the old regimes of patriarchy as globally reordered class relations. Building on previous analysis of the way in which the corporate university is implicated in this restructuring, the papers show how increasing regulation, accountability and commodification, with a concomitant shift away from humanities and social sciences and toward management, business, engineering and science, has an impact on women. Revealed is a pattern of under-resourcing, intensification of labour, loss of autonomy in curriculum and pedagogy, fewer equity provisions, exclusion from funding and research hirings, exhaustion and sickness among overworked faculty and administrators along with the marginalization and exploitation of an increasing population of part-time and untenured women.

The challenge for the future, Smith suggests, lies in our ability to find new ways to be effective both now and in what we can pass on to future generations. It is a challenge addressed by a number of contributors. Reimer calls for more research, analysis and speaking out against the disenfranchisement of ever increasing populations as privatization proceeds within the university. Taking attacks on academic freedom as a lens illuminating the potentially gendered consequences of corporatization, Hornosty argues for the

independence of universities from external economic or political pressures. This position is taken further by Polster, whose exploration of the implications of intellectual property laws leads her to the conclusion that feminists and eventually all academics should organize to seek exemption from intellectual property rights. This would be part of a broader campaign to save the liberal university by withdrawing from privatized knowledge systems and reinstating public universities and public scholars. Eyre recognizes the many levels involved in confronting the impact of corporatization on public schooling and on teacher education. Further research into marketization in different contexts and into successful forms of resistance must be teamed with advocacy and collective organizing.

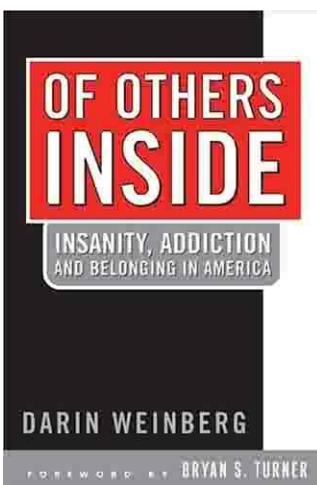
Reviewing the situation of women as contract and untenured academics, Paul suggests that faculty associations, unions and regular faculty fight on their behalf for more equitable policies, for the ultimate good of the university system. Brule, examines the social construction of students as autonomous consumers of vocationally oriented, employment-related, faculty-provided services. She notes that this trend actually diminishes student choice, faculty's professional judgment as educators and the possibility of alternative learning opportunities. Collaborative resistance, with students, could lead to a redefinition of notions, in our own terms, of accountability, professionalism and quality education.

Perhaps the most refreshing approach to reclaiming education in our own terms comes from the last chapter. Designing and applying computer-mediated resources, Alexander has produced amazingly innovative, interactive and socially activist course material. While acknowledging that her approach is not for everyone, she introduces strategies that use information and communications technologies (ICTs) to challenge market driven technological imperatives and develop a feminist pedagogy that offers an alternative vision of intellectual engagement.

Smith notes the difficulty of seeing clearly what kind of society is emerging in North America as we go through changes which, she suggests, “points to capital’s increasingly comprehensive capacity to subordinate...the forms of the ruling relations that organize people’s everyday lives” and marks “the emergence of what might be called a totalitarianism of capital, in contrast to earlier totalitarianisms of state power.”(p.40) As we attempt to sustain the feminist project and the liberal university, the knowledge provided by this collection may help to explicate and perhaps alleviate some of the pain and isolation many of us have experienced when our research, teaching and administrative work is devalued and marginalized, often in ways that attack personal integrity and competence. The collection makes a major contribution to beginning to see more clearly what is going on in institutions of higher learning as we struggle on this shifting terrain.

— review by Gillian Walker  
Professor Emerita  
Carleton University  
Vancouver

***Of Others Inside: Insanity, Addiction and Belonging in America* by Darin Weinberg.  
Temple University Press, 2005. 248 pages.**



This is a comparative ethnography of insanity and addiction in the United States. Weinberg skillfully

analyzes the relationships linking macro historical processes, social policy interests, and the everyday activities of program administrators, staff and participants in mental health and addiction abatement programs. He addresses these issues in two overlapping ways. First, the book is arranged as an introductory chapter, Part I (“A History of Insanities and Addictions Among Marginalized Americans”), Part II (“A Tale of Two Programs”), and a concluding chapter. The introductory chapter lays out the central issues of the study. Weinberg reconsiders these issues in the final chapter, where he also discusses some of the implications of the study.

Part I consists of two chapters. The first (“Setting the Stage”) discusses the history of American orientations to marginalized groups that might be defined as insane and addicted. Weinberg traces the interconnected and competing moral, political, practical and “scientific” interests that have shaped public discussions of marginalized groups since colonial times. The second chapter (“Addictions and Insanities: Two Fields and Their Phenomena”) focuses on the rise of addiction and insanity as distinctive fields within the “troubled persons industry” (Loseke 1999). Part II also includes two chapters. They focus on two treatment programs in which Weinberg conducted ethnographic research. The first program—Canyon House—was a residential treatment center designed to address the unique needs of persons suffering from multiple social problems and who were defined by treatment professionals as “difficult cases.” Weinberg analyzes the efforts of staff and residents to foster sobriety and independent living through “right living” (i.e., becoming morally responsible members of this institutional community). The second research site was Twilights, which was intended to replicate the Canyon House program.

The second way that Weinberg addresses the central issues of the book is by constructing a series of analytic distinctions and paradoxes (this is my term not his) that appear in various forms throughout the book. Weinberg tells us at the outset that a major

paradox of the book involves the seemingly irreconcilable contradictions between the objectivist and social constructionist perspectives. Nonetheless, he adopts an objectivist-social constructionist perspective in analyzing his data, and shows that it is not necessary or advisable to reject all materialist definitions of mental illness and addiction in analyzing them as socially constructed realities.

Another important set of distinctions and paradoxes involve Weinberg's use of the term "others inside." He states that the term refers to how illness may be experienced as being "possessed" by an entity inside of oneself that is also distinct from oneself, and to how illness involves becoming a member (insider) of illness communities that are separate from communities of the non-ill. This definition allows Weinberg to address a number of complexities in his data. For example, he uses the first part of the definition to analyze the uncertainty and contestability of personal agency in Canyon House and Twilights. Because both the program participants and the entities inside of them possess sufficient agency to cause the participants' behavior, the question of who is responsible for the behavior in question was always potentially available for discussion.

A related paradox turns on how treatment programs intended to foster changes within individuals are also moral communities that define change as proper community participation. The term "right living" captures some important aspects of such moral communities. This aspect of Canyon House also resonates with themes running through much of the history of social policies concerned with marginalized groups in the United States as well as with other contemporary treatment programs, such as CoDA (Irvine 1999).

Looked at one way, this book is a testament to administrators', staff members' and residents' artful management of the seeming contradictions and practical limitations that pervade life in Canyon House and Twilights, including how they humanize

otherwise dehumanizing contexts. The analysis also shows how the paradoxes, dilemmas and constraints that organize Canyon House and Twilights are linked to ambiguities and inconsistencies in the history and culture of the United States. It is perhaps not surprising that ambiguities and uncertainties about such basic cultural distinctions as individuality-community, conformity-difference and accountability-forgiveness would be accentuated in social policies and programs focused on marginalized groups.

Irvine, Leslie. *Codependent Forevermore: The Invention of Self in a Twelve Step Group*. Chicago: University of Chicago Press (1999).

Loseke, Donileen R. *Thinking About Social Problems: An Introduction to Constructionist Perspectives*. Hawthorne, NY: Aldine de Gruyter.

— review by Gale Miller  
Marquette University

### **Further Comments by Marie Campbell on Her Participation in George Soros' Open Society Institute – Academic Fellowship Program**

I have been putting off writing my follow-up comments for publication in the newsletter because, as you all may imagine, writing about participating in this massive scholarly undertaking while working in it, and attempting to contribute something useful to the university faculty and students I'm working with, is a daunting task. How successful can my "report" be? I worry that my comments won't be either sufficient to tell the story of the program properly, or to offer insight into what I am learning as I participate. A variety of options is available to me.

I can tell the story of my visits as a travelogue. Whatever else I am, I am also a tourist and most of what I get to know about Kyrgyzstan, I learn as a tourist. On each of my three previous site visits, I



have gone to my attractive guest house that is located just a few minutes walk through the park from the American University of Central Asia in the city of Bishkek. There I settle into my “domic,” which I think is the Russian word for little house – that sits at the back of the property. There, as a tourist, I am very comfortable, with my modern bathroom, air conditioning and heat, TV and VCR, refrigerator, etc. I have American coffee for breakfast - the only place that I’ve found drip coffee in Kyrgyzstan – where tea is the hot drink of choice. Around that area of the city, the Stalinist era housing complexes are big and ugly, but likewise comfortable. My new colleagues from the university purchase apartments in these complexes. Not all the citizens of Bishkek are so comfortably housed. In the outskirts, according to an Art School exhibit I saw recently, an increasing number of migrants from the country live in shelters put together from rubble and cardboard. I don’t know much about the general population’s housing, but an apartment that a group of colleagues and I rented for a weekend in a town outside Bishkek was drafty and very much in need of repair. I suspect that the general low level of the Kyrgyz people’s individual economy is not likely to support the maintenance of their homes at a very high standard.



A typical Kyrgyz landscape

While I make my site visits, I have gained a good deal of tourist knowledge – and it has been great fun; I’ve learned about food by eating out in

Bishkek or at the university cafeteria and by purchasing food in stores (the ethnic diversity in Kyrgyzstan makes for varied cuisine – Turkish, Korean and Uyghur, among others). I have come to understand something about the economy as I shop for and purchase local crafts and jewellery (a former school teacher sells crafts because it pays better than teaching); and in using travel agencies I have gained insider knowledge on how one goes about getting a visa for travel to a neighbouring country (the expectation of bribes). Living in the country, having a semi-permanent “home,” a job and academic colleagues makes for a wonderful “tourist” opportunity. The Open Society Institute’s scholarly program offers additional opportunities to travel and see the sights while attending its conferences and workshops. My interaction with my AUCA colleagues is a personally enriching experience, in all sorts of cultural and intellectual ways. Yet, I want to write about more than being a tourist.



Dinner at a Talas restaurant with the academics and our taxi drivers. I'm enjoying a wonderful mushroom soup, on rich beef broth, with meat and vegetables, as well as pickles and halves of lemons. It is served in clay pots, hot out of the oven. Yummm.

While learning how to conduct my own academic project, I have tried to pay attention to what the program is accomplishing through its goal of bringing new scholarship from the west into the post-soviet countries. I haven’t suppressed my training as an institutional ethnographer and analyst

of institutional knowledge and relations, while I travel. I think about what the universities we know and participate in here at home are accomplishing, how our work as academics is integral to the advancement of the prevailing interests and activities of our society here, for instance. So, I think of (the range of possibilities of) about how globalization works and it seems that bringing ideas and methods from the western academy into Central Asia is part of these poorly understood courses of global action. An article critical of George Soros and his humanitarian work published in the London Review of Books [Vol. 28 No. 7 6 April 2006] was recently forwarded to me. It speaks of the contradictory position of the Soros activities. I recommend it as a way to begin to see “both sides” of the question. I leave next week for my fourth and last visit to Kyrgyzstan, under the program.



Being sold by this Kyrgyz woman at a stand along the highway is the traditional Kyrgyz drink, fermented mare's milk. It is said that the Ghengis Khan and his men celebrated their victories with this drink, and it is still enjoyed by the young women academics traveling with us.

*[The photos are by Dr. Lucie Hribal, a journalism professor and a Swiss member of the Academic Fellowship Program, AUCA. This article was submitted May 11, 2006 – PL.]*

## **Panel Description** **BUILDING JUST, DIVERSE AND** **DEMOCRATIC COMMUNITIES:** **The Case of Academic Freedom**

Academics in general and sociologists in particular have long been advocates of those excluded in U.S. society, including the poor, the non-White, the non-Christian, the disabled, women, gay men, lesbians, bi and transsexuals. Recently, the radical Right has been actively seeking not only to dismantle social programs, abandon civil rights, and increase economic inequality but also to undermine the very freedoms that academics have shared to speak out against such injustices.

This panel explores how academic freedom, as the right to speak out against injustice and inhumanity in its various forms, might be ensured in today's political climate. Melanie Bush from Adelphi University begins by providing an overview of where we stand today. Bart W. Miles and Stephen J. Sills from Wayne State University describe three strategies that faculty researchers have used to challenge the oppressive structures of Institutional Review Boards. G. Anthony Rosso, Academic Freedom Officer for the Southern Connecticut State University chapter of the AAUP, will discuss Association principles of academic freedom and collective bargaining strategies. Gerald Turkel, Chair of AAUP's Committee on Government Relations, will discuss AAUP noncollective bargaining approaches to resisting political attacks on academic freedom. And last but certainly not least, Jameel Jaffer, an attorney for the American Civil Liberties Union who is currently litigating a case filed on behalf of the American Academy of Religion, the American Association of University Professors and PEN American Center, and that names as a plaintiff in the lawsuit Professor Tariq Ramadan, a Swiss intellectual who is widely regarded as a leading scholar of the Muslim world, will discuss the methods of the ACLU. Sponsored by the Standards and Freedom of Research, Publication and Teaching Committee, the panel is scheduled for Saturday, 8/12 from 10:30-12:10 pm.

**SOCIOLGY FOR CHANGING THE WORLD  
SOCIAL MOVEMENTS / SOCIAL RESEARCH**



**EDITORS**  
Caelie Frampton  
Gary Kinsman  
AK Thompson  
Kate Tilleczek

**ABOUT THIS BOOK**

Written for activists and scholars, *Sociology for Changing the World* aims to build connections between social movements and social research. It sets out practical ways to map social relations of struggle and to produce concrete knowledge for more effectively changing the world. Chapters address direct action, union flying squads, homelessness and gentrification, the regulation of transsexuals, national border restrictions, globalization, garment workers and more. Grounded in political activist ethnography and emphasizing confrontation, *Sociology for Changing the World* does not approach social movements as "objects" to be studied but as starting points from which to research and transform ruling regimes.

**WITH CONTRIBUTIONS BY**

Marie Campbell, William K. Carroll, Kathryn Church, John Clarke, Clarice Kuhling, Gary Kinsman, Alex Levant, Eric Mykhalovskiy, Viviane Namaste, Roxana Ng, Dorothy Smith, George Smith, AK Thompson, Cynthia Wright

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## *Institutional Ethnography at the SSSP Annual Meetings*

All sessions are sponsored by the Institutional Ethnography Division of the SSSP unless otherwise noted. Co-sponsors are also listed. Please check the final program for changes.

### **Thursday, August 10**

#### **8:30am - 10:10am**

#### **Session 5: Institutional Ethnography and Activism**

*Room:* Lachine

*Co-sponsor:* Conflict, Social Action and Change Division

*Organizer & Presider:* Dorothy E. Smith, University of Victoria

#### *Papers:*

“Creating the Text that Governs our Lives: The Creation of Syracuse University Disability Policy,” Liat Ben-Moshe, Syracuse University

“Must One have a Place to do Institutional Ethnography?: ‘Looking Up’ at Institutionalized Heteronormativity,” Sara L. Crawley, University of South Florida

“Becoming Voyageurs: Political Activism in the Context of Interuniversity Sport,” Melanie Muise, Laurentian University

“Equity Targets and the Corporate Numbers Game: ‘Women in Computing’ as an Ethnographic Problematic in Higher Education,” Susan Michele Sturman, Ontario Institute for Studies in Education

#### **Session 9: Text and Emotions: Writing and Representation**

*Room:* La Verrière

*Sponsor:* Program Committee

*Organizer and Presider:* Marjorie DeVault: Syracuse University

*Discussants:* Paul C. Luken, University of West Georgia, and Liza McCoy, University of Calgary

#### *Papers:*

“Loving Eulogies: Custom Made and Ready to Go,” Eric Mykhalovskiy, York University

“Career and Life: The Limits of Institutional Languages,” Marjorie DeVault, Syracuse University

“Wearing my Heart on my Sleeve: Autobiographical Writing for Sociological Enquiry,” Kathryn Church, Ryerson University

#### **10:30am-12:10pm**

#### **Institutional Ethnography Division Business Meeting**

*Room:* Verdun

#### **12:30pm-2:10pm**

#### **Session 21: Focus on Institutional Ethnography**

*Room:* Outremount

*Organizer & Presider:* Paul C. Luken, University of West Georgia

#### *Papers:*

“Analytic Description in IE: Some Conceptual Grounds,” Susan Marie Turner, University of Guelph

“In the Light of Institutional Ethnography – Revisiting a Research Project on the Sociology of Tiredness,” Karin Widerberg, University of Oslo

“Investigating ‘Loosely Organized’ Institutions,” Suzanne Vaughan, Arizona State University, and Paul C. Luken, University of West Georgia

“Racial Dimensions in Young Women’s Talk about Work,” Sandra H. S. Tam, University of Toronto

“What Is Different about Institutional Ethnography?” Dorothy E. Smith, University of Victoria

#### **2:30pm-4:10pm**

#### **Session 35: Families and Schools in an Age of Educational Change**

*Room:* St-Michel

*Co-Sponsor:* Educational Problems Division

*Organizer, Presider & Discussant:* Alison I. Griffith, York University

*Papers:*

“Mother as First Teacher: The Social Construction of Mothering Work for Education,” Nichole Balan, York University

“School Councils – Parents’ Work in the Local School,” Kristin Bergen, York University

“School Planning Councils and the Coordination of Educational Accountability Practices,” Naomi Nichols and Alison I. Griffith, York University

“Ma(r)king Subjects: Professional Teachers Enacting Standardized Tests,” Cara Ellingson, York University

“Literacies that Count: Constructing the ‘Problem’ of Boys’ Literacy,” Nicholas Taylor, York University

**4:30pm-6:10pm**

**Session 41: Ethnographically Exploring the Welfare State: Examining How Institutional Ethnography and Other Approaches to Social Inquiry Can Inform One Another**

*Room:* Westmount

*Co-sponsor:* Sociology and Social Welfare Division

*Organizer:* Frank Ridzi, LeMoyne College

*Presider:* Jeremy L. Brunson, Syracuse University

*Papers:*

“Making Privilege and Inequality: Interaction, Procedure and Policy in Access, Retention and Promotion,” A. Marguerite Cassin, Dalhousie University

“A Society of Equals? Building the New Ireland through Provisions for Equality, Social Justice and New Forms of Governance,” Eithne McLaughlin, The Queen’s University of Belfast

“Embattled Advocates for Aging Ethnics: Devolution of Welfare Policy and the Fragility of the Non-Profit Sector,” Chris Wellin, Miami University, and Carroll L. Estes, University of California, San Francisco

“The House that Booth Built: An Ethnographic Study of Drug Treatment at the Salvation Army,” Timothy Black, University of Hartford

**Friday, August 11**

**12:30pm-2:10pm**

**Session 50: Building Just, Diverse, and Democratic Communities through the Study of Institutional Organization**

*Room:* Fontaine A

*Organizer, Presider & Discussant:* Lois Andre-Bechely, Cal State Los Angeles

*Papers:*

“Mapping the Social Relations of the Australian Vocational Educational and Training Sector,” Lauri Grace, Deakin University, *Winner of the Institutional Ethnography Division's George Smith Award for Outstanding Student Paper*

“Housing for People with Severe Mental Illness: Combining Participatory Research and Institutional Ethnography,” Barbara Schneider, University of Calgary

“Institutional Ethnography as Political Practice: Working with Community Organizations,” Dorothy E. Smith, University of Victoria

**4:30pm-6:10pm**

**Session 73: The Changing Social Organization of Everyday Life Across the Life Span**

*Room:* Fontaine A

*Co-sponsor:* Youth, Aging and the Life Course Division  
*Organizer & Presider:* Suzanne Vaughan, Arizona State University

*Discussant:* Paul C. Luken, University of West Georgia

*Papers:*

“The Myth of Old MacDonald’s Farm: Can the Red Barn Ever be Razed,” Cattryn Somers, Arizona State University

“Engaging the Welfare State and Child Welfare Literatures: An Institutional Ethnography of Child Welfare,” Christine M. Patterson and Mary Jo Neitz, University of Missouri, Columbia

“The Work of Sign Language Interpreters: Using Interviews to Identify Institutional Processes,” Jeremy L. Brunson, Syracuse University



## Saturday, August 12

### **8:30am-10:10am**

#### **Session 82: Threats to Academic Freedom: Academic Freedom and the Commercial Juggernaut in Canadian Universities**

*Room:* Fontaine A

*Co-sponsors:* Family Division  
Standards and Freedom of Research, Publication and  
Teaching Committee

*Organizer & Presider:* Marilee Reimer, St. Thomas  
University

*Discussant:* Linda Eyre, University of New Brunswick

#### *Papers:*

“Undermining Academic Freedom: Corporate Threats to  
Research and Teaching,” Jenny Hornosty, University of  
New Brunswick

“The Significance of Contingent Faculty in the  
Academic Freedom Equation,” Linda J. Muzzin,  
OISE/University of Toronto

“Industry Funded Research – Perpetuating the ‘Relations  
of Ruling.’” Ella Haley, Athabasca University

“Assessing Promise, Counting Achievement:  
Contribution in Tenure and Hiring within the Academy,”  
A. Marguerite Cassin, Dalhousie University, and Eithne  
McLaughlin, The Queen’s University of Belfast

#### **Session 83: Author Meets Critics: Nancy C. Jurik, *Bootstrap Dreams: U.S. Microenterprise Development in an Era of Welfare Reform***

*Room:* Fontaine B

*Sponsor:* Program Committee

*Author:* Nancy C. Jurik, Arizona State University

*Organizer & Presider:* Madelaine Adelman, Arizona  
State University

#### *Critics:*

Kathryn Church, Ryerson University

Shari Dworkin, Columbia University

Kamini M. Grahame, Penn State University, Capitol  
College

David A. Smith, University of California, Irvine

#### **Session 84: The Social Organization of Health and Health Work**

*Room:* Fontaine C

*Co-sponsor:* Health, Health Policy, and Health Services  
Division

*Organizer & Presider:* Janet Rankin, Malaspina  
University-College

*Discussant:* Brenda Solomon, University of Vermont

#### *Papers:*

“Of Hearts and Markets: Fictive Kinship, Caring and  
Exploitation in the Long-term Care Industry,” Rebekah  
Zincavage, Brandeis University, and Lisa Dodson,  
Boston College

“Complementary Alternative Medicine, Palliative Care  
and the Hospice Alternative: Medicine’s Reclamation of  
Death?” Elizabeth Gill, Randolph Macon College

“‘Like Our Family’: Strategies for Caring among Direct  
Care Workers,” Heather Kane, Cheryl Thompson and  
Jen Craft-Morgan, University of North Carolina at  
Chapel Hill

“Social Problems: A Focus for a New Branch of Public  
Health,” Frank W. Young, Cornell University

“The Social Construction of SIDS as a Public Health  
Problem,” Martine Hackett, CUNY Graduate Center

#### **Session 92: Immigration and Employment**

*Room:* La Verrière

*Co-sponsor:* Labor Studies Division

*Organizer & Presider:* Liza McCoy, University of  
Calgary

#### *Papers:*

“The Role of Resettlement Workers in the Refugee  
Employment Process,” Brandy J. Ellison, University of  
Notre Dame

“The Use of Language in a Transitional Job Program:  
Conflicts of Race and Immigration Status,” Jennifer  
Nargang Chernega and Kimberly Fox, Loyola  
University Chicago

“From ‘Managerial’ to ‘Hands-on’ Employment and  
Care Work: The Experience of Latin American  
Immigrant Women in Calgary,” Maria Teresa Stevens,  
Universidad Iberoamericana (Mexico City)

“‘Transition’ Jobs, ‘Bridging’ Programs, and ‘Success’:  
The Discourse of Labour Market Integration,” Liza  
McCoy and Cristi Masuch, University of Calgary

“Resetting the Rules of the Game: Language Preferences  
and Social Relations of Work Between Russian  
Immigrants and Veteran Professionals in an Israeli  
Organization,” Larissa Remennick, Bar-Ilan University

**12:30pm-2:10pm**

**Session 104: Institutional Ethnography and  
Policy Studies: Institutional Discourse and  
Ethnographic Accessibility**

*Room:* Fontaine A

*Organizer, Presider & Discussant:* Lauren E. Eastwood,  
SUNY Plattsburgh

*Papers:*

“Policy Ethnography and Rural Women’s  
Organizations’ Complex Knowledge Needs,” Susan  
Marie Turner, University of Guelph, and Gail Erickson,  
Agriculture and Agri-Food Canada

“Accountability and the Coordination of Activist Work:  
An Investigation of Revenue Canada Policy,” Naomi  
Nichols, York University

“‘The Liability Loop’: Discourses and Cultural Practices  
in Child Welfare Offices,” Christine M. Patterson,  
University of Missouri, Columbia

“From the Rideau to the Ganges: Exploring ‘Health  
Rights’ Knowledge from ‘Upstream,’ ‘Downstream’ and  
in Between,” Sonya Jakubec, University of Calgary