

Institutional Ethnography

Grounded in scholarship but written for busy institutional leaders, *Building Gender Equity in the Academy* is a handbook of actionable strategies for faculty and administrators working to improve the inclusion and visibility of women and others who are marginalized in the sciences and in academe more broadly.

Originally published: Chicago: University of Chicago Press, 2014, as part of the Fieldwork encounters and discoveries series.

Developed in response to the theoretically driven mainstream sociology, institutional ethnography starts from people's everyday experiences, and works from there to discover how the social is organized. Starting from experience is a central step in challenging taken-for-granted assumptions and relations of power, whilst responding critically to the neoliberal cost-benefit ideology that has come to permeate welfare institutions and the research sector. This book explicates the Nordic response to institutional ethnography, showing how it has been adapted and interpreted within the theoretical and methodological landscape of social scientific research in the region, as well as the institutional particularities of the Nordic welfare state. Addressing the main topics of concern in the Nordic context, together with the way in which research is undertaken, the authors show how institutional ethnography is combined with different theories and methodologies in order to address particular problematics, as well as examining its standing in relation to contemporary research policy and university reforms. With both theoretical and empirical chapters, this book will appeal to scholars and students of sociology, professional studies and anthropology with interests in research methods and the Nordic region.

The aim of this book is to exemplify the ways in which social work and research develop in 'advanced' welfare states – countries where public spending is relatively high as a proportion of GNP. While such countries have traditionally been associated with Scandinavian countries in particular, and North-Western Europe more generally, there are other countries where the public spend on welfare is relatively high. The various contributors in this book explore and exemplify ways in which social work and research are distinctive for advanced welfare states. This involves exploring their connection to professional identities, histories and welfare systems; their associations with academic, theoretical and cultural traditions of collaboration between academic and social work practice, and the distinctive links with community, national policy, governmentality and agency, with respect to forms of knowledge, discourses and conception of social problems. Written by contributors who have experience of living and working in Belgium, Denmark, Ireland, Italy, Singapore and the UK, this book speaks throughout about problems, methods, systems and ideas in language that is readily transferable and transcends national boundaries of thought and social work practice. It will be read and understood by social work students across Europe.

A comprehensive guide to the alternative sociology originating in the work of Dorothy E. Smith, this Handbook not only explores the basic, founding principles of institutional ethnography (IE), but also captures current developments, approaches, and debates. Now widely known as a "sociology for people," IE offers the tools to uncover the social relations shaping the everyday world in which we live and is utilized by scholars and social activists in sociology and beyond, including such fields as education, nursing, social work, linguistics, health and medical care, environmental studies, and other social-service related fields. Covering the theoretical and methodological underpinnings of IE, recent developments, and current areas of research and application that have yet to appear in the literature, *The Palgrave Handbook of Institutional Ethnography* is suitable for both experienced practitioners of institutional ethnography and those who are exploring this approach for the first time.

In this collection of essays, sociologist Dorothy E. Smith develops a method for analyzing how women (and men) view contemporary society from specific gendered points of view. She shows how social relations - and the theories that describe them - must express the concrete historical and geographical details of everyday lives. A vital sociology from the standpoint of women, the volume is applicable to a variety of subjects, and will be especially useful in courses in sociological theory and methods.

This book explores recent developments in Institutional Ethnography (IE) and offers reflective accounts on how IE is being utilised and understood in social research. IE is a sociological sub-discipline developed by Dorothy E. Smith that seeks to explicate the textual mediation of people's everyday experiences in their local sites of being.

Written by the two preeminent voices in the field, this book is a guide to the fundamentals of institutional ethnography.

Why is there so little HIV education at present directed towards bisexual men and women? This book offers a critical analysis of the issues in public health research and education that prevent adequate attention from being paid to bisexual realities. Addressing the implications of such limited knowledge, the authors raise important questions about the weaknesses of our current response to the HIV/AIDS pandemic. Through interviews with a variety of bisexual men and women, *HIV Prevention and Bisexual Realities* uncovers innovative, important directions to consider for more effective HIV prevention strategies. The authors' epistemological and methodological assessments of the current state of HIV/AIDS education will be indispensable for community health educators, policy makers, and those who study or work in public health.

This is a book about a distinctive methodological approach inspired by one of Canada's most respected scholars, Dorothy Smith. Institutional ethnography aims to answer questions about how everyday life is organized. What is conventionally understood as "the relationship of micro to macro processes" is, in institutional ethnography, conceptualized and explored in terms of ruling relations. The authors suggest that institutional ethnographers must adopt a particular research stance, one that recognizes that people's own knowledge and ways of knowing are crucial elements of social action and thus of social analysis. Specific attention to text analysis is integral to the approach as is a sensitive to gender relations. Institutional ethnography is remarkably well suited to the human service curriculum and the training of professionals and activists. Its strategy for learning how to understand problems existing in everyday life appeals to many researchers who are looking for guidance on how to take practical action. At the same time, the highly elaborated theoretical foundation of institutional ethnography is difficult to deal with in the brief time most students are in the classroom. The authors successfully tackle the issue of teaching and applying institutional ethnography. Campbell and Gregor have been testing out instructional methods and materials for many years. *MAPPING SOCIAL RELATIONS* is the product of that effort.

'Written in a clear, accessible style, this inspirational book is both a practical guide and a survey of the different ways of

doing ethnography. Drawing on wide-ranging examples and using classic and contemporary ethnographies, the authors demonstrate the importance of developing an ethnographic sensibility. A most valuable resource' - Cris Shore, University of Auckland Ethnography in Education is an accessible guidebook to the different approaches taken by ethnographers studying education. Drawing on their own experience of teaching and using these methods, the authors help you cultivate an 'ethnographic imagination' in your own research and writing. With extended examples of ethnographic analysis, the book will introduce you to: - ethnographic 'classics' - the best existing textbooks - debates about new approaches and innovations. This book is ideal for postgraduate students in Education and related disciplines seeking to use an ethnographic approach in their Masters and Doctoral theses. David Mills is a University Lecturer in Education, University of Oxford. Missy Morton is Associate Professor and Head of School of Educational Studies and Leadership, College of Education, University of Canterbury Research Methods in Education series: Each book in this series maps the territory of a key research approach or topic in order to help readers progress from beginner to advanced researcher. Each book aims to provide a definitive, market-leading overview and to present a blend of theory and practice with a critical edge. All titles in the series are written for Master's-level students anywhere and are intended to be useful to the many diverse constituencies interested in research on education and related areas. Other books in the series: - Using Case Study in Education Research, Hamilton and Corbett-Whittier - Qualitative Research in Education, Atkins and Wallace - Action Research in Education, McAteer For more about the series and additional resources visit the BERA/SAGE series page [here](#).

Combining institutional ethnography and community-based research, Youth Work is a sophisticated examination of the troubling experiences of young people living outside the care of parents or guardians, as well as of the difficulties of the frontline workers who take responsibility for assisting them. Drawing from more than a year of on-site research at an Ontario youth emergency shelter, Naomi Nichols exposes the complicated institutional practices that govern both the lives of young people living in shelters and the workers who try to help them. A troubling account of how a managerial focus on principles like "accountability" and "risk management" has failed to successfully coordinate and deliver services to vulnerable members of society, Youth Work shows how competitive funding processes, institutional mandates, and inter-organizational conflicts complicate the lives of the young people that they are supposed to help. Nichols's book is essential reading for those involved in education, social services, mental health, and the justice system, as well as anyone with an interest in social justice.

Organizations of all types are consistently working on new initiatives, product lines, and workflows as a way to remain competitive in the modern business environment. No matter the type of project at hand, employing the best methods for effective execution and timely completion of the task is essential to business success. Operations and Service Management: Concepts, Methodologies, Tools, and Applications is a comprehensive reference source for the latest research on business operations and production processes. It examines the need for a customer focus and highlights a range of pertinent topics such as financial performance measures, human resource development, and business analytics, this multi-volume book is ideally designed for managers, professionals, students, researchers, and academics interested in operations and service management.

In accounts of ethnographic fieldwork and textbooks on ethnography, we often find the notion of rapport used to describe social relationships in the field. Frequently, rapport between researcher and researched is invoked as a prerequisite to be achieved before fieldwork can start, or used as evidence to judge the value and robustness of an ethnography. With few exceptions, and despite regular pleas to do so, ethnographers continue to avoid presenting any discursive evidence of what rapport might look like from an interactional perspective. In a sense, the uncritical acceptance of rapport as a fieldwork goal and measure has helped hide the discursive work that goes on in the field. In turn, this has privileged ideas about identity as portable rather than "portable and emergent", and reports of social life as more important than how such reports emerge. Written for all those who engage or plan to engage in ethnographic fieldwork, this collection examines how social relationships dialogically emerge in fieldwork settings.

This entry discusses the conceptualization of institutional ethnography (IE) as well as the parameters of employing this methodology. It reviews several previous IE projects in sexuality, health care, education, welfare and work, policy development, home and organizational life. Because an understanding of Dorothy Smith's ontology of the social which organizes her feminist epistemology a sociology for people is important in employing IE, this entry summarizes her ontological and epistemological arguments. In addition, this entry offers potential new directions for IE, including a look at social relations in cyberspace and the potential connection with queer and postcolonial theories.

A form of critical ethnography introduced to the social sciences in the late 1990s, institutional ethnography uncovers how things happen within institutional sites, providing a new and flexible tool for the study of how "work" is co-constituted within sites of writing and writing instruction. The study of work and work processes reveals how institutional discourse, social relations, and norms of professional practice coordinate what people do across time and sites of writing. Adoption of IE offers finely grained understandings of how our participation in the work of writing, writing instruction, and sites of writing gives material face to the institutions that govern the social world. In this book, Michelle LaFrance introduces the theories, rhetorical frames, and methods that ground and animate institutional ethnography. Three case studies illustrate key aspects of the methodology in action, tracing the work of writing assignment design in a linked gateway course, the ways annual reviews coordinate the work of faculty and writing center administrators and staff, and how the key term "information literacy" socially organizes teaching in a first-year English program. Through these explorations of the practice of ethnography within sites of writing and writing instruction, LaFrance shows that IE is a methodology keenly attuned to the material relations and conditions of work in twenty-first-century writing studies contexts, ideal for both practiced and novice ethnographers who seek to understand the actualities of social organization and lived experience in

the sites they study. Institutional Ethnography expands the field's repertoire of research methodologies and offers the grounding necessary for work with the IE framework. It will be invaluable to writing researchers and students and scholars of writing studies across the spectrum—composition and rhetoric, literacy studies, and education—as well as those working in fields such as sociology and cultural studies.

This short introduction to the work of key feminist sociologist and theorist Dorothy E. Smith traces the development of her ideas and thinking across her publications. Smith's exposition of feminist sociology and its critique of the established mainstream and her important development of institutional ethnography are discussed in detail. This is combined with an innovative focus on how Smith translates her theoretical ideas into research practice in the analysis of institutional texts, with texts in action central to her investigations of the practical accomplishment of relations of ruling. The work of Dorothy Smith has been widely influential and this book provides an accessible guide to her central ideas and concepts. These include relations of ruling, knowledge practices, institutional texts, the everyday world as problematic, the standpoint of women and the standpoint of people, the small hero, mapping, writing the social, the local and the extralocal, institutional ethnography, the active text, the text-reader conversation, the act-text-act sequence, boss texts, public discourses, and the front-line work of organisations. It relatedly shows how these are combined in Smith's radical project of re-making sociology and the social sciences more generally. Liz Stanley's lively and readable book provides a helpful and accurate guide to Smith's work. The work of Dorothy Smith has been influential across the entirety of the social sciences and the short introduction will be essential reading for scholars and teachers at all levels who are engaging with the ideas of this key sociologist and feminist theorist. Dorothy Smith writes: "A fascinating read for me. No biography, no imposed interpretation, but a brilliant discovery of a coherent direction in my work that I could not have fully known myself. I learned from your study and I thank you. Dorothy E. Smith"

Incorporating Texts into Institutional Ethnographies presents a selection of essays highlighting the ethnographic investigation of how texts coordinate and organize people's activities across space and time.

This book covers a wide range of contemporary methods for researching social problems and connects these approaches to the broader substance and theories of social problems. Expository and discursive in approach, chapters follow a uniform structure, with each offering research examples and a broad description of the related method and its theoretical context, together with a "how-to" guide for applying that method using substantive examples from the field of social problems. For every method explored, there is a research example that fully reviews and illustrates the application of the particular method, before giving a full assessment of the method's strengths and weaknesses and latest developments. With chapters exploring survey interviews, in-depth interviews, narrative inquiry, institutional ethnography, participatory action research, auto-ethnography, Actor-Network Theory, experimental research, visual research methods, and research ethics, *Researching Social Problems* will appeal to scholars and students of sociology and politics working in the fields of research methods and social problems.

The institutional ethnographies collected in *Under New Public Management* explore how new managerial governance practices coordinate the work of people doing front-line work in public sectors such as health, education, social services, and international development, and people management in the private sector. In these fields, organizations have increasingly adopted private-sector management techniques, such as standardized and quantitative measures of performance and an obsession with cost reductions and efficiency. These practices of "new public management" are changing the ways in which front-line workers engage with their clients, students, or patients. Using research drawn from Canada, the United States, Australia, and Denmark, the contributors expose how standardized managerial requirements are created and applied, and how they affect the practicalities of working with people whose lives and experiences are complex and unique.

Ethnography and Virtual Worlds is a guide for students, teachers, designers, and scholars interested in using ethnographic methods to study online virtual worlds, including both game and nongame environments. Focusing on the key method of participant observation, the book provides advice, tips, guidelines, and principles to aid researchers through every stage of a project, from choosing an online field site to writing and publishing the results.

This book provides practical advice on the learning and teaching perspectives of ethnography, including what undertaking research looks like and the experiences it will bring. It considers what it means to be and become an educational ethnographer and builds on an inextricable entanglement between the researchers' field of study and their research trajectories. With a range of carefully chosen international contributions, this book uses a variety of practical case studies to provide further information about the pros and cons of this research perspective. Chapter authors share the knowledge and experience gained from the research and how it has affected their approach to social phenomena. This book is an ideal introduction for anyone considering research approach or becoming an educational ethnographer and will be of interest to researchers already working in this field.

This book explores how best practice for acute stroke care was developed, translated and taken up in medical practice across various sites in the province of Ontario using institutional ethnographic research. Institutional ethnography, an approach developed by Dorothy E. Smith, builds on Smith's understanding of the social organization of knowledge, allowing for an examination of the complex social relations organizing people's experiences of their everyday working lives. This work thereby makes visible some of the assumptions and hidden priorities underlying the emphasis given to translating scientific knowledge into medical practice. In this study, the discourses of both evidence-based medicine and knowledge translation, purportedly designed to improve patient care, come into view as managerial tools that directed healthcare resources toward academic hospitals rather than community sites where the majority of patients receive care. These models institutionalize inequities in access to care while claiming to resolve them.

This case provides an account of conducting an institutional ethnographic study, as part of doctoral study, to explore the experiences of students in higher education, who have caring responsibilities for children under 18 years of age. This case study provides an account of the thought behind designing an institutional ethnography, within the field of the researcher's professional practice. It considers the practical implications of applying the institutional ethnographic approach and discusses the utility of institutional ethnography to professional practice research, but also considers the implications for validity of conducting ethnographic research in this context.

How are activation programs for the young unemployed implemented? How do street-level bureaucrats deal with competing rationalities and demands for action? Transition policies increasingly aim at promoting self-regulation and constructing employable subjects. Stephan Dahmen explores the practical regulation of biographical transitions in activation programs for the young

unemployed by focusing on the interactive accomplishment of activation work. The study reveals how the critical tensions of activation policies are continually re-interpreted and adapted to local contingencies and describes the various organisational technologies used for creating employable subjects.

Data Culture and the Organisation of Teachers' Work provides an in-depth look at how the political and media scrutiny of teachers, pupils and schools now organises teaching and learning. Spina also examines how educational data is used in schools, and where it fails to take account of the everyday experiences of school leaders, teachers and students. Drawing on primary research, and discussing practice in relation to the National Assessment Programme: Literacy and Numeracy (NAPLAN), this book discusses the strengths and weaknesses of a data-driven approach, the restrictions this can impose and how to navigate them as a teacher. Ideal for scholars and postgraduate students of education, this book provides a comprehensive institutional, ethnographic look into the daily lived experiences of teachers, and the effects of standardised testing.

Prominent sociologist Dorothy Smith outlines a method of inquiry that uses everyday experience as a lens to examine social relations and social organization. This sociology from women's standpoints reveals the present but largely unseen social relations of everyday life. This will be a foundational text for classes in sociology, ethnography, and women's studies.

Translating Institutions outlines a framework for research on translation in institutional settings, using the Finnish translation unit at the European Commission as a case study. Because of their foundational multilingualism, the institutions of the European Union could be described as both translating and translated institutions. The European Commission alone employs nearly two thousand translators, and it is translators who draft the vast majority of outgoing EU messages. *Translating Institutions* sets out to explore the organizational role and professional identity of this group of cultural mediators, a group that has remained relatively invisible despite its size and central institutional role, and to use the analysis of this data to elaborate broader methodological and theoretical issues. *Translating Institutions* adopts an ethnographic approach to explore the life and work of the translators at the centre of this study. In practice, this entails employing a number of different methods and interrogating various types of data. The three-level research design used covers the study of the institutional framework, the study of translators working in specific institutional settings, and the study of translated documents and their source texts. This is therefore a study of both texts and people in their institutional habitat. Given the methodological focus of the volume, the different methods and data are outlined in independent chapters: the institutional framework of translation (institutional ethnography), the physical location of the unit (observation), translators' own views of their role (focus group discussions), and a sociologically-oriented text analysis of a sample document (shifts analysis). *Translating Institutions* constitutes a valuable contribution to the sociology of translation. It opens up new avenues for research and offers a detailed framework for the study of institutional translation.

In *Incorporating Texts into Institutional Ethnographies*, Dorothy E. Smith and Susan Marie Turner present a selection of essays highlighting perhaps the single most distinctive feature of the sociological approach known as Institutional Ethnography (IE) – the ethnographic investigation of how texts coordinate and organize people's activities across space and time. The chapters, written by scholars who are relatively new to IE as well as IE veterans, illustrate the wide variety of ways in which IE investigations can be done, as well as the breadth of topics IE has been used to study. Both a collection of examples that can be used in teaching and research project design and an excellent introduction to IE methods and techniques, *Incorporating Texts into Institutional Ethnographies* is an essential contribution to the subject.

This book explores recent developments in Institutional Ethnography (IE) and offers reflective accounts on how IE is being utilised and understood in social research. IE is a sociological sub-discipline developed by Dorothy E. Smith that seeks to explicate the textual mediation of people's everyday experiences in their local sites of being. As an approach, IE is growing in significance across the globe, particularly in Canada, USA, Australia and UK. This collection includes contributions from those involved in the early development of IE alongside Smith as well as early career researchers, new to the sociology, theory and method of IE. Chapters focus on IE as a sociological theory and qualitative research method; the relationship between data generation and analysis in IE; implications from its findings for policy; and IE as a significant methodological approach. This involves explication of the theoretical, the operationalization of IE, and links between the theoretical and the empirical. It illuminates the relationship between data generation and analysis and includes consideration of its own textual relations of ruling.

Developed in response to the theoretically driven mainstream sociology, institutional ethnography starts from people's everyday experiences, and works from there to discover how the social is organized. Starting from experience is a central step in challenging taken-for-granted assumptions and relations of power, whilst responding critically to the neoliberal cost-benefit ideology that has come to permeate welfare institutions and the research sector. This book explicates the Nordic response to institutional ethnography, showing how it has been adapted and interpreted within the theoretical and methodological landscape of social scientific research in the region, as well as the institutional particularities of the Nordic welfare state. Addressing the main topics of concern in the Nordic context, together with the way in which research is undertaken, the authors show how institutional ethnography is combined with different theories and methodologies in order to address particular problematics, as well as examining its standing in relation to contemporary research policy and university reforms. With both theoretical and empirical chapters, this book will appeal to scholars and students of sociology, professional studies and anthropology with interests in research methods and the Nordic region.

In this edited collection, institutional ethnographers draw on their field research experiences to address different aspects of institutional ethnographic practice. As institutional ethnography embraces the actualities of people's experiences and lives, the contributors utilize their research to reveal how institutional relations and regimes are organized. As a whole, the book aims to provide readers with an accurate overview of what it is like to practice institutional ethnography, as well as the main varieties of approaches involved in the research.

What happens when ethnographers go public via books, opinion papers, media interviews, court testimonies, policy recommendations, or advocacy activities? Calling for a consideration of this public moment as part and parcel of the research process, the contributors to *If Truth Be Told* explore the challenges, difficulties, and stakes of having ethnographic research encounter various publics, ranging from journalists, legal experts, and policymakers to activist groups, local populations, and other scholars. The experiences they analyze include Didier Fassin's interventions on police and prison, Gabriella Coleman's multiple roles as intermediary between hackers and journalists, Kelly Gillespie's and Jonathan Benthall's experiences serving as expert witnesses, the impact of Manuela Ivone Cunha's and Vincent

Dubois's work on public policies, and the vociferous attacks on the work of Unni Wikan and Nadia Abu El-Haj. With case studies from five continents, this collection signals the global impact of the questions that the publicization of ethnography raises about the public sphere, the role of the academy, and the responsibilities of social scientists. Contributors.

Jonathan Benthall, Lucas Bessire, João Biehl, Gabriella Coleman, Manuela Ivone Cunha, Vincent Dubois, Nadia Abu El-Haj, Didier Fassin, Kelly Gillespie, Ghassan Hage, Sherine Hamdy, Federico Neiburg, Unni Wikan

This edited volume is an anthology of institutional ethnography (IE) inquiries into psychiatry—the first ever to be written. It focuses on a large variety of different geographic locations and constitutes a major contribution to anti/critical psychiatry, as well as institutional ethnography. Themes include the DSM, the use and protection of problematic psychiatric research, the penetration of psychiatry into the workplace. Adding depth and breath, the contributors, while all are schooled in IE, come from a large variety of walks of life, authors including: academics, psychiatric survivors, investigative reporters, activists, nurses, artists, and lawyers—each bringing their own unique expertise/standpoint to bear. The result is an intellectually rigorous book, contributions to several disciplines, ammunition for activism, and a compelling read that cannot be put down.

Making Warriors in a Global Era provides ethnographic data, analyses, and discussions to infuse new debates among both military personnel and academics about the rise of special operations forces (SOF) and the ways they impact how armed conflicts are dealt with and how wars are fought.

This book provides a specific case study--based upon direct research with UN processes--which enables the reader to situate larger theoretical arguments regarding civil society, globalization, and sustainable development within the context of the actual activities of practitioners working within the UN forest policy-making arena.

This ethnographic study explores aspects of bilingual education in two early childhood German–English education centres in Australia. Using various sources of data and multiple methods of analysis, it investigates the processes at work when establishing and implementing a bilingual programme and examines the language attitudes, ideologies and practices of the parents, educators and administrators involved. It addresses the complex relationship between the childcare provider and its clientele in its socio-political context in an attempt to arrive at a broader understanding of institutional bilingual education in early childhood. The book will be of interest to graduate students and researchers in bilingual education, language ideology and early childhood education studies, as well as to teachers, trainee teachers and childcare providers.

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