Institutional Ethnography

Newsletter of the International Sociological Association Thematic Group 06

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From the President…

President's Note

Cheerful greetings! I hope you are having a great summer or winter, in whichever hemisphere you find yourself this July. I have been travelling: after a week soaking up the sun and heat in Morocco I am now in Scotland, rehydrating in the soft, moist air.

It is always interesting to learn about the work of TG06 members – you'll find some exciting projects and publications (and honours!) described in the following pages. All of this activity is yet more evidence that it is time for us to upgrade from an ISA Thematic Group to an ISA Working Group. Working Group status will better represent our membership numbers, diversity and activity, and it is the next step toward

Courtyard of a museum in Marrakech

Research Committee status. In order to make an application for upgrading, we need the written approval of at least 25 TG06/ISA members in good standing, which can be done by email. So – in the next month, you'll receive an email from the TG06 Executive that you can reply to in order to register your approval.

I'm looking forward to seeing some of you later this summer in New York City at the meetings of our sister organization, the Institutional Ethnography Division of the Society for the Study of Social Problems. And I hope to see as many of you as possible next summer at the ISA Forum in Porto Alegre, Brazil.

Best wishes,

Liza

From the Newsletter Editor

Welcome to the eleventh issue of the ISA TG06 newsletter! In addition to our regular features: greetings from our President, Liza McCoy, our getting to know members section, and updates on research and publications from our members, this issue features an update from Rebecca Lund, Program Coordinator, on the planned IE sessions for the 2020 ISA Forum. The Forum will take place

July 14-18, 2020 in Porto Alegre, Brazil. The update includes session descriptions and submission links so don't delay, submit your abstracts now! **The submission deadline is 30 September 2019.**

This issue also includes a description of an exciting international IE project on lone motherhood that is being led by Morena Tartari. You can also read about a new compendium on IE that is being edited by Paul Luken and Suzanne Vaughan. The *Palgrave Handbook of Institutional Ethnography* is scheduled for publication in 2020. As we all know, insititutional ethnography has a growing international presence. One of the challenges associated with bringing IE to new international audiences is translation. In this issue of the newsletter Yoko Ueda offers a fascinating account about her work with Megumi Seki to translate Dorothy Smith's *Institutional Ethnography: A Sociology for People.* Finally, amongst the many accomplishments of our members included in this issue I'd like to single out that Dorothy Smith was awarded the Order of Canada. The Order of Canada is one of Canada's highest civilian honors. Dorothy's receipt of this award is a testament to her extraordinary contribution to feminist sociology and, indeed, to sociology as a whole. Congratulations Dorothy!!!

Thanks to everyone who contributed to this issue of our newsletter. I would like to especially thank Leigha Comer for her ongoing work on producing the newsletter. Thank you Leigha!!! Please remember that in order for the newsletter to be a continued success we need to hear from you. We want to hear about your ideas for content and we want to share information about your publications, your research, readings that you've done, conferences that are upcoming or that you've attended, career milestones and accomplishments, scholarly events and other matters of interest to your TG06 colleagues. If there's something you'd like to see happen in the newsletter send an email to me with your suggestions. And If you'd like to be featured in our Getting to Know Our Members section send us a bio. Don't be shy. This is your newsletter!

Eric Mykhalovskiy

Rebecca Lund: Program Coordinator Update on IE Sessions at 2020 ISA Forum of Sociology, Porto Alegre

The conference will be held in Porte Alegro, Brazil, July 14th-18th 2020. Call for abstracts closes on September 30th. You can read more about the conference here:

https://www.isa-sociology.org/en/conferences/forum/porto-alegre-2020'

You may submit abstracts via this link:

https://isaconf.confex.com/isaconf/forum2020/webprogrampreliminary/Symposium564.html

I would like to encourage people to become members of ISA/TG06. The more members the more sessions we get in the future AND you get a discount on the conference costs.

It was important for me that at least part of our TG relates explicitly to the theme of the conference '*Challenges of the 21st Century: Democracy, Environment, Inequalities Intersectionality,*' but also makes a critical statement in relation to contemporary anti-democratic, neoliberal, colonialist, xenophobic, homophobic and anti-feminist politics of Brazil (where the conference will take place) and elsewhere, looking at the ways in which IE can be used as activism to speak back to these tendencies. Liz Brulé and Suzanne Vaughn will arrange a panel with invited speakers speaking to the activist potential of IE in the context of above mentioned tendencies. Well aligned with this, Laura Ferrono and Paul Luken are organizing a session on *Political Organizations in Democratic Societies*, inviting scholars to consider the governing practices and social relations of "democracy."

Moreover, there will be a panel and open discussion focusing on conversation between generations of IEers about the premises, promises and challenges of IE. Many younger academics using IE do not find the institutional and academic support they need in their local communities. ISA is an important forum for them to establish connections and debate the BIG questions that IE raises.

Apart from this, I have worked carefully to merge session proposals where possible and get people to collaborate in order to make it happen. Moreover, it has been important for me that different kinds of work and empirical interests and needs can be represented. As such we have a broad range of sessions, and hopefully submitting scholars will be able to find a home among these. Here are the names of the sessions open for abstract submissions. These can also be found with more detail via the links:

Institutional Ethnographic Studies in the Social Organization of Knowledge
Session Organizer: Liza McCoy, University of Calgary, Canada, mccoy@ucalgary.ca

The intent of this session is to showcase a diversity of institutional ethnographic research exploring relations of coordination and control in different institutional sites. Researchers are invited to submit proposals for presentations that investigate specific modes of knowledge deployed by people to coordinate their activities in any field of action. The modes of knowledge examined might involve visual or numerical forms of representation, as well as verbal texts or speech; they might involve embodied knowhow and perception; they might involve everyday forms of knowing as well as the conceptual practices of administrators and professionals.

https://isaconf.confex.com/isaconf/forum2020/webprogrampreliminary/Session14982.html

Institutional Ethnographies of Political Organizations in Democratic Societies/Etnografías Institucionales En Las Instituciones Políticas De Las Sociedades Democráticas
Session Organizers: Laura Ferreno, Universidad Nacional de Avellaneda, Argentina,
lferreno@undav.edu.ar
Paul Luken, University of West Georgia, USA, pluken@bellsouth.net

"Democracy turns out to be a highly misleading shorthand term for a family of political practices," writes Colin Kidd (*London Review of Books*, Sept. 13, 2018). So that we may not continue to be misled by "democracy," this session is for institutional ethnography investigations of governing practices and the social relations shaping them. Areas that will be considered are voting, campaigning, supporting, lobbying, demonstrating, legislating, organizing, administrating, funding, regulating, and judging,

among others, as these activities occur within organizations and communities, within nation states, and internationally. Papers discussing issues and challenges that arise when researching this area are also welcome.

"El término democracia es una palabra que agrupa de forma muy engañosa a una familia de prácticas políticas", escribe Colin Kidd (*London Review of Books*, 13 de septiembre de 2018). Para evitar continuar con el malentendido causado por el reduccionismo del concepto "democracia", esta sesión pretende reunir estudios de etnografía institucional que analicen cómo se forjan las prácticas gubernamentales y las relaciones sociales. Se van a tomar en cuenta, entre otros, estudios sobre campañas, voto, obtención de apoyos, lobbies, manifestaciones, legislación, administración, financiamiento, regulaciones y juzgamiento, ya que son actividades que tienen lugar dentro de instituciones y comunidades que están presentes tanto en el Estado-nación como internacionalmente. Se aceptarán asimismo ponencias que analicen los problemas y los desafíos que se presentan al investigar estos temas.

https://isaconf.confex.com/isaconf/forum2020/webprogrampreliminary/Session13599.html

Institutional Ethnography in Educational Settings
Session Organizers: Rebecca Lund, University of Tampere, Finland, Rebecca.lund@uta.fi
Naomi Nichols, Faculty of Education, McGill University, Canada, naomi.nichols@mcgill.ca
Laura Parson, Auburn University, USA, ljp0010@auburn.edu

This session will include papers that use institutional ethnography to reveal how social and rulings relations of educational settings (ranging from early childhood to higher education) shape how people participate and are positioned.

https://isaconf.confex.com/isaconf/forum2020/webprogrampreliminary/Session15184.html

International Responses to Institutional Ethnography: How Has IE Developed in Different Contexts?
Session Organizers: Monica Wirz, University of Cambridge, United Kingdom, monicawirz@mac.com
Ann Christin Nilsen, University of Agder, Norway, ann.c.nilsen@uia.no
Rebecca Lund, University of Tampere, Finland, Rebecca.lund@uta.fi

Institutional ethnography, as a school of thought, has first emerged in North America and has since gradually spread across the world. One of the most positive consequences of its geographical dissemination has been the opening up of methodological issues, as different contexts are informed by distinctive legacies of social inquiry and institutional orders. Yet, North American citations and references still prevail and international voices and experiences are not easily accessible, despite the potential benefits brought about by the cross-fertilisation of perspectives and experiences would among IE scholars. This session aims to raise awareness of such diversity in the field and foster debate, engagement and cooperation.

https://isaconf.confex.com/isaconf/forum2020/webprogrampreliminary/Session13199.html

New Research in Institutional Ethnography

Session Organizers: Naomi Nichols, Faculty of Education, McGill University, Canada, naomi.nichols@mcgill.ca
Rebecca Lund, University of Tampere, Finland, Rebecca.lund@uta.fi
Kjeld Hogsbro, Aalborg University, Department of Sociology and Social Work, Denmark, kjeldh@socsci.aau.dk

This session will include papers with topical areas that have not traditionally been the focus of institutional ethnographic accounts. We also welcome research and reflections from people who are innovating methodologically or analytically within institutional ethnographic approaches, as well as new and interesting ways people have used or applied their findings to stimulate institutional/policy changes and/or enable activism. In sum, this session seeks to highlight work that is stretching the boundaries of what is traditionally done with institutional ethnography.

https://isaconf.confex.com/isaconf/forum2020/webprogrampreliminary/Session15070.html

Social Services for People with Mental Health Problems
Session Organizer: Pia Ringoe, Aalborg University, Denmark, ringoe@socsci.aau.dk

People suffering from stress, mental illness and different kinds of developmental disorders are often confronted with a poorly coordinated and insufficient combination of social support and medical treatment. They are often stigmatized in the meeting with public agencies as well as the labor market. Papers addressing these questions or presenting substantial results from empirical research on relations, institutional structures and discourses are most welcome.

https://isaconf.confex.com/isaconf/forum2020/webprogrampreliminary/Session14921.html

The Value of Institutional Ethnography for Improving Healthcare Services
Session Organizer: Caroline Cupit, University of Leicester, United Kingdom, caroline.cupit@le.ac.uk

This panel session will focus on the delivery of healthcare services; the implementation of 'quality improvement' initiatives in healthcare; and the improvement of healthcare services.

The aim of the session is to explore the opportunities and challenges for those employing the IE approach to support improvements to healthcare services, particularly within the field of 'improvement science'. Within this field of work, which "aims to create practical learning that can make a timely difference to patient care" (Marshall et al., 2013), researchers have increasingly advocated for the use of ethnographic methods which are understood to provide important insight about the social context in which healthcare is delivered and initiatives implemented (Dixon-Woods, 2003). However, the increasingly popularity of the approach and pressure to deliver practical solutions, is giving rise to studies which, while labelled 'ethnographic', do not demonstrate reflexivity about the researcher's location in relation to the institutional structures involved, and may be orientated towards dominant institutional interests rather than the kind of care which is important to patients (Cupit et al., 2018). The session will focus on the distinctive features of IE and how the tools of IE can be productively brought to bear to both maintain a standpoint aligned with local interests, and illuminate how the institutional structures

of healthcare and healthcare improvement research may introduce practices that are contradictory to patient-focus they espouse.

https://isaconf.confex.com/isaconf/forum2020/webprogrampreliminary/Session14851.html

Getting to Know Our Members

Hanne Warming

As a newcomer to the group, I have been invited to introduce myself and my engagement with institutional ethnography – an invitation which I am happy to welcome, as it was a great pleasure and very inspiring to join the sessions last summer in Toronto.

So, who am I?

I am a 53 (nearly 54) year-old female sociologist, educated from the University of Copenhagen in Denmark back in 1993. I did my Ph.D. at Roskilde University (also in Denmark) about children's everyday life in a daycare institution, where I for the first time engaged with institutional ethnography – and then, I was hooked!

Currently, I am working at Roskilde University as a Professor of Sociology, where I teach sociology and methodology. Moreover, I lead the Research Group 'Social dynamics and change' (see https://forskning.ruc.dk/da/organisations/social-dynamics-and-change) and the LIMO Child and Youth Research Center (see https://ruc.dk/en/research-centre-life-mobility-disability).

My research fields of interest include childhood and youth, including ChildPrism Research (studying social changes and refinement of theories through the lens of childhood and youth research), social work, lived citizenship, emotions and affects, institutional ethnography, multimodal interaction analysis, and participatory methods, including future workshops as well as methodology and ethics in researching children and young people's perspectives. Thus, I am not very "orthodox" and I often combine institutional ethnography with other approaches in my various research projects. In one of my lately finalized research projects "Citizenship on the edge of society" (see http://citizenship-on-the-edge.ruc.dk/?lang=en) I - in my sub-project on social work with young people - did institutional ethnography at a residence for young people. Publications from this project include the article "Messing with the emotions of the other. Exploring ambiguous youth-adult relations in a residential care" in *Emotion, Space and Society* https://doi.org/10.1016/j.emospa.2018.05.005, and a collaborative book, *Lived Citizenship on the Edge of Society: Rights, Belonging, Intimate Life and Spatiality*, edited by me and one of the other team members, Kristian Fahnøe.

Morena Tartari

I am currently a Marie Sklodowska-Curie research fellow at the Famcare Centre of Excellence, University of Antwerp, Belgium.

In 2012, I completed my PhD (Sociology) at the University of Padova, Italy.

I encountered the books of Dorothy Smith only a couple of years after I completed my PhD. In Italy, IE is not very well known. For me, it was an exciting discovery for its capacity of explaining the link between micro and macro aspects of the social world, its sensitivity to historical settings, the focus on ruling relations and its attention to people's experience.

My current research project, funded by the European Commission, focuses on lone mothers' everyday strategies and social practices to claim inclusion and to negotiate - or not negotiate - the dominant definition of family and parenthood proposed by institutions and professionals and the less legitimated definitions of lone parents and their families. During the IE workshop at the SSSP 2017 Annual Meeting in the group conducted by Marie Campbell and Nicola Waiters, I discussed my current project, as at that time I was writing it. I am grateful to Marie and Nicola for their comments.

My project reflects my professional and personal experiences, my academic interests (social problems theories and ethnography), my passions (photography, filmmaking and storytelling) and the values my parents transmitted to me (activism for social justice and attention to local communities' resources).

I have recently moved from Italy to Belgium for my fellowship and my son Alessandro (seven and a half years) is excited and proud to follow mum on conferences and journeys for fieldwork. He is a multifaceted critical thinker and he usually pushes me to question the social world from alternative perspectives.

New Research

Thinking Differently about HIV/AIDS: Contributions from Critical Social Science (edited by Eric Mykhalovskiy and Viviane Namaste)

https://www.ubcpress.ca/thinking-differently-about-hivaids

Almost four decades after the scientific discovery of HIV/AIDS, the world continues to grapple with this public health challenge. A successful response requires thinking differently about the epidemic, but what type of thinking can facilitate change?

Thinking Differently about HIV/AIDS explores the limits of mainstream approaches to the HIV/AIDS epidemic and challenges us to develop alternate solutions, placing particular emphasis on the value of critical social science perspectives. The contributors investigate traditions of inquiry – governmentality studies, institutional ethnography, Indigenous knowledges, conversation analysis, actor-network theory, critical ethnography, and others – to determine what these perspectives can bring to HIV/AIDS research, policy, and prevention programming. Engaging with various knowledge frameworks, they examine the role of treatment in the public health response to HIV, the criminalization of HIV, epidemiological and media constructions of the epidemic, HIV non-disclosure, treatment adherence, and other topics.
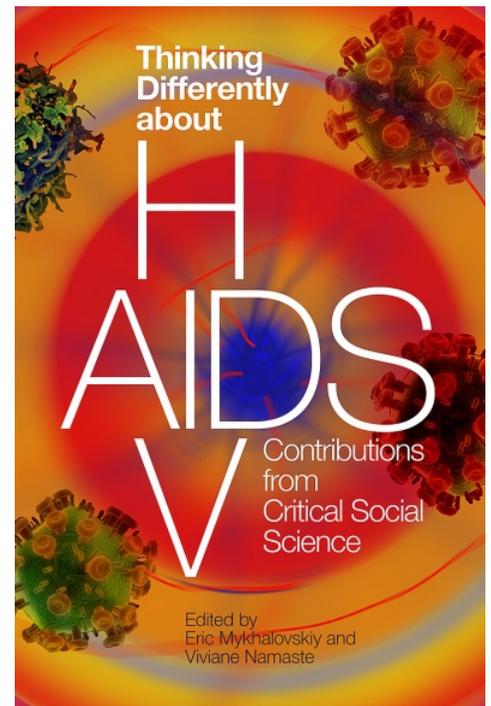
Thinking Differently about HIV/AIDS is the first Canadian anthology of critical social science perspectives on HIV/AIDS, demonstrating how and why critical social science is necessary for rethinking research and action required to address the epidemic.

This book will find an audience among scholars and researchers in HIV/AIDS, public health, and epidemiology, and among community workers in HIV/AIDS. The book also includes three chapters that include work informed principally by IE:

Institutional Ethnography as a Critical Research Strategy: Access, Engagement, and Implications for HIV/AIDS Research – Daniel Grace

Undetectable Optimism: The Science of Gay Male Sexual Risk-Taking and Serosorting in the Context of Uncertain Knowledge of Viral Load – Mark Gaspar

The Social Relations of Disclosure: Critical Reflections on the Community-Based Response to HIV Criminalization – Colin Hastings

School and Community: Participatory Institutional Ethnographies. Toronto, ON: The University of Toronto Press. – Naomi Nichols (Forthcoming Sept. 2019)

This book investigates public sector interventions that shape how young people grow up, the social relations they participate in, and the ways they come to know themselves and others. I anchor these investigations in the standpoints of young people, diversely positioned by – and in relation to – the range of institutional processes and bodies that comprise the focus of my analysis (e.g., neighbourhood policing and school discipline processes). This project began in a community organization in a Toronto neighbourhood – a neighbourhood that has received considerable negative media and institutional attention for being dangerous. It began here because this where I was working when the project started to come together in my mind and in the minds of my collaborators — Alison Griffith and Uzo Anucha. Halfway through the research in Toronto, I got a job at McGill and so I moved with my family to Montreal. In Montreal, I began a new project with new collaborators and another community partner organization, where I had been invited to join the Board of Directors. Because all my work is conducted in partnership with community organizations, this project in Montreal is not an extension of the project in Toronto. The projects followed different research designs and were shaped by the insights of different collaborators and different groups of youth researchers. But both projects are institutional ethnographies, and the second project builds from the process and research outcomes of the first. Both studies were funded by the same research grant, and I put them together in a single book in order to more clearly reveal the racializing, classing, and gendering effects of the disproportionate distribution of public sector resources and punishments in Canadian cities. Young people's diverse stories of their institutional work and the divergent research interests of youth researchers expose how public institutions differently enter into and shape young people's lives.
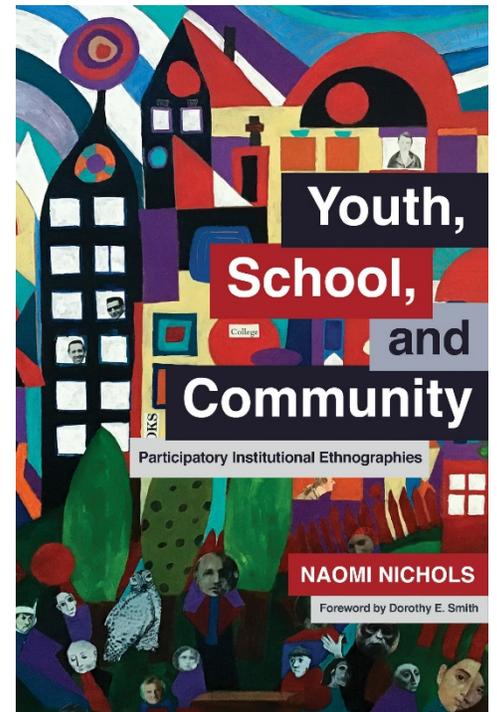
From Dorothy Smith's foreword to the book:

"I found in reading Naomi's book that I was learning about public education in Canada in a radically new way. It's a field I've read widely in and indeed, with Alison Griffith, have contributed research (Griffith and Smith, 2005). Thee specific foci of Naomi's research were students in a Toronto neighbourhood that is predominantly Black and then in a neighbourhood in Montreal with a significant immigrant population. The public-school systems of these two provinces differ considerably … Yet when they are explored from the perspectives and experiences of young people who have gotten into trouble or discovered problems that the "system" did not take responsibility for, there are remarkable institutional properties in common — these young people have experienced the difficulties the school system can create as a side effect of its grand educational project."

Coming in 2020: The Palgrave Handbook of Institutional Ethnography

Paul Luken

When Eric Mykhalovskiy asked me to write 500 words about the institutional ethnography handbook that Suzanne Vaughan and I are editing, I wasn't excited about the assignment. First drafts of chapters were just beginning to trickle in, and I was not sure what I would say about a non-existent volume. I shared my dilemma with Suzanne who advised, "Use the proposal." Brilliant! So what follows is a brief description that we provided to the publisher, some additional data based on recent modifications, and some information that we received from the publisher, Palgrave Macmillan. It's not interesting reading. You'll find that in the handbook.

The Palgrave Handbook of Institutional Ethnography is a comprehensive guide to an alternative sociology originating in the work of distinguished scholar Dorothy E. Smith. What began in Vancouver, Canada, as a "sociology for women" and grew into a "sociology for people" with global reach, institutional ethnography offers the tools to discover the social relations shaping the everyday world in which we live. It is widely utilized by scholars and social activists beyond sociology, in such fields as education, nursing, social work, linguistics, health and medical care, environmental studies, and other social service-related endeavors. Covering the theoretical and methodological underpinnings of institutional ethnography, along with recent developments and current areas of research and application, 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.

The Handbook is being prepared with an international readership in mind. It is distinct from other institutional ethnography literature in its broad scope and the extent of international and multi-disciplinary contributions. The 32 chapters are being written by over 50 authors from 13 countries. Each chapter brings forth developments that have yet to appear in the literature: Clune's use of mapping, Corman's composite subject, Smith's analysis of words as practice, Burch's use of material semiotics, de Montigny's work with conversational analysis, to name a few. The Handbook begins with an exploration of the historical and ontological foundations of IE, and then it takes up research methods and strategies, studies of global/transnational ruling relations, making change within communities, using IE with other approaches and perspectives, and critiquing public sector management regimes. While not the final word (there will never be a final word), taken as a whole the chapters in this Handbook will help us address the questions "What have we learned doing IE for the past 30-plus years and where are we going from here?"

Palgrave anticipates that the Handbook will be about 450 pages, including approximately 60 illustrations (tables, figures, photos). It will appear as both a hardback book and in online format. It will be published in 2020 if we are able to meet our deadlines.

Study on Transition and Exclusion in Society of Single-Mums (STRESS-Mums) – Morena Tartari

Lone motherhood is considered as an increasing social problem, not only because of its increase but also since it leads to diverse and separated women having only a partial citizenship. There is little knowledge on the social relations and practices that contribute – or do not contribute – to protecting and socially including lone mothers, beginning from the crucial transition to lone parenthood: the judicial evaluation. Focusing on the transition from double parenthood to lone motherhood and, in particular, on the period of judicial evaluation for child custody and judicial decisions for children/family allowances and divorce/separation, this project aims to investigate some specific aspects of the socio-cultural construction of an active gender citizenship by future lone mothers. The interest is in lone mothers' everyday strategies and social practices to claim inclusion and to negotiate (or not negotiate) the dominant definition of family and parenthood proposed by institutions and professionals, and the less legitimated and multiple situated definitions of lone parents and their families. Introducing the everyday dimension into the study of gender citizenship has the purpose of exploring the lone mothers' manifest and hidden 'work' of legitimation and of possible de-legitimation by institutions. Adopting the sociological approach of Institutional Ethnography (IE), this study will collect data in three EU countries (Belgium, Italy and Spain) and in the UK, with discursive interviews to lone mothers, professionals and gender issues activists, participant observations, and photo-voice. This action will be hosted by the University of Antwerp, with a secondment phase at the University of Edinburgh and visits at the University of Granada and at the IEN-Institutional Ethnography Nordic Network. The research has been funded by the European Union's Horizon 2020 research and innovation program under the Marie Sklodowska-Curie grant.

Japanese Translation: Dorothy E. Smith. 2005, *Institutional Ethnography: A Sociology for People.* **AltaMira Press. The translated book will be published by Shinyosha, Tokyo, in April 2020. Translated by Yoko Ueda and Megumi Seki**

Yoko Ueda

Dorothy Smith's *Institutional Ethnography: A Sociology for People* is a comprehensive presentation on Institutional Ethnography and can be used as a textbook for students and researchers who seek a new way of doing research. For years, I have wanted to introduce IE to Japan by providing Japanese translations of Dorothy's work. As there has been increasing interest in IE among graduate students and university faculty in Japan, and a relatively low level of English proficiency among them, I feel that translating Smith's work into Japanese is essential to increasing readership and expanding access to IE.

Potential readers will be university students of social science majors, particularly third and fourth years, who already have some knowledge of the field by reading through works done by major
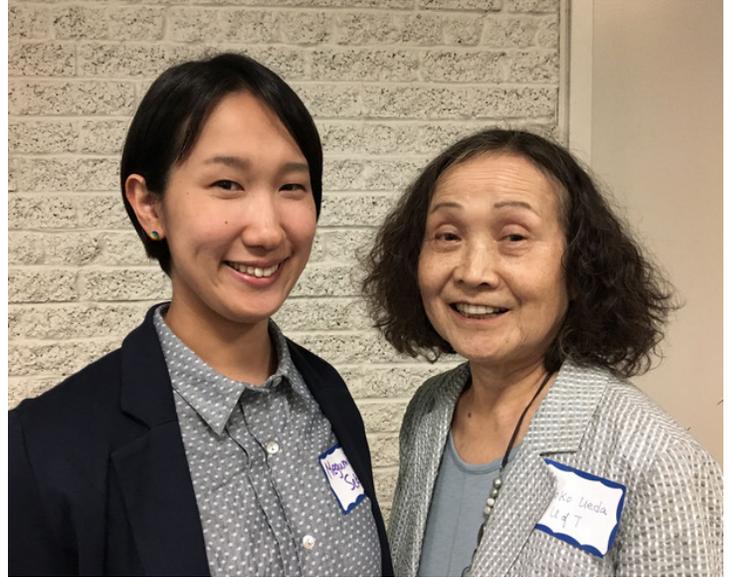
At ISA 2018, from left to right: Megumi Seki and Yoko Ueda

social scientists and researchers in the West. Other potential readers include university faculty, researchers, and graduate students who are interested in taking up a new way of doing ethnographic studies in the field of social welfare, social work, public health, business…any field they are interested in exploring. My hope is that academic spaces in particular will create a forum where discussion about IE can take place.

There have been three major challenges for us in translating this book: the breadth of Smith's scholarship, Smith's style of writing, and syntactic differences between the two languages.

I think many readers would agree that reading Dorothy Smith's work is not easy at all. It requires them, first, to have some basic knowledge of the work of major thinkers, theorists, and methodologists in the fields of social science, philosophy, linguistics, economics, so on. Without such knowledge, it is difficult to understand Smith's argument, particularly when she tries to distinguish IE from "established" or "mainstream" knowledge. I often felt my lack of and/or inadequacy in such knowledge, and therefore I had to read some of those works to which she referred. Only when I understood what Smith was arguing was I able to translate it into Japanese.

Second, through translating her work, I have found that Smith has a peculiar style of writing which drives a Japanese-speaking translator crazy. One such example is that she uses many colons (:), semicolons (;), and dashes (-), in addition to her frequent use of relative clauses, all of which are

crammed into one long paragraph. She uses these to allow her to insert or add many ideas into her flow of thinking. Therefore, in order for us to deal with syntactic differences between the two languages and her style, we had to dissect such a paragraph and reconstruct them so that they would "flow" in a Japanese way of thinking and writing.

I, personally, have begun to love Smith's style of writing, and now I am trying to find ways in which I can preserve her style in the translated book. When Megumi proposed the use of a formal Japanese style which has become popular among feminists, I persuaded her not to use this style, because it sounds feminine and I was afraid that it might destroy Smith's style of writing. Besides this important stylistic concern, I did not want the book to be categorized as more "feminist stuff."

In order to translate this book, each of us translated the different chapters under my supervision. In addition to the translation, I have prepared one extra section, "Explication of terms" for the book. In this section, I tried to explain some important terms and concepts which are central to understanding of IE, such as actuality, coordination, local, problematic, the social, text and so on, focusing on how these are used and meant by Dorothy Smith.

IE is still new to Megumi and she is trying to learn more about this method of inquiry. She is currently taking up an IE approach to her research, which has been funded by Grants-in-Aid for Scientific Research for three years. Also, she is planning to attend a workshop given by Dorothy Smith and Susan Turner in the fall to further her understanding of IE.

Although our translation might provide a useful tool for people whose mother tongue is Japanese, Megumi and I feel that IE should be taught in Japanese college and university classes without totally depending on translated materials. Translating Smith's book has been rewarding for me, and it has made me prepare to write an IE textbook in Japanese as my next project.

Announcements

Awards

Dorothy Smith – Order of Canada Award

The Order of Canada was established in 1967 to honour those who have demonstrated outstanding merit or service through their lifelong contributions. It is the second highest honour for merit in Canada and it is presented by the governor general. Those honoured with the Order of Canada have taken to heart the Order's motto: Desiderantes meliorem patriam ("they desire a better country").

Dorothy Smith has been awarded an Order of Canada for extending the boundaries of traditional sociology to incorporate a feminist perspective, and for developing institutional ethnography.

Naomi Nichols, Jacqueline Kennelly, Sean Kidd, Jayne Malenfant, Kaitlin Schwan – Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant

The SSHRC Insight Development Grant is meant to support research in its initial stages through the development of new research questions, experimentation with new methods, or the use of new theoretical approaches and/or ideas. Naomi Nichols and colleagues have received a grant to fund their research *Building from Experience: Youth-led strategies for homelessness prevention and housing stabilization.* Building from young people's experiential knowledge of the public sector organizations and processes that punctuate and give shape to their lives, this research will identify specific inter-institutional and policy junctures – in provincial or federal education, child welfare, (mental) healthcare, criminal-legal, and housing systems – that shape conditions of housing precarity for youth. Institutional history mapping exercises (Prasad, Hall & Thummuru, 2006) will allow the participatory research team to identify policy, practice, and programmatic intersections where developmentally appropriate interventions could prevent homelessness and/or enable housing stabilization for young people who are precariously housed. Once problematic/promising inter-institutional, policy, practice and programmatic junctures have been identified, each provincial research team will mobilize findings to recommend concrete reforms and create youth-led intervention strategies (policy and programmatic) and models of support. The participatory, action-oriented, and cross-sectoral nature of this research will allow them to produce practical solutions to a complex, fusion-policy issue: youth homelessness.

Naomi Nichols, Stephen Gaetz, Sue-Ann MacDonald, Laurence Ray, Phillipe Coté, Nombuso Dlamini, Marta Kobiela, Katherine Maurer (Collaborators: Dans la Rue, Powered by Data, Open North, and A Way Home, Canada) – Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant

Increasingly, the Government of Canada is embracing a range of monitoring, evaluative and predictive technologies in order to reform governance processes and the delivery of services to those most in need. The effects of these moves are particularly pronounced for young people living in poverty -- who by virtue of their participation in public systems (e.g., education, child welfare), presence in public spaces (e.g., parks and streets), and dependence on civil sector organizations are increasingly subject to the effects of this latest evidential turn. As the federal government moves to embrace data-driven governance as part of its response to a range of social issues impacting youth, but particularly those impacting housing and homelessness, research must pay attention to the effects of these data-led governance processes on young people's rights (e.g., to housing, education, & work) and their experiences of procedural fairness in a range of state institutions (e.g., child welfare, policing, social housing). Big data, open data, data-led governance, algorithmic decision-making, and the rise of risk modelling in the provision of public services (e.g., evidence-based policing or maltreatment risk

prediction in child welfare institutions) have the potential to serve the aims of neoliberal governance and increase the surveillance of already over-surveilled and criminalized groups.

Data Justice: Fostering equitable data-led strategies to prevent and end youth homelessness will explore whether -- and under what conditions -- the opposite is also true. How might data-led initiatives also improve the livelihoods and wellbeing of those who have historically and disproportionately borne the brunt of extractive research, institutional surveillance, and data-led social control efforts? The Data Justice initiative brings together young people (ages 16 to 29) with lived experiences of poverty and housing insecurity; interdisciplinary social scientists, technologists; social mission organizations; and social mission funders to investigate and analyze the possibilities and problems with evidence-based governance at this critical juncture when Canadian municipal, provincial/territorial and federal governments and institutions move concertedly towards data and technology-driven governance responses. The research will: systematically identify possibilities and problems within existing state systems; design equity-oriented data-led solutions, which address outcome disproportionalities generated along racial-ethnic, class and gender lines; and ensure that public sector institutions are not further entrenching raced, classed, and gendered inequalities. This knowledge will enable civil sector and government actors to implement data-led institutional processes that ethically and effectively contribute to the elimination of youth housing insecurity and poverty.

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