

## Comparative Studies/English 5189-S

Ohio Field School  
Place & Space

### **Dr. Cassie Rosita Patterson, co-instructor**

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### **Dr. Cristina Benedetti, co-instructor**

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Classroom location: Denney Hall 245

Meeting Days: Mondays from 2:15pm-5:00pm

### **Disability**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue;  
<http://www.ods.ohio-state.edu/>.

**Eligibility:** This course is open to all graduate and undergraduate students in good standing, but due to limited resources, students must complete an application process before receiving permission to register for the course. (We will endeavor in our selection to insure equal numbers of graduates and undergraduates.)

**Description:** This course introduces ethnographic field methods (participant-observation, writing field notes, photographic documentation, audio-interviewing), archiving, and the public exhibition of research for both undergraduates and graduate students. Students will contribute to a team-based, immersive research project designed to document the ways that diverse communities express and preserve a sense of place in the face of economic, environmental and cultural change. The semester-long, experientially-based course will consist of three parts:

1. Introduction to fieldwork (on OSU campus in Columbus)
2. A one-week field experience in Scioto County during spring break (where students will reside together on-site)
3. Accessioning, preparation of a public-facing project, and final report (on OSU campus in Columbus)

Thus, throughout the semester, students will practice all of the skills necessary to construct a permanent record of local expressive culture that will be accessible to future researchers and community members. Participation in all parts of the course is required.

**Ohio Field Schools Project:** The Center for Folklore Studies is conducting an ongoing research project designed to document Ohio communities' responses to economic, environmental and cultural change through their everyday practices and expressive culture. Our preliminary focus is Scioto County in Southeastern Ohio. Students will assist in this project by collaborating with community partners to further their own projects, documenting the process along the way. They will learn about the various ways that a diverse set of residents support their communities and environments through a host of activities. Students will code and deposit their research in the Ohio State University Folklore Archives.

**Community Partners & Service Projects:** Each pair of students will be grouped with a community partner (or partners) to conduct a few days of service during which students will plug in to assist with the community partner's project. Students are expected to take photographs, field notes, and record event activities when appropriate during the service portion of the week, and will conduct a minimum of two interviews with those they have worked with at the end of the week. A separate document will detail the list of community partners and service projects.

**Goals:**

- Students will learn about local life and expressive culture in Scioto County by interacting with diverse community members
- Students will learn how to be productive members of a research team
- Students will receive hands-on training in ethnographic methods
- Students will have the opportunity to improve their practice through ongoing group reflection on and discussion of the work
- Students will understand how to adapt their team-based skills to future ethnographic projects they wish to pursue
- Students will advance the research project's developing conceptualization of local culture

**Additional Service Learning Goals:**

- Students will understand the challenges and opportunities of our community partners
- Students will produce a plan for returning the work to community partners in a form that suits community partner interest
- Students will create a consultable collection at the Center for Folklore Studies Archive, the Portsmouth Public Library, 14th Street Community Center, Shawnee State Park, and Shawnee State University that documents local culture in Scioto County

**Assessment:**

Student will be assessed in terms of their documentation corpus, written products, their active engagement in discussion, their respectful interaction with community partners

and fellow researchers, and the depth of their self-reflection as exhibited in oral and written media.

**Required Texts & Materials:**

- Campbell, Elizabeth, and Luke E. Lassiter. [\*Doing Ethnography Today: Theories, Methods, Exercises\*](#). 2015. Print.
- Fieldwork journal (any notebook that will assist you in taking notes while in the field. Some people prefer hardback notebooks, for ease of writing without a table available. This [hardback notebook from Staples](#) is an option; Cassie enjoys using Gold Fibre project planners. Find a notebook that works for your style of note-taking!)

All course documents should be submitted to the **OFS2019 Box folder**:  
[go.osu.edu/OFS2019box](http://go.osu.edu/OFS2019box)

**Assignments**

10%	<b>In-class &amp; Canvas Discussion:</b> Students are expected to come to class (1) having read the assigned readings, (2) being ready to contribute to discussion, and (3) being ready to ask questions. Regular and substantive participation in class conversation is expected. Canvas posts are due by noon the day before class. Late Canvas posts will receive half credit or less.
20%	<b>Observant Participation &amp; Fieldnotes:</b> (1) Attend, observe, and document a Be the Street event in Hilltop, Columbus, OH, writing fieldnotes about your experience. Transform your fieldnotes and photographs into a short 450-500-word multimedia blog post that can be used by Be the Street to promote their work! (10%) <i>No Carmen post due the week you complete this assignment.</i>  (2) Shadow and assist your service-learning community partner with their project, documenting the process through fieldnotes, audio recordings, and photographs. Take copious and detailed fieldnotes (you should aim to write <i>at least</i> two single-spaced pages per day). Share fieldnotes and fieldnoting strategies with the class. (10%)
20%	<b>Ethnographic Interviews:</b> As a pair, conduct 2 ethnographic interviews (1 interview each) during your week stay in Scioto County (each teammate should experience the lead interviewer and tech/notetaker role). <i>Due last day of class.</i>
20%	<b>Archival Deposit:</b> Code each file you create using the Archival Accessioning Guide and template. Create photo logs for each day of fieldwork, writing detailed descriptions for each photograph (who, what, where, placenames, explanation of relevance, etc.). Create audio logs or transcripts for each interview and sound file you produce. Scan and name each item of ephemera. Collect and digitize signed interview consent forms for each of your interviews. Transfer interviews,

	<p>photographs, ephemera, and consent forms to the OFS Collection. You may visit the Folklore Archives for assistance with any portion of this assignment. <i>Due last day of class.</i></p>
20%	<p><b>Public Project:</b> Choose a significant theme or question from your fieldwork and collaborate with your teammate(s) to produce a public project. Consider what form you want your project to take, how you want to carry out and review the work, and who your primary audience will be. Also consider your time constraints for this class--what is a manageable outcome? You might, for example, construct a digital gallery page for the CFS website, or a blog post.</p> <p>For a Digital Gallery page you will need:</p> <ul style="list-style-type: none"> <li>• to write a description of the theme/question and provide evidence from your fieldwork materials (approximately 750 words)</li> <li>• 1-2 illustrative quotes</li> <li>• 8 horizontal images</li> <li>• 1-2 sound clips to illustrate your claims</li> <li>• ephemera (where relevant)</li> </ul> <p><i>Due last day of class.</i></p>
10%	<p><b>4-6 page Fieldwork Final Report:</b> Create a fieldwork final report that details the OFS project, a description of your community partner and service project, contents of your collection (# of each kind of item/media), major findings, lingering questions, detailed contact list (including phone # and mailing address), and future research opportunities. This is the kind of report you will produce if you get a contract fieldwork gig. Examples will be provided. <i>Due last day of class.</i></p>

Notes about the fieldwork experience:

- Students will work in teams of two. Each team will receive:
  - a community partner and service project
  - an Archival Accessioning Guide for processing and logging their materials
  - a fieldworking bag with recording equipment
  - consent forms
- Student teams will proceed to the documentation proper, conducting interviews, documenting places and events through photographs and field notes, reviewing their materials in order to create finding guides, and uploading their field notes, audio files, finding guides, and photographs to the project database. Archiving will go hand-in-hand with documenting, and students are responsible for properly labeling their files daily and backing them up with the archivist.
- Team members will conduct all interviews together. They will rotate roles so that each has an opportunity to be the interviewer and each to be the recorder/note-taker. Likewise, each will take photographs, write field notes, and accession materials.

- Facilitating faculty will meet with each student team individually to monitor their progress, evaluate their documentation, and trouble-shoot.
- The whole group team will **convene each evening for a 1-2 hour required reflection session** to discuss group dynamics, share experiences and provide feedback on emerging issues related to the work.
- When time permits, students will be encouraged to introduce people and places they find especially interesting to other teams in an effort to cross-fertilize our work.

### Grading Scale:

A = 93-100	A- = 90-92	B+ = 87-89
B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69
D = 60-66	E = 60 and below	

### Academic Misconduct

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>.”

Date	Readings Due & In-class activities	Assignments Due
Jan 7	-Introductions -OFS project overview -Service projects -BuckIRB overview + links -Syllabus overview (major assignments and Canvas posts), course textbook	Complete Human Subjects certification, RCR, eCOI (see links on Canvas)
Jan 14	Explore two links from the <a href="#">Local History Digital Collection</a> AND read two essays from the Scioto Historical website ( <a href="http://sciotohistorical.org/">http://sciotohistorical.org/</a> ).  Keefe, Susan E. " <a href="#">What Participatory Development Means for Appalachian Communities</a> " in <i>Participatory Development in Appalachia</i> (photocopy on Canvas)	Canvas: In 450-500 words, reflect on the collection and readings that provide historical context for our field site.  How do the digital history essays relate to key concepts in Keefe’s essay? What methodologies of representation do you see

	In class: Scioto County context presentations: each student will report out to the class about their exploration and readings	operating in the two local readings?  <i>Posts due by 12pm the day before class.</i>
<b>Jan 21</b>	No classes – MLK Day observed	On Jan 26 students may join Cassie and Cristina for a history hike to Vastine Hollow.
<b>Jan 28</b>	Chapters 1 & 2 in <i>Doing Ethnography Today</i>  In class: Discuss selected sentences that help us understand the concept and practice of ethnography.	Canvas: Complete steps #1 and #2 from the exercise on pg. 12 of <i>Doing Ethnography Today</i> , and post your 1-pg response from #2 on Carmen. Read your classmates' posts prior to coming to class, as we will complete the exercise in class.  Bring a sentence from the reading that you feel exemplifies your understanding of ethnography.  <i>Posts due by 12pm the day before class.</i>
<b>Feb 4</b>	Cashman, Ray. "Visions of Irish Nationalism" in <i>Journal of Folklore Research</i> (.pdf on Canvas)  Garcia, Angela. "The Elegiac Addict: History, Chronicity, and the Melancholic Subject" in <i>Cultural Anthropology</i> (.pdf on Canvas) <b>**Trigger warning: death and dying, discussion of suicide**</b>  In class: Consider methodologies for studying space & place.  In class: Intro to Be the Street community devising methodologies in practice.	Canvas: In 450-500 words, consider the ways that Cashman and Garcia use their respective methodologies to explore place and space. What similarities and differences do you notice? How do their methodologies relate to their subject matter?  <i>Posts due by 12pm the day before class.</i>
<b>Feb 11</b>	Chapter 3 from <i>Doing Ethnography Today</i>  Basso, Keith "Quoting the Ancestors" <i>Wisdom Sits in Places</i> (.pdf on Canvas)  In class: discuss outputs of ethnography and fieldwork	Canvas: In 450-500 words, consider the ways that Basso engages a key concept from Chapter 3 in <i>DET</i> , such as emergent design, intentional reciprocity, uncertainty, collaboration, ethics,

		<p>recognition/anonymity, authority, or project design.</p> <p><i>Posts due by 12pm the day before class.</i></p>
<b>Feb 18</b>	<p>Chapter 4 from <i>Doing Ethnography Today</i></p> <p>Basso, Keith "Stalking with Stories" <i>Wisdom Sits in Places</i> (.pdf on Canvas)</p>	<p>Canvas: Go to a public space and observe human activity for at least an hour. Experiment with jotting, sketching, and creating fieldnotes, and post your 450-500-word fieldnote entry to Canvas. (Option: BTS observation)</p> <p><i>Posts due by 12pm the day before class.</i></p>
<b>Feb 25</b>	<p>Chapter 5 from <i>Doing Ethnography Today</i></p> <p>In class: Practice crafting interview questions and interviewing in pairs</p> <p>In class: Tech bag guide + hands-on workshop; troubleshoot issues</p>	<p>Canvas: Listen to one of the interviews from last year's field school and take notes about the content of the conversation as well as the interviewer's style. Pose at least one question you have about the local area and one question you have about interviewing techniques.</p> <p><i>Posts due by 12pm the day before class.</i></p>
<b>Mar 4</b>	<p>AFS <a href="#">Statement on Ethics</a> &amp; <a href="#">Position Statement on Research with Human Subjects</a></p> <p>OFS Consent Form on Carmen (files)</p> <p><i>Doing Ethnography Today</i> Codes of Ethics cited on p. 48</p> <p>In class: Archival Accessioning Guide + hands-on workshop; practice obtaining consent from your partner</p> <p><b>Guest: Afsane Rezaei on OFS Master List</b></p>	<p>Canvas: After reading the codes of ethics cited on p. 48 do exercise 1 on p. 39</p> <p><i>Posts due by 12pm the day before class.</i></p>
<b>Mar 9-17</b>	<p>Spring break – on-site fieldwork</p>	<p>Scheduled activities:</p> <p>-group dinner at Drew Carter's on Saturday the 9<sup>th</sup></p>

		<p>-forest tour on Monday the 11<sup>th</sup> @11am</p> <p>-group dinner at Mike Flaig's on Saturday the 16<sup>th</sup></p> <p>-St. Patrick's Day Parade on Sunday the 17<sup>th</sup></p>
<b>Mar 18</b>	Class canceled – rest up!	
<b>Mar 25</b>	<p>Chapter 6 from <i>Doing Ethnography Today</i></p> <p>Activity on p. 118 first half</p> <p>Activity on p. 128 second half (truncated versions)</p> <p>In class: Make a logistics plan for creating public project, including possibly working with community partners.</p>	<p>Canvas: Come up with questions to guide a discussion with your partner about the development of your public project. How will you involve your community partner in the process?</p> <p><i>Posts due by 12pm the day before class.</i></p>
<b>Apr 1</b>	Final report examples on Carmen (files) + review SP18 OFS digital galleries and OAC and LOC reports	<p>Canvas: In 450-500 words, reflect on the style and content of the set of final reports you read for class. What aspects of the final reports most appeal to you? What aspects may be missing? What is most interesting to you, and what might be most useful to community partners?</p> <p>Come prepared to discuss digital galleries.</p> <p><i>Posts due by 12pm the day before class.</i></p>
<b>Apr 8</b>	Work w/ partner on public projects in class	n/a
<b>Apr 15</b>	Work w/ partner on public projects in class	n/a
<b>Apr 22</b>	Class presentations	<i>Public Project, Fieldwork Final Report, and archival logs all due to our class Box folder. Images and recordings to be turned in on SD cards.</i>