

COMPARATIVE STUDIES FIELD SCHOOL **SYLLABUS**

Spring 2020 Comparative Studies/English 5189-S
The Ohio Field School: Place & Space in Appalachian Ohio

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Office Hours: Monday 4-5 PM and by appointment

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Center for Folklore Studies

218 Ohio Stadium (Between Gates 18-20)

458 Hagerty Hall (Through door of Humanities Institute)

Office Hours: Monday 2 PM – 3 PM and by appointment.

Classroom location: Haggerty 251

Meeting Days: Mondays from 10:00 AM 12:45 PM; March 7-15 On-Site in Perry County

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. 12th 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 Perry 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 Perry County in Southeastern Ohio, after several years of working in Scioto County. 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 (fully transcribed) 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:

Ohio Field School students will:

- learn about local life and expressive culture in Perry County by interacting with diverse community members while doing service projects with members of grassroots organizations.
- learn how to be productive members of a research team.
- receive hands-on training in ethnographic methods, cultural documentation, and preservation.
- improve your practice through ongoing group reflection and discussion.
- reflect on how to adapt your team-based skills for future ethnographic projects.
- advance the research project's developing conceptualization of local culture.

Additional Service Learning Goals:

- develop an understanding of the challenges and opportunities of our community partners.
- produce a plan for returning the work to community partners in a form that suits community partner interest.

- create a consultable collection for the Center for Folklore Studies Archive, as well as for local community archives

Attendance: Due to the collaborative and experiential nature of this course, attendance is essential and mandatory in the on-campus seminar and during the field-based portion of the class. In order to pass the course, you must participate in the Spring Break field trip on-site in Perry County. If you are unable to attend a class, please let Dr. Borland and Dr. Waugh-Quasebarth know ahead of time.

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. (Available in the bookstore).
- 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; We recommend using Gold Fibre project planners. Find a notebook that works for your style of note-taking!). We recommend writing up daily fieldnotes on your laptop, tablet, or phone, so that text can be easily saved and reproduced.
- **(Optional background)** Straw, Richard A. and H. Tyler Blethen. 2004. *High Mountains Rising: Appalachia in Time and Place*. Urbana : University of Illinois Press. (This book provides an excellent overview of the Appalachian region).
- All other materials will be available on the Buckeye Box Folder. <https://go.osu.edu/ofs2020box>

All course documents should be submitted to the **OFS2020 Box folder (Hyperlinked)**: <https://go.osu.edu/ofs2020box>

Assignments

10%	In-class & Discussion Papers: 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. Discussion papers are due by noon the day before class to the appropriate week’s Box folder. Late posts will receive half credit or less.
20%	Observant Participation & Fieldnotes: (1) Attend, observe, and document an event on campus or in Columbus writing fieldnotes about your experience. Transform your fieldnotes and photographs into a short

	<p>450-500-word multimedia blog post for class discussion. (10%)</p> <p>(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 fieldnote taking strategies with the class. (10%)</p>
20%	<p>Ethnographic Interviews: As a pair, conduct 2 ethnographic interviews (1 interview each) during your week stay in Perry County (each teammate should experience the lead interviewer and tech/notetaker role). These interviews should be fully transcribed. <i>Due last day of class.</i></p>
20%	<p>Archival Deposit: 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, 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>Public Project: 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"> • to write a description of the theme/question and provide evidence from your fieldwork materials (approximately 750 words) • 1-2 illustrative quotes • 8 horizontal images • 1-2 sound clips to illustrate your claims • ephemera (where relevant) <p><i>Due last day of class.</i></p>
10%	<p>4-6 page Fieldwork Final Report: 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/>.”

Mental Health Services

Mental Health Services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu (<http://ccs.osu.edu/>) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1- 800-273-TALK or at suicidepreventionlifeline.org (<http://suicidepreventionlifeline.org/>) .

Student Advocacy

Student Advocacy Center (as they note in their mission statement) is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 001 Drackett Tower, call at (614) 292-1111, email advocacy@osu.edu, or visit their website: <http://studentlife.osu.edu/advocacy/>

Title IX

Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Information on Title IX and potential Title IX violations can be found here. If you have concerns about a possible Title IX violation, you may contact the Title IX Coordinator at titleix@osu.edu or file a report [online](#). You may also contact any of the [Deputy Title IX coordinators](#) in Student Conduct, Human Resources, or Athletics. The University also maintains a **University Anonymous Reporting Line** at 1-866-294-9350.

Course Schedule

Date	Readings Due & In-class activities	Assignments Due
Jan 6	-Introductions -OFS project overview -Service projects	Complete Human Subjects certification, RCR, eCOI (see links in Box) during the

	-BuckIRB overview + links -Syllabus overview (major assignments and Discussion papers), course textbook	week. DISCUSS: “Heritage” by James Still; “Black Diamonds” by Crystal Good.
Jan 13	CHECK OUT: a community resource and an academic resource on reserve from the CFS Perry County Reference Library. NOTE: You will need to spend some time at the center to do the basic reading of these resources. Selected resources available in Box. READ: Keefe, Susan E. " What Participatory Development Means for Appalachian Communities " in <i>Participatory Development in Appalachia</i> . IN CLASS: Perry County context presentations: each student will report out to the class about their exploration and readings	Box: In 450-500 words, reflect on your resource and how it provides historical context for our field site. How do the resources relate to key concepts in Keefe’s essay? What methodologies of representation do you see operating in the work? How does the academic work differ from the community work? <i>Posts due by 12pm the day before class.</i>
Jan 20	No classes – MLK Day observed	Alternate OPTIONAL event: Scanning Field Trip
Jan 27	READ: Chapters 1 & 2 in <i>Doing Ethnography Today</i> READ: Lewis, Ronald L. 1999. “Beyond Isolation and Homogeneity: Diversity and the History of Appalachia.” IN CLASS: Discuss selected sentences that help us understand the concept and practice of ethnography.	Box: 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. How are different kinds of ethnography used for different kinds of projects? How can ethnography address some of the issues raised by Lewis? <i>Posts due by 12pm the day before class.</i>
Feb 3	IN CLASS: Consider methodologies for studying space & place. READ: Kingsolver, Ann. 2018. “‘Placing’ Futures and Making	Box: In 450-500 words, consider the ways that Kingsolver, Polanco, and Roberts use their respective methodologies to explore place and space. What similarities and differences do you notice? How do their methodologies relate to their subject

	<p>Sense of Globalization on the Edge of Appalachia.”</p> <p>READ: Polanco, Mieka B. 2012. “Not to Scale”: Mapping Race in A Virginia Historically Black Community.”</p> <p>READ: Roberts, Katherine. 2013. “The Art of Staying Put: Managing Land and Minerals in Rural America.”</p>	<p>matter?</p> <p><i>Posts due by 12pm the day before class.</i></p>
Feb 10	<p>READ: Chapter 3 from <i>Doing Ethnography Today</i></p> <p>READ: Excerpt from Sarah Hill. 1997. <i>Weaving New Worlds: Southeastern Cherokee Women and their Basketry</i></p> <p>GUEST VISITOR: Cassie Patterson on designing projects and establishing connections in fieldwork</p> <p>IN CLASS: Discuss outputs of ethnography and fieldwork</p>	<p>Box: In 450-500 words, consider the ways that Hill engages a key concept from Chapter 3 in <i>DET</i>, such as emergent design, intentional reciprocity, uncertainty, collaboration, ethics, recognition/anonymity, authority, or project design.</p> <p><i>Posts due by 12pm the day before class.</i></p>
Feb 17	<p>READ: Chapter 4 from <i>Doing Ethnography Today</i></p> <p>READ: Excerpt from: Ruth Behar. 1996. <i>The Vulnerable Observer</i>.</p>	<p>Box: Attend, observe, and document an event on campus or in Columbus writing fieldnotes about your experience. Transform your fieldnotes and photographs into a short 450-500-word multimedia blog post for class discussion.</p> <p><i>Posts due by 12pm the day before class.</i></p>
Feb 24	<p>READ: Chapter 5 from <i>Doing Ethnography Today</i></p> <p>READ: Excerpt from Shannon Bell. 2013. <i>Our Roots Run Deep as Ironweed</i>.</p> <p>IN CLASS: Practice crafting interview questions and</p>	<p>Box: 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>interviewing in pairs</p> <p>IN CLASS: Tech bag guide + hands-on workshop; troubleshoot issues</p>	<p><i>Posts due by 12pm the day before class.</i></p>
Mar 2	<p>READ: AFS Statement on Ethics & Position Statement on Research with Human Subjects</p> <p>READ: OFS Consent Form on Box (OFS Files)</p> <p>READ: <i>Doing Ethnography Today</i> Codes of Ethics cited on p. 48</p> <p>IN CLASS: Ethics Bowl!</p> <p>GUEST VISITOR: Afsane Rezaeisahraei on the Archival Accessioning Guide + hands-on workshop; practice obtaining consent from your partner</p>	<p>Box: 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>
Mar 7-15	Spring break – on-site fieldwork	See Sample Research Itinerary
Mar 16	Class cancelled	<p>EXPLORE: Public facing documentary projects on Appalachia.</p> <p><i>100 Days in Appalachia.</i> https://www.100daysinappalachia.com/100-days-100-voices/</p> <p>The Coal Camp Documentary Project https://appalachianprojects.as.uky.edu/coal-camps</p> <p>Tending the Commons: Folklife and Landscape in Southern West Virginia https://www.loc.gov/collections/folklife-and-landscape-in-southern-west-virginia/about-this-collection/</p> <p>Southern Oral History Program Digital Exhibits https://sohp.org/digital-exhibits/</p>
Mar	Chapter 6 from <i>Doing</i>	Box: Come up with questions to guide a

<p>23</p>	<p><i>Ethnography Today</i></p> <p>Activity on p. 116 first half</p> <p>Activity on p. 128 second half (truncated versions)</p> <p>VISIT: Brian Harnetty, On creating projects from archival material</p> <p>IN CLASS: Make a logistics plan for creating public project, including possibly working with community partners.</p>	<p>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>
<p>Mar 30</p>	<p>READ: Final report examples on Carmen (files) + review SP19 OFS digital galleries and OAC and LOC reports</p> <p>READ: Satterwhite, Emily. 2008. "Imagining Home, Nation, World: Appalachia on the Mall."</p> <p>READ: Noyes, Dorothy. 2014 "Heritage, Legacy, Zombie: How to Bury the Undead Past"</p>	<p>Box: 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? How do the insights of Satterwhite and Noyes affect your understanding of public projects?</p> <p>Come prepared to discuss digital galleries.</p> <p><i>Posts due by 12pm the day before class.</i></p>
<p>Apr 6</p>	<p>Work w/ partner on public projects in class</p> <p>In class: Discussion of transcripts and reflection on interviewing</p>	<p>INTERVIEW TRANSCRIPTS DUE</p>
<p>Apr 13</p>	<p>Work w/ partner on public projects in class</p> <p>READ: Narayan, Kirin. 1993. "Refractions of the field at home: American representations of Hindu holy men in the 19th and 20th centuries"</p>	<p>n/a</p>
<p>Apr 20</p>	<p>Class presentations</p>	<p><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></p>