

COMPARATIVE STUDIES FIELD SCHOOL **SYLLABUS**

Spring 2021 Comparative Studies/English 5189-S
The Ohio Field School: Place & Space in Appalachian Ohio

Dr. Katherine Borland, Co-instructor

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Department of Comparative Studies

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Office Hours: Wednesday 11:30AM-12:30 PM

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Center for Folklore Studies

218 Ohio Stadium (Between Gates 18-20)

Office Hours: Thursday 1-2 PM

Classroom location: Mendenhall Lab 185, except for the first two weeks of class and any other university mandated distance arrangements. Do not attend in person if you feel ill. Please do the university health check before coming to campus. Mask is mandatory. Please carry an additional mask in case of sneezing (protocol is to change the mask if it is wet).

Meeting Days: Tuesday 10:00AM - 12:45PM

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 in a seminar-format
2. Collection of ethnographic materials through socially-distanced research methods including, fieldnotes, ethnographic interviews, digitization, and community-partner relationship-building
3. Accessioning, preparation of a public-facing project, and final report

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 current focus is Perry County in Southeastern Ohio. Previously, we worked in Scioto County for three years. Students will assist in this project by collaborating with community partners to further partners' 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 teamed with a community partner (or partners) to learn both about the partners' overall project and the specific tasks students will assist with during the semester. Students are expected to take photographs, field notes, and record event activities when appropriate (We will be providing a running list of optional, socially distanced opportunities (outdoor events or driving surveys) that students can participate in to get a better sense of the place and people. Field notes may also reflect online activities, such as exploring facebook pages and other forms of online presence and communication, doing background research, attending or participating in online programming, etc. Each student will conduct and fully transcribe a minimum of one recorded interview via telephone. In some projects, students will conduct multiple interviews, for which they will prepare either tape logs or transcriptions. 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 experience-based 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.
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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: Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments and discussion prompts for every scheduled meeting, participating at least once per week for courses with fully remote participation. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices. Due to the collaborative and experiential nature of this course, attendance is essential and mandatory in the seminar and as well as in building relationships with community partners throughout the semester. If you are unable to attend a class, please let Dr. Borland and Dr. Waugh-Quasebarth know ahead of time. If you are feeling under the weather, please arrange to zoom in to the in-person portion of the class.

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. (This text will be provided to you. Please arrange to pick it up from Hagerty Hall).

- 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. We recommend using Gold Fibre project planners. Find a notebook that works for your style of note-taking!). We recommend transferring 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 in the OneDrive Folder

All course documents should be submitted to the [OFS 2021 OneDrive Folder](#).

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 OneDrive folder. Late posts will receive half credit or less.
20%	Observant Participation & Fieldnotes: Shadow and assist your service-learning community partner with the project, documenting the process through fieldnotes, audio recordings, and photographs. After we discuss the practice of taking fieldnotes in class on Feb. 9, you will be engaged in note-taking for the rest of the semester. Take copious and detailed fieldnotes (you should aim to write <i>at least</i> two single-spaced pages per week). Share fieldnotes and fieldnote taking strategies with the class.
20%	Ethnographic Interviews: As a team, conduct a minimum of 1 interview each during your semester long collaboration (each teammate should experience the lead interviewer and tech/notetaker role). These interviews should be fully transcribed. This process should consist of three steps: an informal conversation to set up the interview, a recorded semi-structured interview, and a conversational follow-up after transcription. You may also find it valuable to conduct one or more recorded follow-up interviews with your interviewee. <i>Transcripts and audiofiles due April 3.</i>
20%	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

	<p>transcripts for each interview and sound file you produce. Scan and name each item of ephemera. Collect signed interview consent forms for each of your interviews. Transfer interviews, photographs, ephemera, and consent forms to the OFS Collection. We will be available for consultation in office hours for this task. <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 to be hosted on the CFS website. 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?</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) • These should all be formatted following the Digital Gallery formatting guidelines in OneDrive. <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. Each team will receive:
 - a community partner liaison and service project
 - an Archival Accessioning Guide for processing and logging their materials
 - a fieldworking bag with recording equipment
 - consent forms (the consent process will be done through DocuSign, you will be given instructions on this process).
- Student teams will proceed to the documentation proper, conducting interviews, documenting fieldwork 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 during our regularly scheduled classes to reflect on the work:** discussing group dynamics, sharing experiences and providing feedback on emerging issues related to the work.

Grading Scale:

A = 93-100	A- = 90-92.9	B+ = 87-89.9
B = 83-86.9	B- = 80-82.9	C+ = 77-79.9
C = 73-76.9	C- = 70-72.9	D+ = 67-69.9
D = 60-66.9	E = 59.9 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 12 (Online Only)	-Introductions -OFS project overview -Service projects -BuckIRB overview + links -Syllabus overview (major assignments and Discussion papers), course textbook DISCUSS: “Heritage” by James Still; “Black Diamonds” by Crystal Good	READ: AFS Statement on Ethics & Position Statement on Research with Human Subjects READ: OFS Consent Form on OneDrive (OFS Files)

<p>Jan 19</p> <p>(Online Only)</p>	<p>READ: OFS digital galleries https://cfs.osu.edu/archives/collecons/ohio-field-school</p> <p>SP20 (Found under this heading on the right bar) and OFS SP20 Student Report examples (available in course readings folder)</p> <p>READ: Keefe, Susan E. "What Participatory Development Means for Appalachian Communities" in <i>Participatory Development in Appalachia</i>.</p> <p>IN CLASS: Reviewing key concepts in Keefe; sharing insights from OFS 2020</p> <p>TRAIN: Archival Accession Training</p>	<p>COMPLETE: Human Subjects certification, RCR, eCOI (see links in OneDrive) during the week, Read and sign the Copyright Assignment Form</p> <p>OneDrive: In 450-500 words, reflect on the OFS 2020 digital galleries and sample reports. How do these 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?</p> <p><i>Posts due by 12pm the day before class.</i></p>
<p>Jan 26</p> <p>Meet in Mendenhall 185 beginning this week</p>	<p>READ: Lewis, Ronald L. 2013 "Beyond Isolation and Homogeneity: Diversity and the History of Appalachia."</p> <p>READ: <i>Selection from</i> Dunbar-Ortiz, Roxanne. 2014. An Indigenous People's History of the United States. Chapter 4 and Chapter 5. Emphasis on Sections "The Ohio County," "Total War in Ohio Sets the Stage," "Tecumseh"</p> <p>VISIT: Cheryl Blosser of the Little Cities of Black Diamonds Council on Perry County History</p>	<p>CHECK OUT: a community resource</p> <p>on reserve from the CFS Perry County Reference Library. Come to class ready to present to your peers (you do not need to read word-for-word)</p> <p><i>*Students select service projects</i></p>
<p>Feb 2</p>	<p>READ: Chapter 1 in <i>Doing Ethnography Today</i></p> <p>READ: Borland, Patterson, and Waugh-Quasebarth. 2020. "The</p>	<p>OneDrive: 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</p>

	<p><u>Ohio Field School: A Model for University-Community Research.</u></p> <p>IN CLASS: Discuss selected sentences that help us understand the concept and practice of ethnography. Discuss how these concepts apply to remote ethnography.</p> <p>VISIT: Cassie Patterson on designing projects and establishing connections in fieldwork</p>	<p>we will complete the exercise in class.</p> <p>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?</p> <p><i>Posts due by 12pm the day before class.</i></p>
<p>Feb 9</p>	<p>READ: Kingsolver, Ann. 2018. “‘Placing’ Futures and Making 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: <i>Selection from</i> Tuck, Eve and Marcia McKenzie. 2015. <i>Place in Research: Theory, Methodology, and Methods.</i></p> <p>READ: Lawrence, David. 2015. “The Rural Black Nowhere”</p> <p>IN CLASS: Consider methodologies for studying space & place.</p> <p>VISIT: Janis Ivory of the Rendville Historic Preservation Society on making place in Rendville, Ohio</p>	<p>OneDrive: In 450-500 words, consider the ways that the authors 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?</p> <p>Practice Fieldnotes: From now on, you will be generating 2 single-spaced pages per week. These notes will explore online networks, background materials, websites, as well as your work by phone with community partners, hikes or drive-about, attendance at events as this becomes possible. Practice writing up a short ethnographic vignette, and be prepared to share it with the class.</p> <p><i>Posts due by 12pm the day before class.</i></p>

<p>Feb 16</p>	<p>READ: Chapter 2 and 3 from <i>Doing Ethnography Today</i></p> <p>READ: Roberts, Katherine. 2013. "The Art of Staying Put: Managing Land and Minerals in Rural America."</p> <p>VISIT: Nate Schlater of Monday Creek Restoration Project, Rural Action Inc. (New Straitsville, OH) on watershed activism projects in Appalachian Ohio.</p> <p>IN CLASS: Discuss outputs of ethnography and fieldwork</p>	<p>OneDrive: In 450-500 words, explore how concepts, such as intentional reciprocity, emergent design, uncertainty, collaboration, ethics, recognition/anonymity, authority, are related and what their effect is on your project design.</p> <p><i>Posts due by 12pm the day before class.</i></p>
<p>Feb 23</p> <p>No Class (Instructional Break)</p>	<p style="text-align: center;">OPTIONAL</p> <p style="text-align: center;">Attend Creative Placemaking Leadership Summit Conference</p> <p style="text-align: center;">(Feb 23-24)</p> <p style="text-align: center;">Note: Please let Dr. Waugh-Quasebarth and Dr. Borland know as soon as possible if you are interested in attending, so they can arrange for the registration.</p>	
<p>Mar 2</p> <p>(Meet in Mendenhall 185)</p>	<p>READ: Chapter 4 and 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>OneDrive: 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>

<p>Mar 9</p>	<p>IN CLASS: Fieldwork in progress check-in</p>	<p>OneDrive: Return to the exercises on pgs. 32 and 39 of <i>Doing Ethnography Today</i>. How has your group navigated issues of reciprocity and ethics in conducting remote ethnography?</p> <p><i>Posts due by 12pm the day before class.</i></p> <p>OPTIONAL: Attend Appalachian Studies Conference (March 11-14)</p> <p>Note: Please let Dr. Waugh-Quasebarth and Dr. Borland know as soon as possible if you are interested in attending, so they can arrange for the registration.</p>
<p>Mar 16</p>	<p>READ: <i>Selection from</i> Shannon Bell. 2013. <i>Our Roots Run Deep as Ironweed</i>.</p> <p>READ: <i>Selection from</i> Ruth Behar. 1996. <i>The Vulnerable Observer</i>.</p> <p>IN CLASS: Discuss the place of self, positionality, and reflexivity in fieldwork</p>	<p>OneDrive: Return to the exercise on pg. 46 of <i>Doing Ethnography Today</i>. Reflect on your positionality and your group’s position throughout your fieldwork thus far.</p>
<p>Mar 23</p>	<p>READ: Satterwhite, Emily. 2008. “Imagining Home, Nation, World: Appalachia on the Mall.”</p> <p>IN CLASS: Make a logistics plan for creating public project, including possibly working with community partners. Troubleshoot tech issues in interviews.</p>	<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>VISIT: Guest speaker Jenny Richards (Friends of Shawnee State Park) on how to engage public audiences in Appalachian Ohio</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> <p>OneDrive: 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>Mar 30</p> <p>(Meet in Mendenhall 185)</p>	<p>READ: Chapter 6 from <i>Doing Ethnography Today</i></p> <p>IN CLASS: Discuss representation and writing up ethnography</p>	<p>OneDrive: Activity on p. 116 first half</p> <p>Activity on p. 128 second half (truncated versions)</p>
<p>Apr 6</p>	<p>READ: Choose an article from the Journal of Folklore and Education special issue Art of the Interview that interests you</p> <p>IN CLASS: Discuss transcriptions and reflect on your own interviews. What did you like about your interviews? What would you like to try out or modify as you consolidate your interview style? What are the advantages/disadvantages of your personal approach to interviewing? How did the article you read compare to your own interviewing experience?</p>	<p>INTERVIEW TRANSCRIPTS DUE on OneDrive</p> <p>OPTIONAL: April 8 @ 6 PM CST. “Dr. Steve Warren Presents: Performing Tecumseh: Race and Memory in Mid-Century Ohio” . Hosted by the Shawnee Tribe Cultural Center, Miami, OK.</p>

	<p>VISIT: Dr. Zada Komara (University of Kentucky) on oral histories of coal camps</p>	
<p>Apr 13</p>	<p>READ: Robert Wood Johnson report: <i>Exiting Responsibly—Best Donor Practices in Ending Field Support</i></p> <p>READ: Narayan, Kirin, “Refractions of the Field at Home.”</p> <p>IN CLASS: Discuss ethical exits, ongoing collaboration, and the idea of the university-community divide</p> <p>VISIT: Dr. Luke Eric Lassiter (Marshall University) and Dr. Elizabeth Campbell (Appalachian State University) on the life and sustainability of collaborative ethnographic projects</p>	<p>OneDrive: 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 can a report give continuity or closure to a project?</p> <p><i>Posts due by 12pm the day before class.</i></p> <p>FIELDNOTES DUE on OneDrive</p>
<p>Apr 20</p>	<p>PRESENT: Plan to take us through your public-facing project, discussing the decisions you made as you developed your focus and approach.</p> <p>VISIT: OFS Archivist Cassie Patterson</p>	<p>Continue working on public project, final report, and archival logs.</p> <p>Bring any questions you might have about your archival accession for Dr. Patterson</p>
<p>Apr 27</p>	<p>Exam Week</p>	<p>PUBLIC PROJECT, FIELDWORK FINAL REPORT, and FINAL ARCHIVAL LOGS ALL DUE to OneDrive. Return tech bags.</p>

