

CS 5189-S Ohio Field School:  
Place-making in Appalachian Ohio

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Classroom location: Jennings 050  
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. 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 provides an introduction to 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, digital gallery/blog post preparation, 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, 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. Katey enjoys using this [hardback notebook from Staples](#); Cassie enjoys using Gold Fibre project planners. Find a notebook that works for your style of note-taking!)

We will collaborate to create an extended course bibliography (including monographs, articles, websites, digital galleries, projects, FB pages, Instagram accounts, etc.), listing additional readings and resources in our [OFS2018 Box folder](#).

**Assignments**

10%	<b>In-class &amp; Canvas Discussion:</b>
20%	<b>Participant Observation &amp; Fieldnotes:</b> Shadow and assist your service-learning community partner with their project, documenting the process through fieldnotes, audio recordings, and photographs. Attend and participate in 1-2 social events in Scioto County during our spring break week. Take copious and

	detailed fieldnotes (you should aim to write <i>at least</i> two single-spaced pages per day).
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).
20%	<b>Archival Deposit:</b> Code each file you create using the Archival Accessioning Guide. Create photo logs for each day of fieldwork, writing detailed descriptions for each photograph (who, what, where, placenames, explanation of relevance). Create audio logs 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.
20%	<p><b>Public Project:</b> Choose a significant theme or question from your fieldwork and build a webpage, blog post, or QR code link for the Ohio Field School Collection and/or Traveling Exhibit.</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>
10%	<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.

### 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/>.”

### Course Schedule:

Date	Readings Due & In-class activities	Assignments Due
January 8	Complete Human Subjects certification and eCOI on the IRB website <b>Guest speakers: OFS 2017 class</b>	-Introductions -OFS project overview + review of materials from SP17 OFS -What are you hoping to get out of this course?
January 15: No Class MLK Day		
January 22: Regional Background	Reading selections on Carmen (files) and The Detroit News article, <a href="#">Coal Country Tourism</a> .	Canvas: In 450-500 words, reflect on the collection of readings that provide background on the Appalachian region

	<p>Download <a href="#">Scioto Historical</a> app (from your App store) + read two essays of your own selection.</p> <p><b>Guest speakers: Mark Bender on wildcrafting in Appalachia</b></p>	<p>and Scioto County in particular. What most interests you about this area, and what do you want to know more about?</p> <p><b>Posts due by noon the day before class.</b></p>
<p><b>January 29: Frameworks for our Research</b></p>	<p>Keefe, Susan E. "<a href="#">What Participatory Development Means for Appalachian Communities</a>" in <i>Participatory Development in Appalachia</i> (photocopy on Canvas)</p> <p>Chapters 1 &amp; 2 in <i>Doing Ethnography Today</i> (required course text)</p> <p><b>Guest speaker: Dana Kletchka (AAEP) on collaborative exhibits</b></p>	<p>Canvas: Complete steps #1 and #2 from the exercise on pg 12 of <i>Doing Ethnography Today</i>, and <a href="#">post your response 1-pg response from #2 on Carmen</a>. Read your classmates' posts prior to coming to class, as we will complete the exercise in class.</p> <p><b>Carmen posts due by noon the day before class.</b></p>
<p><b>Feb 4 @1pm</b></p>	<p><a href="#">OFS SP17 Community Project presentation and workshop</a> @Shawnee State Lodge in Portsmouth, Ohio (all encouraged to attend)</p>	<p>If you attend the presentation and workshop, practice taking fieldnotes.</p>
<p><b>February 5: Contract Fieldwork &amp; Writing Final Reports</b></p>	<p>Final report examples on Carmen (files)</p> <p><b>Guest speaker: Sue Eleuterio (writing final reports for fieldwork projects)</b></p>	<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?</p> <p><a href="#">Posts due by noon before class.</a></p>

<p><b>February 12: Fieldnotes &amp; Participant Observation</b></p>	<p>Chapter 4 from <i>Doing Ethnography Today</i></p> <p>Discuss: multimodal fieldnotes</p> <p><b>Guest speakers: Katherine Borland (fieldnotes) &amp; Cristina Benedetti (observation + participant observation)</b></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.</p> <p><b>Fieldnotes due by noon the day before class.</b></p>
<p><b>February 16</b></p>	<p><a href="#">Performance &amp; Talk by Crystal Good</a></p>	
<p><b>February 19: Interviewing Techniques &amp; Tech Workshop</b></p>	<p>Chapter 5 from <i>Doing Ethnography Today</i></p> <p>In class: Practice crafting interview questions and interviewing in pairs (w/o tech)</p> <p>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 interviewer's style. Pose at least one lingering question you have about interviewing techniques.</p> <p><b>Post due by noon the day before class.</b></p>
<p><b>February 26: Archives Workshop</b></p>	<p>Jimerson, R.C. "Archives for All: Professional Responsibility and Social Justice." <i>American Archivist</i>. 70.2 (2008): 252-281. (Access through the OSU Library system)</p> <p>Archival Accessioning Guide + hands-on workshop</p> <p><b>Guest Speaker: Joanna Spanos on archival research</b></p>	<p>Carmen: In 450-500 words, describe how you currently use or could use archives in your fieldwork and/or research. What considerations might you need to make if you were to archive your fieldwork?</p> <p><b>Posts due by noon the day before class.</b></p>

<p><b>March 5: Fieldwork Ethics</b></p>	<p>AFS ethics statement <a href="http://www.afsnet.org/?page=Ethics">http://www.afsnet.org/?page=Ethics</a></p> <p>AFS Human Subjects <a href="http://www.afsnet.org/?page=HumanSubjects">http://www.afsnet.org/?page=HumanSubjects</a></p> <p>OFS IRB consent form</p> <p>In class: Practice obtaining consent from your partner</p> <p><b>Guest speaker: Jordan Lovejoy on Cornbread Communism</b></p>	<p>Canvas: Describe an ethical dilemma you have experienced in your own research, whether fieldwork- or text-based. How did you work through the problem, and what questions remain unanswered?</p> <p><b>Posts due by noon the day before class.</b></p>
<p><b>March 10 - 17,</b></p>	<p><b>Spring Break: on-site fieldwork</b></p>	<p>Reserve space in your daily schedule for evening reflection.</p> <p>Note: There is no cell service or wifi at our lodging location.</p>
<p><b>March 19</b></p>		<p>-Report out about your experience in the field.</p> <p>-Discuss accessioning process, public project, and final report</p>
<p><b>March 26: Emergent Design in Public Projects</b></p>	<p>Chapter 3 from <i>Doing Ethnography Today</i></p> <p>Review the <a href="#">LiKEN</a>, <a href="#">Growing Right Project</a>, and <a href="#">Scioto Historical</a> websites.</p> <p><b>Guest speaker: Elena Foulis, <a href="#">Oral Narratives of Latin@s in Ohio</a></b></p>	<p>Canvas: (1) In 450-500 words, consider the design of one of these three public projects. What kinds of processes, roles, ethics, and outcomes are being engaged by each of the projects? How are they similar and how do they differ? How might their</p>

		<p>design features influence how you approach your public project for this course?</p> <p>Read and respond to one of your classmates' posts.</p> <p><b>Posts due by noon the day before class. Responses due by noon on class day.</b></p>
<b>April 2: Processing &amp; more Public Projects</b>	<p>Chapter 6 from <i>Doing Ethnography Today</i></p> <p>Work on digital galleries/blog posts in class.</p> <p><b>Guest speakers: Isaac Weiner and Caroline Toy (<a href="#">American Religious Sounds Project</a>)</b></p>	<p>Canvas: Review the American Religious Sounds Project online. Post 2 questions you have for our guest speakers based on our readings from Chs. 3 &amp; 6 in <i>Doing Ethnography Today</i>.</p> <p><b>Posts due by noon the day before class.</b></p>
<b>April 5-8</b>	<a href="#">Annual Meeting of the Appalachian Studies Association</a>	
<b>April 9: Processing</b>	<b>Guest speaker: Anping Luo on comparative mountain cultures in China</b>	<p>-Digital Gallery; wrapping up</p> <p>-SEIs + course assessment</p>
<b>April 16</b>	Public showcase	

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
- 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. Community partners may be invited to these meetings as appropriate.
- 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.