CS 5691-S  Comparative Studies Field School:

Place-making in Appalachian Ohio:

Intersections of Culture, Economics, and Environment

Dr. Katherine Borland Dr. Cassie Patterson

Hagerty 434  218 Ohio Stadium

[Borland.19@osu.edu](mailto:Borland.19@osu.edu) Patterson.493@osu.edu

740-973-9486 614-292-1639

Classroom location: Stillman 135

Meeting days: TuTh 11:10-12:30PM

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 seven-week, experientially-based course will consist of three parts:

1. four classroom sessions: introduction to fieldwork
2. a one-week field experience in Scioto County (where students will reside together on-site (students are required to make one to two return trips to document an event, follow up on an interview, or conduct an additional interview within the remaining five weeks of the course)
3. ten sessions of accessioning, exhibition planning and reflection at the OSU Folklore Archives.

Thus, in eight weeks, 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.

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 documenting spaces of sociality in Portsmouth and Scioto County, such as comic book shops, used record stores, local diners, state parks, community centers, farmers markets, etc. They will interview farmers, forest workers, business owners, community leaders, young people, trappers, hunters, gardeners and others who have storied the lands they occupy in various ways. In the process students will consider the relations between city dwellers and rural groups, between old-timers and in-migrators, between white and Black residents. They will discover to what degree these groups embrace a common vision for a local future. Through reflection and discussion, students will contribute to the research project’s developing conceptualization of “local culture,” “community revitalization” and “diverse environmentalisms.” They will code and deposit their research in the Ohio State University Folklore Archives, and, working with community partners, they will devise a plan for the public sharing of the research (through an exhibition or performance TBD) with our host communities.

**Dr. Borland’s group** will focus on Diverse Environmentalisms. Community Partners include:

* Barbara and Kevin Bradbury of Hurricane Run Farm
* Jenny Richards (Naturalist, Shawnee State Park) and Ronnie Richards
* Martin and Jodie McAllister, Friends of Scioto-Brush Creek
* This group will interview individuals living in the forests, farms and villages of Scioto County and documenting the following:
  + Rural Industry
  + Farming and Farmers' Markets
  + Forest livelihoods (logging, firewood, hunting, trapping)
  + Conservation and diverse environmentalisms

**Dr. Patterson’s group** will focus on Millenials and Place. Community partners include:

* Charlie Haskins of Haskins House
* Maxine Malone of the 14th Street Community Center
* Drew Carter, DJ, A-Plant worker, farmer, youth mentor
* Sloppy Seconds, Sudzy's Pin Up Palace, Awesometown (local, Millenial-owned small businesses)

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” “community revitalization” and “diverse environmentalisms”

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 the form of a public exhibition or performance
* Students will create a consultable collection at the Center for Folklore Studies Archive, the Portsmouth Public Library, and Shawnee State University that documents local culture in Scioto County

Assessment:

Student will be assessed in terms of their written product, 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:

* Emerson, Robert M., Rachel I. Fretz, Linda L. Shaw.  Eds. *Writing Ethnographic Fieldnotes*. Chicago: Univ. of Chicago Press, 1995.
* 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](http://www.quill.com/sustainable-earth-staples-wirebound-notebook-1-subject-9-1-2-x-6/cbs/264035.html?hidedisruptive=1&cm_mmc=SEM_PLA_OS_264035&mcode=SEM_PLA_OS_264035&gclid=CPWukLHlv9ECFQqFaQodtCIPYA); Cassie enjoys using [Gold Fibre project planners](mailto:http://www.officedepot.com/a/products/752476/Ampad-Gold-Fibre-Classic-Project-Planner/?cm_mmc=PLA-_-Google-_-Calendars_Planners-_-752476-VQ6-153983456106-VQ16-c-VQ17-pla-VQ18-online-VQ19-752476-VQ20-329813640717-VQ21--VQ22-624168647-VQ27-33). Find a notebook that works for your style of note-taking!)

Assignments

|  |  |  |
| --- | --- | --- |
| Assignment |  | Description |
| Participant Observation Exercise | 5% | Go to a public place and observe for at least one hour.  Create fieldnotes to document the experience. |
| Ethnographic Interviews &  Archival Deposit | 30% | As a pair, conduct 4-6 ethnographic interviews during your week stay in Scioto County and follow up trips. Review and create logs for each interview, and using the Archival Accessioning Guide, upload interviews, photographs, ephemera, field notes, and consent forms to the CFS project database. |
| Walking/Driving Audit | 5% | Produce a thick description of your initial survey of the "field" |
| Interview Style Self Analysis | 10% | Select and review an interview that you have conducted, paying attention to your own performance. Identify the strengths and weaknesses of your interview style as well as techniques you plan to adopt to improve the quality of your interviewing.  Oral presentation and written reflection. |
| Community Project Material Selection | 30% | Compile significant images, sound clips (type out 1-2-sentence blurbs and clip out 1-4-minute audio sections), ephemera (photo or screen shot), and field notes that poignantly illustrate the major conversations, tensions, and developments in Scioto County today. Save all documents according to the Archival Accessioning Guide.  Discuss how this selection might form the basis of a performance or exhibition, designed to share the research with community partners and larger publics. |
| 5-10 page reflective essay | 20% | Write an account of your learning and discovery process during the field school.  Explain how your experience on the team project will inform ethnographic projects you plan to do in the future. |

**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/>."

**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/.](http://www.ods.ohio-state.edu/)”

**Course Schedule:**

Note: **We will discuss the readings on the dates listed.** For example, we will discuss Keefe, Roberts, and Fisher on March 2nd.

**Part One: Background Research & Ethnographic Orientation**

**March 2 - Introductions & Regional Background**

Introduction to the course; Introduction to the team

Background on the Region by Scioto County Extension Officer, Treva Williams

Discuss group assignments + make changes as necessary

Reading discussion

Required Reading

* Keefe, Susan E. "Introduction: What Participatory Development means for Appalachian Communities" in *Participatory Development in Appalachia: Cultural Identity, Community, and Sustainability*. Knoxville: University of Tennessee Press, 2009. (1-44) (photocopy on Canvas)
* Roberts, Katherine. "The Art of Staying Put: Managing Land and Minerals in Rural America." *Journal of American Folklore*. 126.502 (2013). Print.
* Fisher, Stephen L. "The Grass Roots Speak Back" in *Back Talk from Appalachia: Confronting Stereotypes*. Lexington: University Press of Kentucky, 1999. (203-214) Print.  (photocopy on Canvas)
* Download Scioto Historical app (designed by community partner, Andrew Feight)

Suggested Reading

* Connolly, James J. "Can They Do it? The Capacity of Small Rust-Belt Cities to Reinvent Themselves in a Global Economy" in *After the Factory: Reinventing America's Industrial Small Cities*. Lanham: Lexington Books, 2010. (1-17) Print.  (photocopy on Canvas)
* Richards-Schuster, Katie and Rebecca O'Doherty. "Appalachian Youth Re-visioning Home, Re-making Identities" in *Transforming Places: Lessons from Appalachia*. Eds. Stephen L. Fisher and Barbara E. Smith. Urbana: University of Illinois Press, 2012. Internet resource. (photocopy on Canvas)

**Assignment: Complete Human Subjects certification and COI on the Institutional Review Board Website**

**March  7 - What is Folklore?  What is Public Folklore?**

General Discussion of Folklore and ethnographic research

Reading:

* Chapters 1-4: *Writing Ethnographic Fieldnotes*. (course textbook)

**Assignment:   Go to a public space and observe human activity for at least an hour. Experiment with jotting, sketching and creating fieldnotes. Bring your field notes to the next class meeting to discuss and reflect.**

**March 9 - Fieldwork Ethics**

Fieldwork Ethics. Our ethical principals as they relate to the team.

Fieldnotes. Discussing our fieldnote taking experience

Intervieiwing.  Discussion:  What makes a folklore interview?  How is it different from an Oral History interview? How do we interview for story?

Reading:

* AFS ethics statement <http://www.afsnet.org/?page=Ethics>
* AFS Human Subjects <http://www.afsnet.org/?page=HumanSubjects>
* (All) “Interviewing” in *The Tape-Recorded Interview: A Manual for Fieldworkers in Folklore and Oran History*, 25-73 (photocopy on Canvas)

**Part Two:  Fieldwork Itinerary in Scioto County**

**March 12-19:** Draft Itinerary of On-Site Field School Activities

*Sunday, March 12*

* **Arrive at Shawnee State Park cottages by 11am**. Get settled in group housing.
* Afternoon:  Equipment Workshop; Team Organization; Practicing Interviewing
* Evening: Dinner w/ Jenny Richards. Orientation to Team Living.

*Monday, March*

* Introductory Day One: Whole Group Activities
* Morning: Walking Audits of Portsmouth
* Afternoon:  Individual teams begin organizing their work
* **3:30PM – 5:00PM – Scioto County History w/ Andrew Feight**
* Evening: Group Reflection Session

*Tuesday, March 14*

* Introductory Day Two: Individual teams shadow a partner/contact residents to set up interviews
* Afternoon: Individual teams begin contacting residents to set up interviews/do interviews.
* Evening: Group Reflection Session

*Wednesday, March 15 - Saturday, March18*

* Interviews and Field Visits
* Group Reflection Sessions in the evenings
* **Wed 3/15** - Port City Pub for Barb’s jam session
* **Thurs 3/16** – Dinner at Hurricane Run Farm
* **Fri 3/17** – St. Patty’s Day celebration at Port City Pub
* **Sat 3/18** – Host community partner dinner to thank our collaborators!

*Sunday, March 19*

* Wrap up and return to Columbus

Notes about the fieldwork experience:

* Students will work in teams of two.  Each team will receive:
* a list of community contacts to interview
* a list of places/events to document (participant observation)
* Archival Accessioning Guide for processing and logging their materials
* 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 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.

**Part Three: Archiving and Exhibition Planning**

Students will

* discuss their fieldwork experience and brainstorm the shape of the community project
* complete any accessioning work that was not finished in the field (labeling images, labeling interviews, labeling ephemera, typing field notes)
* review fieldwork data for significant/illustrative images, sound clips/blurbs, ephemera, and field notes and compile a final packet of these materials to submit for consideration for the exhibit/performance
* Arrange with their partner to make one or two follow-up trips to Scioto County for additional follow up interviewing and/or contrast interviewing and/or participant-observation. (Some opportunities already exist in the calendar)
* write a 5-10 page reflective essay about the fieldwork experience

**March 21**

* Discussion of fieldwork experience, challenges and triumphs.

**March 23**

* Interview self-analysis workshop. Students will review their work with an eye toward identifying and improving their interview style. Each student will produce a 3-5 page analysis of one of their own interviews **due March 30th**.
* Discussion of Contrasting and Follow-up interview
* Movie Captioner intro w/ Jordan

Reading:

* “Oral History as Poetry” by Dennis Tedlock in *Envelopes of Sound: The Art of Oral History (*photocopy on Canvas*)*
* “Listen to Their Voices: Two Case Studies in the Interpretation of Oral History Interviews” in *Envelopes of Sound: The Art of Oral History (*photocopy on Canvas*)*

**Assignments:  finish accessioning fieldwork materials.**

**Final Reflection Paper Prompt Distributed with sample citations sheet**

**March 28**

Brainstorm community project next steps; what pieces do we not have yet that we need for the exhibit/performance? Make a plan for follow up visits--and share schedule with your group facilitator.

Reading:

* (All)  Feltault, Kelly.  2006. Development Folklife: Human Security and Cultural Conservation, *JAF* 119(471): 90-110.
* (Grads) Peruse the entire special issue, “Working for and with the Folk: Public Folklore in the Twenty-First Century *JAF* 119(471). Read two additional essays that appeal to you.
* Planning for follow-up trips

**March 30**

Review of archival accessioning practices (file codes, ephemera labeling, etc.). Review all consent forms, upload new contacts to the OFS Contact List. Troubleshoot accessioning questions.

Reading:

* "Who Knows? Who Tells? Creating a Knowledge Commons" in *Transforming Places: Lessons from Appalachia,* eds. Fisher, Stephen L, and Barbara E. Smith.  (photocopy on Canvas)

**April 4 and 6**

* Discuss community project ideas with community liaison, Treva Wiliams.
* Discussion of the readings--ethics and performed life histories.
* In your teams, review fieldwork for significant images, sound clips (type out 1-2-sentence blurbs and clip out 1-4-minute audio sections), ephemera (photo or screen shot), and field notes that poignantly illustrate the major conversations, tensions, and developments in Scioto County today. Create a folder for your final project and include these materials in the folder. Continue with fieldwork review and final project. The materials for your final project will provide a curated corpus from which we will draw for the final community exhibit/performance. We will also use your final packets for digital galleries on the CFS website, reports to our donor, and promotional materials for future field schools.

Reading:

* Three essays from *Oral History Performance,* ed. Della Pollock: Pollock, "Introduction," Rouveral, "Trying To Be Good: Lessons in Oral History and Performance;" *and* Eisner, "Remembering Toward Loss: Performing And so there are pieces..." (photocopy on canvas)

**April 11/13**

* Discussion of readings
* Teams share plans for community and/or digital sharing of research
* Discussion of final reflection papers

Readings:

* Wong, Alan. 2013. Listen and Learn: Familiarity and Feeling in the Oral History Interview. In *Oral History Off the Record,* eds. Anna Scheftel and Stacey Zembrzycki, pp. 97-112. (photocopy on canvas)

**April 18/20**

* Wrap up final projects and hand over all accessioned materials to the Folklore Archives. Include signed Collector Consent Forms upon deposit. SEI forms. **Final reflection papers due**