
Term Information

Effective Term Summer 2017

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5189S
Course Title Comparative Studies Field School
Transcript Abbreviation CS Field School
Course Description Introduction to ethnographic field methods (participant-observation, writing field notes, photography, interviewing), archiving, and public humanities. An introduction to fieldwork is followed by a field experience (where students will reside together in local housing) followed by accessioning, exhibition planning and reflection.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Workshop
Grade Roster Component Workshop
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings Cross-listed in Comparative Studies

Subject/CIP Code

Subject/CIP Code 24.0103
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

General Education course

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will learn about local life and expressive culture 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"
- 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

Content Topic List

- Folklore
- Service Learning
- Ethnography
- Community Study
- Culture

Attachments

- Comparative Studies Field School Syllabus_2017.pdf: Syllabus
(Syllabus. Owner: Lowry, Debra Susan)
- Checklist-for-Developing-Service-Learning-Courses-20oe59n.docx: Checklist for S Courses
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- New S-designationForm_7.20.16 CSFS 5189.docx: S Designation Form
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- Community Partner Description.pdf: Community Partner Description
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- CS fieldschool course-CurriculumCommQuestions.doc: Curriculum comm questions
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- Draft Itinerary for Fieldschool.docx: Draft Itinerary
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- Final Reflection Essay Prompt.docx: Sample Assignment
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- Interviewing Style Workshop Assignment.docx: Sample Assignment
(Other Supporting Documentation. Owner: Lowry, Debra Susan)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	01/17/2017 02:39 PM	Submitted for Approval
Approved	Lowry, Debra Susan	01/17/2017 02:39 PM	Unit Approval
Approved	Heysel, Garrett Robert	01/17/2017 02:56 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	01/17/2017 02:56 PM	ASCCAO Approval

Comparative Studies Field School Syllabus_2017

CS 5189-S Comparative Studies Field School: Grassroots Revitalization in Scioto County, Ohio

Dr. Katherine Borland
Hagerty 434
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740-973-9486

Dr. Cassie Patterson
218 Ohio Stadium
Patterson.493@osu.edu
614-292-1639

Classroom location: TBD

Office Hours: TBD

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.) Undergraduate students are encouraged to take Anthropology 3650 in preparation for the Comparative Studies Field School.

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.

Group NORA will focus on rural living. 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

Group JAM will focus on Millennials and the Black community in Portsmouth, Ohio and the various ways that they create meaningful spaces for themselves. 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, Millennial-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.

Readings:

We will provide a course pack of assigned chapters, but students may want to invest in one or more of these books.

- Atkinson Wells, Patricia, guest ed. 2006. Special Issue: Working for and with the Folk: Public Folklore in the Twenty-First Century. *JAF* 119 (471).
- Billings, Dwight B, Gurney Norman, and Katherine Ledford. *Back Talk from Appalachia: Confronting Stereotypes*. Lexington: University Press of Kentucky, 2001. Internet resource.
- Buroway, et. Al. 1991. *Ethnography Unbound*. Berkeley: University of California Press.
- Fisher, Stephen L, and Barbara E. Smith. *Transforming Places: Lessons from Appalachia*. Urbana: University of Illinois Press, 2012. Internet resource.
- Connolly, James J. *After the Factory: Reinventing America's Industrial Small Cities*. Lanham: Lexington Books, 2010. Print.
- Emerson, Robert M., Rachel I. Fretz, Linda L. Shaw. 1995 *Writing Ethnographic Fieldnotes*. Chicago: Univ. of Chicago Press/
- Grele, Ronald J. 1991. *Envelopes of Sound*. Greenwood
- Ives, Edward D. 1995 *The Tape-Recorded Interview*. Knoxville: University of Tennessee Press.
- Keefe, Susan E. *Participatory Development in Appalachia: Cultural Identity, Community, and Sustainability*. Knoxville: University of Tennessee Press, 2009. Print.
- Pollock, Della, ed. 2005 *Remembering: Oral History Performance*. Palgrave Macmillan.

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	D-	60-62	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 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Course Schedule:**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, Grace Peach
Reading discussion

Reading:

- (All) Selections from Scioto County History
- (All) Roberts, Katherine. "The Art of Staying Put: Managing Land and Minerals in Rural America." *Journal of American Folklore*. 126.502 (2013). Print.
- (All) Fisher, Stephen L. "The Grass Roots Speak Back" in *Back Talk from Appalachia: Confronting Stereotypes*. Lexington: University Press of Kentucky, 1999. (203-214) Print.
- (All) 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.
- 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.
- 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)
- (Grads, skim) *Forgotten: Scioto County's Lost Black History* by Rebecca D. Jenkins (masters thesis, may 2015)

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 Development Folklore

Reading:

- (All) Feltault, Kelly. 2006. Development Folklife: Human Security and Cultural Conservation, *JAF* 119(471): 90-110; Chapters One and Two: *Writing Ethnographic Fieldnotes*
- (Grads) The entire special issue, "Working for and with the Folk: Public Folklore in the Twenty-First Century" *JAF* 119(471).

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.

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

Reading:

- (All) Chapter 2 of *The Tape-Recorded Interview*
- (Grads) Chapters 3 and 7 in *Envelopes of Sound*

March 9 - Fieldwork Ethics

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

Fieldnotes. Discussing our fieldnote taking experience

Interviewing. Discussion: What makes a folklore interview? How is it different from an Oral History interview?

How do we interview for story?

Reading:

- (All) Journal of Folklore Research, Vol. 37, No. 2/3, Special Double Issue: Issues in Collaboration and Representation (May - Dec., 2000)

Part Two: Fieldwork Itinerary in Scioto County

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

Sunday, March 12

- Travel to Scioto County; get settled in group housing
- Afternoon: Equipment Workshop; Team Organization; Practicing Interviewing
- Evening: Orientation to Team Living

Monday, March 13

- Introductory Day One: Whole Group Activities
- Morning: Walking Audits of Portsmouth
- Afternoon: Individual teams begin organizing their work
- Evening: Group Reflection Session

Tuesday, March 14

- Introductory Day Two: Whole Group Activities
- Morning: Driving Audits of Scioto County
- Afternoon: Individual teams begin contacting community partners to set up interviews.
- Evening: Group Reflection Session

Wednesday, March 15 - Saturday, March 18

- Interviews and Field Visits
- Group Reflection Sessions in the evenings

Sunday, March 19

- Wrap up and return to Columbus

Notes about 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 to 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 interviewing/participant-observation.
- write a 5-10 page reflective essay about the fieldwork experience

March 21/23

- Discussion of fieldwork experience, challenges and triumphs.
- 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.**

Assignments: finish accessioning fieldwork materials.

Final Reflection Paper Prompt Distributed with sample citations sheet

March 28/30

- 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.
- 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.

April 4/6

- Discuss reading.
- Discuss community project ideas with community liaison, Grace Peach.
- 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.

Readings: Pollock, "Introduction,"; Rouveral, "Trying To Be Good: Lessons in Oral History and Performance;" and Eisner, "*Remembering Toward Loss: Performing And so there are pieces...*" *Oral History Performance*, ed. Della Pollock.

April 11/13

- Discussion of the readings--ethics and performed life histories.
- Teams share plans for community and/or digital sharing of research
- Discussion of final reflection papers

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.**

General Curriculum Committee Questions About New Course Proposals

This document is intended to help one who plans to propose a new course. The careful reader can save all parties time and frustration down the road by preparing to address concerns commonly raised by curriculum committee members.

Therefore, if you are proposing a new course and want relatively smooth sailing in the Curriculum Committee, you should carefully consider and prepare written answers to the following questions as early as possible in the process. These answers should be submitted for informal consideration and feedback from the Curriculum Committee somewhat before the formal course request is made.

After review of the answers to these general questions, the Curriculum Committee may ask for more specific information before considering whether to "bless" the proposal in principle. Such a blessing is not intended to be an official action of the Curriculum Committee, but a statement that the Committee believes that a subsequent formal new course request is appropriate for consideration under normal procedures. There are no guarantees, of course, that the course request will be approved just because the Curriculum Committee has agreed that the proposal makes sense at this level. It would be accurate to say that this document is geared more toward preparing the course proposer and making sure that the proposal will be not sent back several times due to technicalities before coming up for serious discussion. On the other hand, in the absence of satisfactory answers to these questions at the beginning of the process, it is likely that a formal new course request will face significant questions regarding most of its aspects.

1. What is the nature of the proposed course?
 1. What is the overall nature of the course briefly stated?

The course is a combined undergraduate and graduate student course developed to provide students with an introduction to ethnographic methods and interviewing by participating in a team research project in the field. For at least the first two years of this offering the course will focus on local culture in an Ohio region. Within this broad topic, documentation foci are determined by our community partners.

2. What is the scope of the course in terms of expected changes to the current Comparative Studies?

The course will provide Comparative Studies students an opportunity for hands-on field research training not currently offered in the

COMPSTD curriculum. It will also count towards the fulfillment of the Fieldwork Methods requirement for the Folklore GIS. At the undergraduate level, the course offers a practical introduction to fieldwork that has heretofore not been offered.

3. What existing CS course or courses are related to the proposed course by similarity, prerequisites, etc.?

UG—COMPSTD 4655 Studies in Ethnography (sometimes taught with a field/service learning component). Faculty recently received award to add service learning component to this course, but any field/service component would be centered in local area.

Grad—COMPSTD 6750.02 Fieldwork and Ethnography

This course provides a classroom-based introduction to fieldwork that allows students to focus on individual research projects. The proposed course allows students to learn ethnographic skills by contributing to a sustainable and ongoing research project that exists beyond the contours of a single class, allowing OSU to achieve best practice with regard to service-learning instruction (that is, serving an identified community need in an ongoing and sustainable way—developing long-term partnerships).

3. What other departments will be concerned with the proposed course and how?

Several Departments teach Fieldwork: Geography, Anthropology, Education, SPPO, and in the past our grad students have availed themselves of these to train in fieldwork methods, as their students avail themselves of our course. We do not anticipate resistance to the unique team-project iteration of the course, and we have received strong support from our colleagues in Geography specifically for the team-based field school model. Anthropology has insisted that we make their proposed Anthro 3650 a prerequisite for the Field School for all undergraduate students. We are happy to encourage undergraduates to take Anthro 3650 in preparation for the fieldschool, but we consider making it a prerequisite an overreach on the part of the Anthropology faculty that will be detrimental to our ability to recruit undergraduates outside of Anthropology. Ethnography is a widely shared and taught methodology, and we have several trained ethnographers on the teaching staff in Comparative Studies (Borland, Martinez, Tamarkin), Spanish and Portuguese (Wibbelsman, Babel), English (Shuman, Modan, Noyes), NELC (Webber), DEALL (Bender), and Geography (McSweeney), all of whom teach ethnographic methods at the graduate and, less frequently, at the undergraduate level. The Comparative Studies course CS 4655 *Studies in Ethnography* exists requires no prerequisite for. In future Anthropology

Prof. Jeff Cohen will offer a 7 week first spring session version of Anthro 3650; our Field School will be offered annually during the second 7 week spring term session in order to take advantage of Spring Break for our immersive team documentation experience. For anthropology majors, the two-sequence course seems like an excellent opportunity. However, we want to attract students from all majors to the field school and are particularly concerned to make it appealing to students from the Appalachian region who may not have the flexibility in their schedules to take two consecutive ethnography courses, but who will benefit from the service-learning component of the field school.

4. What problems does the proposed course solve and/or create?

The Comparative Studies Field School Course provides a structured opportunity for faculty to guide students in field research and hands-on experience. We anticipate that students will participate in this prior to launching their own research projects and so it serves as methods training. For at least the first two years, the Ohio Field School version of this course solves the problem that is created when students are sent out to do field projects within the context of a course. Often students do no post-course follow-up with communities and individuals they have interacted with. By creating an ongoing research project and deploying students as members of a research team, the staff at CFS can provide the ongoing connection and follow-up with community partners pre- and post-course. This will, we hope, help shape the projects to address community partners' needs more effectively and in an ongoing way than is possible using the current structure of our fieldwork course.

5. Why is there a need for this course?

For undergraduates: students want to learn fieldwork methods but are sometimes daunted by the pressure of having to imagine their own research agenda, make their own contacts, conduct the research and analyze the collected materials, all in the space of one term. This course allows them to hone basic skills by working on an already constructed project. The project PIs model effective conceptualization and framing of the project, and provide templates for processing materials that students can apply to their own future projects. In addition, the in-field component allows students to not only practice basic ethnography but also to reflect on their practice and articulate the relevance of discoveries with their peers and the PIs.

For graduate students in Comparative Studies the could will enhance our training of students in qualitative methods of data collection, which will serve a wide variety of projects, including students' prospective dissertation projects. It will also introduce them to design methods for public humanities

exhibitions of research which may be helpful for those who pursue nonacademic work after graduation.

6. What could not be accomplished if this course were not created?

For the Center for Folklore Studies, approving this course will allow us to move forward on planned partnerships with local communities. Without it, we would not be able to develop and sustain partnerships with local artists and activists that would allow for effective documentation of the folklore and folklife of diverse communities in the state of Ohio.

7. Who is demanding the course or the product of the course?

Students at both the undergraduate and graduate level are eager to learn ethnographic methods through hands-on, experiential practice. Comparative Studies faculty are eager to work with students in a field school experience, and to have students learn hands-on from the varied research projects of Comparative Studies faculty. This initiative of The Center for Folklore Studies fulfills the need of Center to fulfill its land grant mission to serve the people of Ohio. Already we are in conversation with several community partners who are interested in working with our faculty-student team.

8. Who is the intended/expected audience for the course?

Upper-level undergraduates and graduate students from diverse fields who are interested in using ethnographic research methods and/or interested in Appalachian Studies.

9. How many students would be involved in the course?

We will restrict the course to 12 in the first year. If we have greater demand, we will consider offering two sections in subsequent years.

10. How is the course related to national movements or trends?

Nationally, students are increasingly attracted to experiential, service-learning educational opportunities. We think our course can potentially offer a best-practice model for ongoing university-community partnerships.

11. How is the course related to the GRE advanced test in English?

Not related

2. What is the proposed course's detailed structure?

1. What draft sample course descriptions (objectives, prerequisites, syllabi, texts, grading schemes, ...) are available?

Please see the draft syllabus attached

2. What draft sample homework problems, lab assignments, and exam questions are available?

Please see draft assignments attached

3. What is the history and previous experience with this course (pilot sections, other universities, ...)?

Dr. Borland has conducted several service learning study abroad trips to Nicaragua that have utilized an approach that asks students to engage in regular reflection on the work they are doing and how it connects to the larger project. Her final Nicaragua Service Learning Experience was organized as a field school to document on film the annual Palo de Mayo Festival in Bluefields. The current iteration will be more successful than these earlier ones, because maintaining good communication with partners within the state will be easier than doing so internationally. Co-instructor Dr. Cassie Patterson has conducted dissertation research in Appalachian Ohio; as Director of the Folklore Archives, she is ideally situated to instruct students in archival practice and public humanities-oriented research products. We are also incorporating aspects from other folklore field schools. George Mason University has organized several field schools in collaboration with the Smithsonian Folklife Center that seek to document place and placemaking.

3. What resources are needed to implement and conduct the course?

1. What faculty are available/will be required to teach the course?

Folklore has only 6 faculty. Of those, two would be able to teach the course and we might convince two others to give it a try once the format and structure have been established. The assistant director of CFS is a Folklore PhD who will be able to teach the course. In Comparative Studies, at least five other faculty have successfully conducted fieldwork on a variety of projects (ethnographic urban studies, ethnography/anthropology, ethnographic/American Studies, ethnographic/religious studies, ethnographic/oral histories) and may, in the future, participate in leading this course with funded research projects that include funds for training students to participate in the work.

2. What computer resources (hardware, software, staff time, etc.) will be required to implement this course? What's the initial, one-time cost and what is the yearly maintenance, upgrade, replacement cost?

In the first two years, CFS will need to develop a computer refresh system, which we do not now have. The cost would be \$500 a year, assuming we refresh one computer every three years.

CFS has received a grant from the Columbus Foundation that has covered the cost of six audio and photographic recording kits with accessories and supplies (batteries, memory cards). Annual supply costs will run about \$300 for memory cards and rechargeable batteries.

3. What other materials or resources will be required to implement this course?

In the first two years, the expenses of student lodging, and the costs of a community-oriented exhibit or other display are covered under the Columbus Foundation grant. In subsequent years, we will apply for grants to underwrite the community exhibit, and we will charge students a program fee for participation, if necessary. Other iterations of this course outside of the Ohio Field School version will necessarily need to consider and plan for the question of summer funding and local partnerships in advance.

4. What kind of grading or lab assistant support will this course need?

The participation of one GRA is covered for the first two years by our Columbus Foundation grant. In subsequent years, we will either apply for additional grant funding to cover this cost or conduct the field schools without GRA assistance. (CFS GRAs will still be involved in the preparations for the field schools as part of their regular employment during the regular academic year when the course is taught as part of the folklore curriculum)

4. How will the course be implemented?

1. If applicable, how will the course's curriculum be phased in?

We will teach the course as a second 7 week spring term session in order to take advantage of spring break for the immersive field experience.

2. What are the "fall-back" positions if the changes cannot be completed as originally planned?

We have received funding to implement this offering. We must have the course in place by Spring term 2017 or disappoint our donors. The fall

back would be to continue the research without the service-learning course.

5. How will "success" of the course be gauged?

1. What are the criteria to be evaluated?

Have we completed a documentation project that has value for the host-community?

Have students acquired new skills that they can apply to their future projects?

Has the project added to the digital collections of the CFS archives?

Have we developed a concrete plan for sharing our findings with community partners and the general public in an accessible way.

2. What provisions are there to conduct the evaluation?

In the first two years, ideally, we would like to invite a public folklorist to evaluate our field school, our documentation project and our plans for community exhibition. Alternatively, we will invite colleagues from the Ohio Humanities Council and the Ohio Arts Council to assess our archival collection and exhibition.

Service-Learning Designation Request Form

Please complete this form and attach it to your Course Request or Course Change Request when you request the S-Designation. If you have questions or need more information, please contact us at slearning@osu.edu.

(Note: This version of the S-Designation Request Form will only be used to determine assignment of the S-designation for submitted courses. If you would like to seek approval for the GE Open Option as well as the S-designation, please contact the Service-Learning Initiative at slearning@osu.edu.)

1. Has this class previously received an S-Designation? No
2. Is this class always taught with a service-learning component? Yes

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

A. During the first semester it is offered, the course will be working with several community partners in Scioto County who have agreed to identify and contact residents whose life stories should be documented. These partners are individuals and representatives for groups involved in grassroots revitalization efforts in Scioto County. Students will travel in teams to make audio-recordings of the individuals our partners have identified and contacted. They will accession their interviews and share them digitally with the OSU Folklore Archives, Shawnee State University, and the Portsmouth Public Library. In addition, in consultation with community partners, students will select materials of unique interest from their recordings in order to create innovative ways of sharing the research with Scioto County residents and the broader public.

Partners are:

Andrew Feight, Associate Professor of History, Shawnee State University

Maureen Malone, Director, 14th Street Community Center

Charlie Haskins, Portsmouth Artist and business owner, Haskins House.

Kevin and Barb Bradbury, owners, Hurricane Farms

Jodie and Martin McAllister, founders, Friends of Scioto-Brush Creek

Jenny Richards, Naturalist, Shawnee State Forest

Ronny Richards, resident Upper Twin Creek

Drew Carter, DJ, farmer, A-plant worker

B. Because the history of Black residents in Portsmouth is under-documented in local public archives and collections, students working with the staff at the 14th Street Community Center will additionally be involved in creating a workshop for youth on documentation and digitization of the center's records. This mini-service project will connect with a CFS initiative to involve Black Portsmouth youth in developing a digital archive of records of Black life at the North End Super Reunion (photographs and interviews), which takes place in July.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s)?

All our community partners are interested in documenting the stories and lifeways of Scioto County residents in the period after industrial decline in the area (1980s-present). All are also interested in the prospect of public humanities exhibits or performances that highlight the vitality of grassroots, locally-based revitalization efforts, especially given the predominantly negative and sensationalist portraits of the area that are spread through the media.

5. Service-Learning activities are all based on an agreement between three parties each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.

Please describe goals/expectations/responsibilities for:

- a) Faculty: The instructor will ensure that each student is trained in the ethics and mechanics of fieldwork. S/he will assist students refining their skills as they engage in field documentation, acting as an on-site coach. S/he will also facilitate group reflection sessions with the student group during the field experience that 1) allows the group to connect experiential with classroom learning and 2) allows the group to identify the challenges and opportunities that people involved in efforts to revitalize the local face. S/he will continue the mentoring and reflection process once students return to campus, as they endeavor to create public programming from their research and develop their own style as fieldworkers.

- b) Students: Students are responsible for conducting themselves ethically in the field, for documenting local life through interviews and fieldnotes, for properly accessioning their work and making it available to a wider public, and for working with community partners to develop public programs that will be valuable for a local audience. They are also responsible for cultivating a reflexive attitude toward their own practice and for being productive members of a team effort.
 - c) The community partner(s): Community partners will be crucially involved in selecting and inviting community residents to participate in the project. They will serve as local experts while students are in the field, answering questions and helping students grasp local realities. Finally, they will provide valuable feedback to students on their public program ideas. (Please see community partner agreement)
6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

The Comparative Studies department supports offering this course once every year, provided that the Center for Folklore Studies continues to attract funding to cover expenses. The Center for Folklore Studies currently has a grant for \$100,000 that will cover two years of fieldwork, including the costs of taking students into the field. This initial grant has allowed us to purchase the necessary equipment for our ongoing documentation projects around the state, to lay the groundwork for the Scioto County Field School in 2017, and to lay the groundwork for a 2018 Field School in Perry County. Other Comparative Studies faculty have expressed interest in conducting their own field schools in the future, so we are confident that the course will remain a valuable addition to our departmental arsenal.

COURSE GOALS

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

The academic content of the course centers on ethnographic methods of documenting community life: participant observation, photographic documentation, tape-recorded interviews, accessioning, and the construction of public programs. The service component allows students to learn these skills by participating in an ongoing team-based research initiative to document the recent history of rural Southeastern Ohio. Given that the area we will be visiting has been economically depressed for close to half a century, students will be exposed to a number of social justice issues--environmental contamination, unhealthy occupations, poverty, and racial segregation--as they document life stories. Our evening reflection sessions will allow them to grapple with how these issues affect the quality of life of real individuals. Our work will be to complicate the stereotypes that pervade the media about Appalachian people.

8. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in Service-Learning courses:

- Students make connections between concepts and skills learned in an academic setting and community-based work
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service learning activity.

a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work.

In addition to class discussions and group reflection sessions, students will be required to write a reflective essay at the end of the term in which they make sense of the experience. In addition to providing feedback and coaching during the experience, the instructors assess and respond to this final essay.

b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working.

The documentation project itself is designed to uncover the issues, resources, assets and cultures of at least three communities in Portsmouth/Scioto County: the Black community of Portsmouth's North End, the Millennials engaged in downtown revitalization efforts, and the rural residents who practice various subsistence and conservation activities. We will use the course and the documentation project to problematize the relations between and among these groups, asking ourselves where their work might overlap more than it currently does and what the obstacles to greater collaboration both with each other and with the local power structure might be.

c) How does the course promote reflection on and evaluation of the impacts of the service learning activity.

Students are expected to complete their service learning in ongoing and close collaboration with community partners. This collaboration will also help them to assess the impact of their work through direct feedback from community partners. In addition, several course assignments—especially the final project—will ask students to reflect on the possible impacts of their work.

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers, embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

9. Please describe how student learning, with respect to the goals in #8 above, will be assessed in this course.

Throughout the semester, the instructor will assess student learning with respect to the service activity through evaluating student participation in classroom discussion and in-the-field reflection sessions.

At the end of the semester, the instructor will assess student learning by evaluating the students' final projects, which represents the direct service to their community partners, and their reflective essay, which provides students with an opportunity to represent their own learning.

Checklist for Developing Service-Learning Courses

As you begin to think about community service as a part of your course and as you talk with community partners, incorporate these components for development of a strong and effective course.

- ✓ Statement of goals, expectations, and responsibilities
 - For faculty: Faculty will create and maintain contacts with community partners before, during and after the field school. Faculty will provide hands-on coaching to students as they document local expressive culture and placemaking. In addition to providing a complete copy of the documentation project to local libraries/archives, faculty will create an exhibition or performance for a community audience that shares the research in an accessible, engaging form.
 - For students: Please see syllabus.
 - For community partner: Please see community partner document.

- ✓ What are the service activities students will perform? How do they connect with the academic content of the course? How do they meet community partners' priorities? With your community partner, develop a plan for service activity with strong connection to academic concepts taught in the course.

Students will be interacting with community members and community partners by documenting their expressive culture and placemaking. This documentation contributes to community revitalization efforts by creating a record of community resources and challenges from a broad base of urban and rural residents. The academic goals of the course revolve around providing students with practical experience in the ethnographic method which is exactly what they will be doing in the field.

- ✓ How will you prepare students for service?
Include a clear and accurate description of the activity and goals and objectives and evaluation; time and effort expectations, cultural sensitivity; training for the tasks involved in the service; safety awareness; and introduction to the work of the community partner.

During our initial classroom sessions, we will be training students in ethnographic methods and introducing students to the community and its current challenges through both readings and a presentation by one of our community partners. We will have one session specifically focused on ethics, and students will be required to complete the IRB research with human subjects training. We will discuss the historical roots of stereotypes associated with people living in the region using a course reading to anchor our discussion. During the on-site portion of the course, students will have regular evening reflection sessions to share and process their experiences.

- ✓ How will you help students connect course content and service?
Develop class activities and assignments to assist students in making the connection between course content and service and in applying academic

content to service activity.

Since the content of the course is creating a research document of local life in Scioto County, and the document constitutes the service, we see academic content and service as overlapping. In addition, however, students are charged with reviewing their findings and selecting materials that can be used to develop a community-oriented, engaged and accessible product (an exhibition or performance) that will share our discoveries of local human and place-based resources for community revitalization with the general population of Scioto County.

- ✓ How will you plan for evaluation of the unique focus of the course and of achievement of project goals?

We will consider that we have met project goals if we are able to produce documentation of local life to share with local archives/libraries and a community-oriented presentation that contributes to local revitalization efforts.

- ✓ What is your plan for sustainability of the faculty/community partnership with your department and with your community partner (continuing partnership, type(s) of activity, once a year or every quarter, commitment from partner organization and from department)?

We have very consciously constructed an ongoing research project on Ohio local cultures in order to maintain and steward relationships with our community partners beyond the confines of the course. Although we expect to move the field school to different locales in Southeastern Ohio, because the CFS archives will house the collections, CFS staff can remain available to community partners for consultation and future collaborations. We expect to offer one field school annually, the first two years of which are donor-funded. In subsequent years, we expect to write grants to organizations like the Ohio Humanities Council and the Ohio Arts Council, who have an interest in documenting local culture, in order to continue our work. If necessary, we will also institute a program fee that can underwrite the expenses of immersive, team-based research.



Ohio Field Schools, Community Partner Description
Scioto County Field School 2017 (March 12 – March 19, 2017)

Community Partners for the Ohio Field Schools (OFS) are organizations and individuals who are interested in and see benefits to documenting their community practices in partnership with the Center for Folklore Studies. Our goal in engaging community partners is to put our skills to work in ways that are first and foremost meaningful to the people we partner with and that can train our students in ethnographic documentation.

We will:

- in consultation with partners, focus documentation in ways that support your community-strengthening efforts
- bring a group of 12 undergraduate and graduate students to Scioto County from March 12-19 to participate in community life, conduct interviews and take photographs. Collected materials will be deposited to the Center for Folklore Studies Archives at Ohio State University and made available free of charge to the general public.
- provide access to the photos, interviews, and any other archival documentation that we gather either through access to our archive or through a digital transfer
- in consultation with partners, plan an exhibit, performance or other public event that shares our work with the larger community.
- touch base with partners pre-and post-fieldschool to stay in the loop about events, activities, and emerging topics in the community.

We ask that community partners:

- touch base with us throughout the OFS planning and fieldwork process, especially during our stay from March 12-19th.
- provide referrals to individuals and groups that we should visit to learn about community life in Scioto County (names, emails, phone numbers)
- when possible, facilitate interviews by making introductions between Ohio Field School staff/students and interviewees
- tell others in the area about our project so that we can make more connections in the area (feel free to share this document and the attached project description with your friends!)

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Draft Itinerary of On-Site Field School Activities for 2017

- March 12 Morning: travel to Shawnee State Park Cabins

 Afternoon: Equipment Workshop

 Evening: Orientation to Team Living
- March 13 Introductory Day One: Whole Group Activities
 Morning: Orientation with History Professor Andrew Feight, Shawnee State
 University
 Walking Audits of Portsmouth
 Afternoon: Individual teams begin organizing their work
 Evening: Group Reflection Session
- March 14 Introductory Day Two: Whole Group Activities
 Morning: Driving Audits of Scioto County
 Afternoon: Individual teams begin contacting community partners to set up
 interviews.
 Evening: Group Reflection Session

March 15-18

Student will work in teams of two. Each team will receive:

- a list of community contacts to interview
- a list of places/events to document
- archival accessioning instructions for processing and logging their materials

Students 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, audiofiles, finding guides, and photographs to the project database.

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 monitor the progress of student teams, evaluate their documentation daily, 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.

March 19 Return to Columbus

Final Reflection Essay Instructions

Due Date: June 14th

Format:

UG: Five double-spaced pages

Grad: Five to ten double spaced pages

Name, date, and Ohio Field School in top right corner, followed by title, centered.

Directions:

In this essay, we ask you to formally reflect on the readings for the course, your experience documenting local life in Scioto County, and your experience with your team. What have you learned about yourself, about Ohio, about fieldwork as a method, about collaborative research over the past six weeks? You may focus on revelations, challenges, successes, or debates. Feel free to compose your reflection in any way that makes sense to you. However, we will be looking for evidence that you have effectively synthesized “book learning” and “experiential knowledge” in your reflection. This means you need to place ideas (through direct quotation or paraphrase) from scholars, people you interviewed, and your peers in conversation with your own understandings as represented by your fieldnotes (feel free to quote yourself) or personal reflections (what you think now).

Some possibilities for framing your reflection:

- Start with an illustrative vignette of something that happened in the field
- Start with a question you had going into the project that has been answered or complicated by your experience
- Start with a quotation from someone else that illustrates a crucial challenge of rural or urban life in 21st century Appalachian Ohio.
- Start with a quotation from your earliest fieldnotes that demonstrates your initial position and show the steps you went through to change your thinking.
- Start with a description of something puzzling, difficult, or complicated that you now understand, have mastered or seems straightforward.
- Start with a description of something that seemed straightforward or easy that now seems more complicated or difficult.

Citation:

The purpose of this essay is for you to reflect on your learning, so we do not expect an extensive bibliography. However, you are putting your learning in conversation with what already exists, and that requires acknowledging your sources correctly. Use Chicago style in-text citations and bibliography when referring to published work and archival citations when referring to your field data. Please refer to the sample citation sheet we distributed in class.

Interviewing Style Self Analysis

Workshop Guide

Task

- Select one of the interviews you have done this week and write/present a **critique of your own interviewing practice**. Use the questions below as a prompt for your thinking. Your reflection/presentation should have three parts: My Overall Interview Style. What I'm proud of. What I want to change. **You will need to give reasons for why you are making the choices you make as you develop/improve your interview style.**
- Listen to yourself in the interaction and take notes on your performance. What is your overall interviewing style? What are the **benefits** of this style? What are the **drawbacks** of this style? Select two or three specific moments in the interview to analyze (Note the time stamp on the audio.) What techniques worked to get at the interviewee's knowledge/ perspectives/stories regarding place-making in a changing environment? Where in the interview might you have proceeded differently for a different outcome? How would you describe your rapport with your listener? How did you indicate attentive listening? How might you better indicate attentive listening? Did your questions direct your interviewee to address place-making in a productive manner? Were they open-ended, leading, digressive, abrupt? Did they effectively follow the discourse of the interviewer? Did you interview for story? How might you design better questions? Are there questions you feel you should have asked that you didn't get around to?

Criteria

- To do well on this assignment, you will need to be able to explain how you interview and why you do it this way. You will also need to show an awareness of alternative approaches. I am looking for evidence that you are learning from both your successes and your mistakes.
- By the end of today's workshop you should be able to succinctly describe your current interview styles, its advantages and disadvantages. Further you will describe what you will keep in your arsenal for future interviews and two or three things you will work on to enhance your interview style.

Format

You have two hours to review your materials. You may work independently or with your partner. At the end of the session, you will have five minutes to present your analysis and five minutes for feedback. Use the feedback to write a 3-5 page description of what you learned from this exercise. Your written assessment should include a description of your current practice and a plan for the future.