

## Term Information

Effective Term Autumn 2024

## General Information

Course Bulletin Listing/Subject Area Art Education  
Fiscal Unit/Academic Org Arts Admin, Education & Policy - D0225  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 7712  
Course Title Field Methods  
Transcript Abbreviation Field Methods  
Course Description Students will learn to collect and analyze qualitative data from participant observation and in-depth interviews. Each student will gain significant experience designing, conducting, analyzing, and writing up their own independent research.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 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 Seminar  
Grade Roster Component Seminar  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 13.1302  
Subsidy Level Doctoral Course  
Intended Rank Masters, Doctoral

## Requirement/Elective Designation

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

- This course will build and strengthen students' research toolkits and situate the research process within a scholarly classroom community that will provide significant feedback and space to learn from one another.
- After conducting research throughout the semester, students will each write an academic article with their original research, taking them from idea to article over the course of the semester
- Students will learn to conduct and evaluate empirical qualitative research.

### Content Topic List

- Empirical qualitative research
- Qualitative data
- Participant observation

### Sought Concurrence

No

## Attachments

- ARTEDUC 7712 Syllabus.pdf

*(Syllabus. Owner: Pace,Lauren Kate)*

## Comments

- Updated syllabus attached 1/16/2024 *(by Pace,Lauren Kate on 01/16/2024 10:29 AM)*
- Please see Subcommittee feedback email sent 11/16/2023. *(by Hilty,Michael on 11/16/2023 02:50 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Pace,Lauren Kate	10/26/2023 03:11 PM	Submitted for Approval
Approved	Savage,Shari L	10/26/2023 03:58 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/30/2023 03:29 PM	College Approval
Revision Requested	Hilty,Michael	11/16/2023 02:50 PM	ASCCAO Approval
Submitted	Pace,Lauren Kate	01/16/2024 10:29 AM	Submitted for Approval
Approved	Savage,Shari L	01/16/2024 10:43 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/16/2024 03:40 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/16/2024 03:40 PM	ASCCAO Approval

# ARTEDUC 7795

## Field Methods

Students will learn to collect and analyze qualitative data from participant observation and in-depth interviews. Each student will gain significant experience designing, conducting, analyzing, and writing up their own independent research.

*Thanks to Dr. Laura Carpenter and Dr. Jessica Calarco whose syllabi inspired this one.*

### **General Information:**

Class meets Thursdays 4:30 – 7:15 PM  
Sullivant Hall 225

Should Class Meet Online, we will meet at:

<https://osu.zoom.us/j/97644358929?pwd=U3R3MzJLZnByby93N0Z1Tjc4VkZUdz09>

Meeting ID: 976 4435 8929

Password: 730546

### **Professor:**

Dr. Rachel Skaggs  
Lawrence and Isabel Barnett Assistant Professor of Arts Management  
Arts Administration, Education, and Policy  
The Ohio State University  
Email: [skaggs.131@osu.edu](mailto:skaggs.131@osu.edu)

### **Office Hours:**

Wednesdays from 1-3 PM in Sullivant 135J or virtually, by appointment.

NOTE: All students must come to office hours at least once during the semester as part of the participation grade. Virtual office hours must be booked a minimum of one full business day before the meeting time, or the meeting will be cancelled.

### **Course Mission and Objectives:**

Rigorous field research is compelling and powerful in changing perceptions of groups and phenomena, in influencing policy and curriculum, and in “staying with” readers long after they read the research. Conducting high-quality research that has this kind of impact requires attention to detail, a thoughtful consideration of positionality and the researcher’s role in the field, and proficiency in data collection, analysis, and communication. This course introduced the fundamental practices in each of these areas and serves as a methodological workshop wherein students will learn to conduct and evaluate empirical qualitative research.

This course requires a significant commitment to doing research and will be a generative experience, testing classroom knowledge in local communities as students conduct participant observation and interview research. This course will build and strengthen students’ research toolkits and situate the research process within a scholarly classroom community that will provide significant feedback and space to learn from one another. After conducting research throughout the semester, students will each write an academic article with their original research, taking them from idea to article over the course of the semester.

### **Required Readings:**

Books You are responsible for acquiring copies of two books:

- Small, Mario Luis and Jessica Calarco. 2022. *Qualitative Literacy: A Guide to Evaluating Ethnographic and Interview Research*. University of California Press.
- Lareau, Annette. 2021. *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it All Up*. University of Chicago Press

Articles are listed with full references in the readings section of the course schedule below. PDFs of each article are available on Carmen, in files according to the week we will read them.

Recommended Supplementary Readings will be posted on Carmen. If there is something you'd like to know more about that is not covered in these suggestions, feel free to reach out with your query.

## **Assignments (Rubrics available on Carmen):**

### Participation in Class Discussions, IRB Certification, & Office Hours Visit

Students will be active participators in course discussions, having read and prepared themselves for each class session. Students are required to come to the instructor's office hours at least once. Additionally, students are required to complete OSU's IRB ethics courses online, a prerequisite to conducting independent research; proof of completion of these modules is due by September 1<sup>st</sup> on Carmen as part of the participation grade.

Being prepared for class discussion means that students should have read the week's assigned readings and come to class prepared to critically engage with the material.

- Excellent participators will regularly come prepared with comments, questions, and will engage with other students and the instructor as interlocutors.
- Good participators will have read for class and will, most of the time, come prepared with comments and questions. They engage with the instructor and respond to other students, especially when prompted.
- Poor participators may have read some of the course material but are not generally engaged in classroom discussions of material. They rarely engage with others unless called on or addressed by another student or the instructor.

### Research Process Memos (4)

Students will write 4 research process memos throughout the semester. These memos should fully address the prompt as directed on Carmen.

### Book Review

Students will read a monograph based primarily on ethnographic and/or interview data (a list of potential books will be provided but is not exhaustive of all potential books). In the second week of class, students will finalize their choice and receive approval from the instructor. Each student will review a different monograph. The book review, due September 15 on Carmen, should be no more than 800 words and should evaluate the book according to the principles learned from Small and Calarco 2022.

Examples of the genre of academic book review writing will be provided on Carmen for your education and reference, and we will discuss this type of writing in class.

### Field Notes (9)

Students will, once gaining instructor approval and meeting requisite ethics and IRB status, conduct participant observation at a location of their choice that is related to arts, culture, or creative life. Students will collect data for a minimum of one hour per field note assignment but are welcome to collect more data. While undertaking this research, students will collect written “jottings” as taught in class and will develop these notes into full field note data each week. We will learn best practices in class, but it is a good rule of thumb to expand jottings into field notes within 24 and no more than 48 hours after your field observations. You can expect to spend about 1-2 hours expanding jottings into field notes for every hour you were in the field. Typed, detailed field notes will be turned in via Carmen.

### Final Paper

Students will write a 5,000-7,000-word journal-style article using the data they collected in class. The conventions of academic papers vary by discipline, even within our own interdisciplinary department. As such, you may choose to model your paper after the style guidelines of a journal that is important (and that publishes qualitative research!) in your field. If you do not have a preferred journal, I recommend that you follow the instructions for authors from the *Journal of Arts Management, Law, and Society* (JAMLS; <https://www.tandfonline.com/action/authorSubmission?show=instructions&journalCode=vjam20#structure>).

Their instructions state that an article should be structured as follows:

“Your paper should be compiled in the following order: title page; abstract; keywords; main text introduction, materials and methods, results, discussion; acknowledgments; declaration of interest statement; references; appendices (as appropriate); table(s) with caption(s) (on individual pages); figures; figure captions (as a list).”

The research process memos throughout the semester will be scaffolded toward the final paper, meaning that you will have already written a significant amount of the final paper, and received feedback on your writing, before being expected to write this paper.

Due December 4 by 11:59 PM.

## How do the assignments align with course objectives?

	Collecting Qualitative Data	Analyzing Qualitative Data	Interpreting & Communicating Qualitative Research	Grade %
<b>PARTICIPATION</b>			X	20%
<b>RESEARCH PROCESS MEMOS (4)</b>			X	20%
<b>BOOK REVIEW</b>			X	10%
<b>FIELD NOTES (9)</b>	X	X		30%
<b>FINAL PAPER</b>	X	X	X	20%

## OSU Grading Scale:

	A (93%-100%)	A- (90% - 92%)
B+ (87%-89%)	B (83% - 86%)	B- (80% - 83%)

C+ (77% - 79%)	C (73% - 76%)	C- (70% - 72%)
D+ (67% - 69%)	D (63% - 66%)	E (62% - 0%)

## Course Schedule

Course schedule is subject to change with notice from instructor.

If you are experiencing challenges or conflicts that make it difficult for you to meet the normal class requirements, please let me know as soon as possible.

Date	Theme	Readings	Assignments Due
Aug 25	Course Introduction	Kim 2023	List of ideas for research site
Sept 1	Exposure, Empathy, & Heterogeneity	Small & Calarco Preface, Chapters 1-3	Finalize Book Review Selection IRB RCR and Human Subjects
Sept 8	Responsiveness & Self-Awareness	Small & Calarco Chapters 4-5, Conclusion, Appendix  Blee, Kathleen. 2019. "How Field Relationships Shape Theorizing," <i>Sociological Methods &amp; Research</i> .  Fine, Gary Alan. 2019. "Relational Distance and Epistemic Generosity: The Power of Detachment in Skeptical Ethnography," <i>Sociological Methods &amp; Research</i> .	Memo 1 – Choices in Research Finalize Research Site
Sept 15	Conducting Participant Observation	Lareau Chapters 1-3 and 6-7  Calarco, Jessica. 2018. " <a href="#">Notes from the Field: Show How You Know What You Know.</a> " <i>Scatterplot</i> .	Book Review
Sept 22	<b>Out of Class Work Day</b> 9/21 Office Hours Cancelled		Field Notes 1
Sept 29	Participant Observation: Examples from The Field	Calarco, Jessica. 2011. "I Need Help! Social Class and Children's Help-Seeking in Elementary School." <i>American Sociological Review</i> 76(6): 862-882.  Lee, Seon Young and Yoonai Han. 2020. "When Art Meets Monsters: Mapping Art Activism and Anti-gentrification Movements in Seoul." <i>City, Culture, and Society</i>  Banks, Patricia A. 2021. "High Culture, Black Culture: Strategic Assimilation and Cultural Steering in Museum Philanthropy." <i>Journal of Consumer Culture</i> 21(3): 660-682.  Aparicio, Tania. 2022. "In the Dark: The Micro-organizational Framework to Sustain Film as Art in the Museum of Modern Art." <i>Poetics</i> 92	Field Notes 2
Oct 6	Conducting Interviews	Lareau Chapters 4-5	Field Notes 3

Small, Mario Luis. 2009. "How Many Cases Do I Need? On Science the Logic of Case Selection in Field-Based Research," *Ethnography*.

Baker, Sarah and Rosalind Edwards. 2012. "How Many Interviews Is Enough" National Centre for Research Methods.

---

Oct13 **Fall Break – Class will not meet**

Oct 20 **Out of Class Work Day**

Field Notes 4  
Interview Guide

---

Oct 27 Interviews: Examples  
from The Field

Gerber, Alison and Clayton Childress. 2017. "The Economic World Obverse: Freedom Through Markets After Art Education." *American Behavioral Scientist* 61(12): 1532 – 1554.

Field Notes 5

Frenette, Alexandre. 2019. "Leveraging Youth: Overcoming Intergenerational Tensions in Creative Production." *Social Psychology Quarterly* 82(4): 386-406.

Buchholz, Larissa, Gary Alan Fine, and Hannah Wohl. 2020. "Art Markets in Crisis: How Personal Bonds and Market Subcultures Mediate the Effects of COVID-19." *American Journal of Cultural Sociology* 8: 462-476

Gualtieri, Gillian. 2021. "Discriminating Palates: Evaluation and Ethnoracial Inequality in American Fine Dining." *Social Problems*

---

Nov 3 Analyzing Data 1

Lareau Chapter 8

Field Notes 6

Deterding, Nicole M. and Mary C. Waters. 2018. "Flexible Coding of In-Depth Interviews: A Twenty-First Century Approach." *Sociological Methods & Research*.

Jessica Calarco. 2019. "[Flexible Coding for Field Notes](#)." Scatterplot.

---



Nov 10	Analyzing Data 2	<p>Tavory, Iddo and Stefan Timmermans. 2009. "Two Cases of Ethnography: Grounded Theory and the Extended Case Method." <i>Ethnography</i> 10(3): 243-263.</p> <p>Timmermans, Stefan and Iddo Tavory. 2010. "Theory Construction in Qualitative Research," <i>Sociological Theory</i> 30, no. 3: 167-186.</p> <p>Katz, Jack. 2014. "Situational Evidence: Strategies for Causal Reasoning from Observational Field Notes," <i>Sociological Methods &amp; Research</i>.</p>	Field Notes 7
Nov 17	<p>Writing and Creating an Empirical Narrative</p> <p>Writing Workshop Week</p>	<p>Lareau Chapters 9-10</p> <p>Bring laptops or other writing materials to class to spend time together writing in community and discussing how qualitative research in the arts can make a meaningful impact on theory, practice, and policy</p>	<p>Field Notes 8</p> <p>Memo 3 – Interview Patterns</p>
Nov 24	<b>Thanksgiving Break – Class will not meet</b>		
Dec 1	<p>Creating an Impact with Empirical Qualitative Research</p> <p>Writing Workshop Week</p>	<p>Bring laptops or other writing materials to class to spend time together writing in community and discussing how qualitative research in the arts can make a meaningful impact on theory, practice, and policy</p>	<p>Field Notes 9</p> <p>Memo 4 – Future Directions</p>

**Final writing due December 4<sup>th</sup> by 11:59 PM**

## Course Policies

**Attendance:** Attendance is a requirement of this course, and there will be no make-up sessions if you are absent. Course slides and supplemental materials will be posted on Carmen within 24 hours after course meetings, and you may speak with your peers to clarify any missed material. Our class only meets once per week, so each absence is a full missed week of class. If you are absent more than two times, you will begin losing half a letter grade per absence. Please reach out to me via email if there are extenuating circumstances that you think should be an exception from this policy.

**IF YOU ARE EXHIBITING SIGNS OF ILLNESS, DO NOT COME TO CLASS.**

**Late Work:** Late work will be accepted but penalized 10% per day it is late unless prior arrangements are made via email with the professor.

**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 ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Plagiarism:** Copying/claiming someone else’s words, ideas, or works (i.e., essays, term papers, in part or in full) as your own is considered plagiarism. A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism will be reported immediately to the Committee on Academic Misconduct. The Committee regards academic misconduct as an extremely serious matter, with serious consequences that range from probation to expulsion. *If in doubt, credit your source.* Be sure to consult the course instructor if you have questions about plagiarism, paraphrasing, quoting, or collaboration. Consider using a citation manager like Zotero or Mendeley—using it now will help you immensely during graduate school and beyond in your writing and citation practices!

**Disability Services:** The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19

isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

**Title IX Information:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

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

**Religious Accommodations:** It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.