

Term Information

Effective Term Spring 2025
Previous Value Summer 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of GEN Theme: Traditions, Cultures, and Transformations; making this a 4-credit HIP course

What is the rationale for the proposed change(s)?

Greater enrollment; additional credit for fieldwork component

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Increased interest and enrollment, especially among students looking to fulfill TCT

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
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. Maximum credit hours include those for English 5189S.
Semester Credit Hours/Units	Fixed: 4
<i>Previous Value</i>	<i>Fixed: 3</i>

Offering Information

Length Of Course	14 Week, 12 Week, 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	Yes
Allow Multiple Enrollments in Term	Yes
Max Credit Hours/Units Allowed	12
Max Completions Allowed	3
<i>Previous Max Completions Allowed</i>	<i>4</i>
Course Components	Workshop
Grade Roster Component	Workshop
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Permission of instructor.
Exclusions	
Electronically Enforced	Yes
Previous Value	No

Cross-Listings

Cross-Listings	Cross-listed in English.
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Subject/CIP Code

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

Requirement/Elective Designation

Traditions, Cultures, and Transformations; Research Seminar

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

Previous Value

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

COURSE CHANGE REQUEST
5189S - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
04/10/2024

Content Topic List

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

Sought Concurrence

No

Attachments

- CMPSTD5189S_Research and Creative Inquiry final version 11-17-23 (002).pdf: HIP form
(Other Supporting Documentation. Owner: Arceno,Mark Anthony)
- CMPSTD5189S_Submission-traditions.pdf: Traditions, Cultures, and Transformations form
(Other Supporting Documentation. Owner: Arceno,Mark Anthony)
- COMPSTD 5189S Sample Syllabus.pdf: Sample syllabus
(Syllabus. Owner: Arceno,Mark Anthony)

Comments

- English, as the cross-listing unit, will submit a mirrored version of this request *(by Arceno,Mark Anthony on 03/07/2024 12:30 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	04/03/2024 02:00 PM	Submitted for Approval
Approved	Armstrong,Philip Alexander	04/03/2024 02:04 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/10/2024 10:42 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/10/2024 10:42 AM	ASCCAO Approval

COMPARATIVE STUDIES FIELD SCHOOL **SYLLABUS**

Comparative Studies/English 5189-S

The Ohio Field School: Place & Space in Appalachian Ohio

Instructor Information

[Name, Office, Location, Phone/E-mail, Office Hours]

Class Information

[Meeting days and times, Classroom location]

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.

Description: This course introduces ethnographic field methods (participant-observation, writing field notes, photographic documentation, audio-interviewing), archiving, and the public exhibition of research for both undergraduates and graduate students. Students will contribute to a team-based, immersive research project designed to document the ways that diverse communities express and preserve a sense of place in the face of economic, environmental and cultural change. The semester-long, experientially-based course will consist of three parts:

1. Introduction to fieldwork (on OSU campus in Columbus)
2. A one-week field experience in the Little Cities of Black Diamonds micro-region during spring break (where students will reside together on-site)
3. Accessioning, preparation of a public-facing project, and final report (on OSU campus in Columbus)

Thus, throughout the semester, students will practice all of the skills necessary to construct a permanent record of local expressive culture that will be accessible to future researchers and community members. Participation in all parts of the course is required.

Ohio Field Schools Project: The Center for Folklore Studies is conducting an ongoing research project designed to document Ohio communities' responses to economic, environmental and cultural change through their everyday practices and expressive culture. Our preliminary focus is Perry County in Southeastern Ohio, after several years of working in Scioto County. Students will assist in this project by collaborating with community partners to further their own projects, documenting the process along the way. They will learn about the various ways that a diverse set of residents support their communities and environments through a host of activities. Students will code and deposit their research in the Ohio State University Folklore Archives.

Community Partners & Service Projects: Each pair of students will be grouped with a community partner (or partners) to conduct a few days of service during which students will plug in to assist with the community partner's project. Students are expected to take photographs, field notes, and record event activities when appropriate during the service portion of the week, and will conduct a minimum of two interviews (fully transcribed) with those they have worked with at the end of the week. A separate document will detail the list of community partners and service projects.

Course Goals and Expected Learning Outcomes

This course fulfills the General Education Theme, "Traditions, Cultures, and Transformations," in which students will:

1. analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component;
2. integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future;
3. engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society; and
4. engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

By the end of the course, successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

Ohio Field School students will achieve the aforementioned goals and expected learning outcomes through:

- learning about local life and expressive culture in Perry County, by interacting with diverse community members while doing service projects with members of grassroots organizations;
- learning how to be productive members of a research team;
- receiving hands-on training in ethnographic methods, cultural documentation, and preservation;
- improving their practice through ongoing group reflection and discussion;
- reflecting on how to adapt their team-based skills for future ethnographic projects; and
- advancing the research project's developing conceptualization of local culture.

Please take note: This is a 4-credit GEN Theme High Impact Practice course, which means that this is a more robust course than a non-HIP 3-credit Theme course. To that end, students will be undertaking original contributions to the discipline of humanistic ethnography. Throughout the course, students will be taught disciplinary training methods and practices; provided opportunities to practice them; demonstrate competence of acquired skills through multiple modalities (final report, archival accession, oral presentation, and public-facing digital gallery; mentored throughout the process; and reflect on the development of their skills and status as learners and as researchers.

Additional Service Learning Goals:

- Develop an understanding of the challenges and opportunities of our community partners.
- Produce a plan for returning the work to community partners in a form that suits community partner interest.
- Create a consultable collection for the Center for Folklore Studies Archive, as well as for local community archives

Attendance: Due to the collaborative and experiential nature of this course, attendance is essential and mandatory in the on-campus seminar and during the field-based portion of the class. In order to pass the course, you must participate in the Spring Break field trip on-site in Perry County. If you are unable to attend a class, please let your instructors know ahead of time.

Assessment

Students will be assessed in terms of their documentation corpus, written products, their active engagement in discussion, their respectful interaction with community partners and fellow researchers, and the depth of their self-reflection as exhibited in oral and written media.

Required Texts & Materials:

- Campbell, Elizabeth, and Luke E. Lassiter. [*Doing Ethnography Today: Theories, Methods, Exercises*](#). 2015. Print. Provided.
- 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. This [hardback notebook from Staples](#) is an option; We recommend using Gold Fibre project planners. Find a notebook that works for your style of note-taking!). We recommend writing up daily fieldnotes on your laptop, tablet, or phone, so that text can be easily saved and reproduced.
- **(Optional background)** Straw, Richard A. and H. Tyler Blethen. 2004. *High Mountains Rising: Appalachia in Time and Place*. Urbana : University of Illinois Press. (This book provides an excellent overview of the Appalachian region).
- All other materials will be available in the Teams Folder.

Assignments

10%	In-class & Discussion Papers: Students are expected to come to class (1) having read the assigned readings, (2) being ready to contribute to discussion, and (3) being ready to ask questions. Regular and substantive participation in class conversation is expected. Discussion papers are due by noon the day before class to the appropriate week's Teams folder. Late posts will receive half credit or less.
20%	Observant Participation & Fieldnotes: (1) Attend, observe, and document an event on campus or in Columbus writing fieldnotes about your experience. Transform your fieldnotes and photographs into a short 450-500-word multimedia report for class discussion. (10%) (2) Shadow and assist your service-learning community partner with their project, documenting the process through fieldnotes, audio recordings, and photographs. Take copious and detailed fieldnotes (you should aim to write <i>at least</i> two single-spaced pages per day). Think through the different experiences you witness, how different unifying themes emerge, and how place is shared in diverse ways. Share fieldnotes and fieldnote taking strategies with the class. (10%)
20%	Ethnographic Interviews: As a pair, conduct 2 ethnographic interviews (1 interview each) during your week stay in Perry County (each teammate should experience the lead interviewer and tech/notetaker role). These interviews should be fully transcribed. <i>Due last day of class.</i>
20%	Archival Deposit: Code each file you create using the Archival Accessioning Guide and template. Create photo logs for each day of fieldwork, writing detailed descriptions for each photograph (who, what, where, placenames, explanation of relevance, etc.). Create audio logs or transcripts for each interview and sound file you produce. Scan and name each item of ephemera. Collect and digitize signed interview consent forms for each of your interviews. Transfer interviews, photographs, ephemera, and consent forms to the OFS Collection. You may visit the Folklore Archives for assistance with any portion of this assignment. <i>Due last day of class.</i>

20%	<p>Public Project: Choose a significant theme or question from your fieldwork and collaborate with your teammate(s) to produce a public project. Consider what form you want your project to take, how you want to carry out and review the work, and who your primary audience will be. Keep in mind the insights from class about representing Appalachia to a national audience. Also consider your time constraints for this class--what is a manageable outcome? You might, for example, construct a digital gallery page for the CFS website, or a blog post.</p> <p>For a Digital Gallery page you will need:</p> <ul style="list-style-type: none"> • to write a description of the theme/question and provide evidence from your fieldwork materials (approximately 750 words) • 1-2 illustrative quotes • 8 horizontal images • 1-2 sound clips to illustrate your claims • ephemera (where relevant) <p><i>Due last day of class.</i></p>
10%	<p>4-6 page Fieldwork Final Report: Create a fieldwork final report that details the OFS project, a description of your community partner and service project, contents of your collection (# of each kind of item/media), major findings, lingering questions, a reflection on fieldwork, detailed contact list (including phone # and mailing address), and future research opportunities. This is the kind of report you will produce if you get a contract fieldwork gig. Examples will be provided. <i>Due last day of class.</i></p>

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	

Notes about the fieldwork experience:

- Students will work in teams of two. Each team will receive:
 - a community partner and service project
 - an Archival Accessioning Guide for processing and logging their materials
 - a fieldworking bag with recording equipment
 - consent forms
- Student teams will proceed to the documentation proper, conducting interviews, documenting places and events through photographs and field notes, reviewing

their materials in order to create finding guides, and uploading their field notes, audio files, finding guides, and photographs to the project database. Archiving will go hand-in-hand with documenting, and students are responsible for properly labeling their files daily and backing them up with the archivist.

- Team members will conduct all interviews together. They will rotate roles so that each has an opportunity to be the interviewer and each to be the recorder/note-taker. Likewise, each will take photographs, write field notes, and accession materials.
- Facilitating faculty will meet with each student team individually to monitor their progress, evaluate their documentation, and trouble-shoot.
- The whole group team will **convene each evening for a 1-2 hour required reflection session** to discuss group dynamics, share experiences and provide feedback on emerging issues related to the work.
- 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.

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 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; 614-292-3307; or slds.osu.edu.

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.

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 or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Student Advocacy

The Student Advocacy Center (as they note in their mission statement) is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom,

and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 001 Drackett Tower, call at (614) 292-1111, email advocacy@osu.edu, or visit their website: <http://studentlife.osu.edu/advocacy/>

Title IX

Title IX 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 at titleix@osu.edu.

Course Schedule

Week	Readings Due & In-class activities	Assignments Due
1	<ul style="list-style-type: none"> -Introductions -OFS project overview -Service projects -BuckIRB overview + links -Syllabus overview (major assignments and Discussion papers), course textbook 	<p>Complete CITI Human Subjects Protection certification, CITI Responsible Conduct of Research, eCOI, fill out and return release forms to Dr. Waugh-Quasebarth by next week.</p> <p>DISCUSS: “Heritage” by James Still; “Black Diamonds” by Crystal Good.</p>
2	<p>CHECK OUT: a community resource on reserve from the CFS LCBD Reference Library. NOTE: You will need to spend some time at the CFS Reading Room (Hagerty 455A) to do the basic reading of these resources. Selected resources available in Box.</p> <p>READ: Frank, et al. “Wealth and Poverty in the Little Cities of Black Diamonds” (2023)</p> <p>READ: Borland, Patterson, and Waugh-Quasebarth “The Ohio Field School” (2020)</p> <p>IN CLASS: LCBD context presentations: each student will report out to the class about their exploration and readings</p>	<p>Teams: In 450-500 words, reflect on your resource and how it provides context for our field site. What did you learn from the work? What relationships do you see between the community-generated resources and the academic sources? Where do they intersect? Where do they depart?</p> <p><i>Posts due by 12pm the day before class.</i></p>

<p>3</p>	<p>READ: Chapters 1 & 2 in <i>Doing Ethnography Today</i></p> <p>READ: Hufford, Mary. "The Witness Trees' Revolt: Folklore's Invitation to Narrative Ecology" (2021)</p> <p>IN CLASS: Discuss selected sentences that help us understand the concept and practice of ethnography.</p>	<p>Teams: Complete steps #1 and #2 from the exercise on pg. 12 of <i>Doing Ethnography Today</i>, and post your 1-pg response from #2 on Teams. Read your classmates' posts prior to coming to class, as we will complete the exercise in class.</p> <p>Bring a sentence from the reading that you feel exemplifies your understanding of ethnography. How are different kinds of ethnography used for different kinds of projects? What sense do you get from the Hufford piece of the relationship between her ethnographic method and the big questions she is asking?</p> <p><i>Posts due by 12pm the day before class.</i></p>
<p>4</p>	<p>IN CLASS: Consider methodologies for studying space & place.</p> <p>READ: Kingsolver, Ann. 2018. "Placing' Futures and Making Sense of Globalization on the Edge of Appalachia."</p> <p>READ: Polanco, Mieka B. 2012. "Not to Scale": Mapping Race in A Virginia Historically Black Community."</p> <p>VISIT: <i>Indigenous Appalachia</i> digital exhibit from WVU Libraries.</p> <p><i>Online Exhibit:</i></p> <p>https://indigenousappalachia.lib.wvu.edu/home</p> <p><i>Physical Exhibit:</i></p> <p>https://researchrepository.wvu.edu/indigenous-exhibit/</p>	<p>Teams: In 450-500 words, consider the ways that Kingsolver, Polanco, and the authors and curators of <i>Indigenous Appalachia</i> use their respective methodologies to explore place and space. What similarities and differences do you notice? How do their methodologies relate to their subject matter?</p> <p><i>Posts due by 12pm the day before class.</i></p>

<p>5</p>	<p>IN CLASS: Fieldtrip - Sound Walk and Drawing Workshop</p> <p>READ: Pink, Sarah. <i>Doing Sensory Ethnography</i>. 2009. "Rethinking Ethnography Through the Senses: Principles for sensory ethnography: perception, place, knowing, memory and imagination."</p> <p>READ: Harnetty, Brian. Selection from <i>Forest Listening Rooms</i>.</p>	<p>Teams: In 450-500 words, consider the argument Pink makes for incorporating sensory observations within ethnographic projects. What alternative methods for recording experience and observation can you imagine being helpful in field work? What led Pink to think alternative methodologies are important to consider?</p> <p><i>Posts due by 12pm the day before class.</i></p>
<p>6</p>	<p>READ: Chapter 3 from <i>Doing Ethnography Today</i></p> <p>READ: Lawrence, David Todd. "When We Blew It" (2022)</p> <p>READ: Cabbell, Edward J. "Black Invisibility and Racism in Appalachia: An Informal Survey" (1985).</p> <p>GUEST LECTURE: Kenton Butcher lecture, "Unrequited: The Paradox of Black Appalachia."</p> <p>IN CLASS: Discuss outputs of ethnography and fieldwork</p>	<p>Teams: In 450-500 words, consider the ways that a key concept from Chapter 3 in <i>DET</i>, such as emergent design, intentional reciprocity, uncertainty, collaboration, ethics, recognition/anonymity, authority, or project design relates to the Lawrence piece.</p> <p><i>Posts due by 12pm the day before class.</i></p>
<p>7</p>	<p>READ: Chapter 4 from <i>Doing Ethnography Today</i></p> <p>READ: Excerpt from: Ruth Behar. 1996. <i>The Vulnerable Observer</i>.</p>	<p>Teams: Attend, observe, and document an event on campus or in Columbus writing fieldnotes about your experience. Transform your fieldnotes and photographs into a short 450-500-word multimedia report for class discussion.</p> <p><i>Posts due by 12pm the day before class.</i></p>
<p>8</p>	<p>READ: Chapter 5 from <i>Doing Ethnography Today</i></p> <p>READ: Excerpt from Brown, Karida. <i>Gone Home</i>. 2018. "Gone Home."</p> <p>IN CLASS: Practice crafting interview questions and interviewing in pairs</p>	<p>Teams: Listen to one of the interviews from last year's field school and take notes about the content of the conversation as well as the interviewer's style. Pose at least one question you have about the local area and one question you have about interviewing techniques.</p>

	IN CLASS: Tech bag guide + hands-on workshop; troubleshoot issues	<i>Posts due by 12pm the day before class.</i>
9	<p>READ: AFS Statement on Ethics & Position Statement on Research with Human Subjects</p> <p>READ: OFS Consent Form on Box (OFS Files)</p> <p>READ: <i>Doing Ethnography Today</i> Codes of Ethics cited on p. 48</p> <p>GUEST VISITOR: CFS Archives on the Archival Accessioning Guide + hands-on workshop; practice obtaining consent from your partner</p>	<p>Teams: After reading the codes of ethics cited on p. 48 do exercise 1 on p. 39</p> <p><i>Posts due by 12pm the day before class.</i></p>
10	Spring break – on-site fieldwork	See Sample Research Itinerary
11	No Class Meeting – Return to fieldnotes, documentation, and interviews to begin formulating public facing project	<p>EXPLORE: Public facing documentary projects on Appalachia.</p> <p>100 Days in Appalachia https://www.100daysinappalachia.com/100-days-100-voices/</p> <p>Black in Appalachia https://www.blackinappalachia.org</p> <p>Tending the Commons: Folklife and Landscape in Southern West Virginia https://www.loc.gov/collections/folklife-and-landscape-in-southern-west-virginia/about-this-collection/</p> <p>Southern Oral History Program Digital Exhibits https://sohp.org/digital-exhibits/</p>
12	Chapter 6 from <i>Doing Ethnography Today</i> Activity on p. 116 first half	Teams: Come up with questions to guide a discussion with your partner about the development of your public project. How

	<p>Activity on p. 128 second half (truncated versions)</p> <p>IN CLASS: Make a logistics plan for creating public project, including possibly working with community partners.</p>	<p>will you involve your community partner in the process?</p> <p><i>Posts due by 12pm the day before class.</i></p>
13	<p>READ: Final report examples on Carmen (files) + OFS digital galleries and OAC and LOC reports</p> <p>READ: Satterwhite, Emily. 2008. "Imagining Home, Nation, World: Appalachia on the Mall."</p> <p>READ: Noyes, Dorothy. 2014 "Heritage, Legacy, Zombie: How to Bury the Undead Past"</p>	<p>Teams: In 450-500 words, reflect on the style and content of the set of final reports you read for class. What aspects of the final reports most appeal to you? What aspects may be missing? What is most interesting to you, and what might be most useful to community partners? How can you demonstrate the unifying themes of your encounters in fieldwork and how people are impacted in different ways? How do the insights of Satterwhite and Noyes affect your understanding of public projects?</p> <p>Come prepared to discuss digital galleries.</p> <p><i>Posts due by 12pm the day before class.</i></p>
14	<p>Work w/ partner on public projects in class</p> <p>In class: Discussion of transcripts and reflection on interviewing</p>	<p>INTERVIEW TRANSCRIPTS DUE</p>
15	<p>Class oral presentation on projects. Course reflection.</p>	<p><i>Public Project, Fieldwork Final Report, and archival logs all due to our class Box folder. Images and recordings to be turned in on SD cards.</i></p>

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	