FLR 684 (CRN 28046): SEMINAR FOLKLORE FIELDWORK  
WINTER 2014, Monday 2:00-4:50 pm, 345 MCK

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REQUIRED TEXTS: 
• Additional Readings accessible on Blackboard.

RECOMMENDED TEXTS:  

COURSE DESCRIPTION: 
This course introduces students to ethnographic fieldwork in folklore by integrating research practice with methodological and theoretical readings. Topics include identifying a subject of study, developing appropriate research strategies, initiating fieldwork, establishing rapport, reflexivity, representation, and uses for technology. Each student will conceptualize and execute a fieldwork project while developing practical skills in proposal writing, observation, interviewing, analysis, documentation, and presentation.

GRADING AND COURSE REQUIREMENTS (more detailed guidelines for each assignment will be posted on Blackboard and usually distributed in class):
Nine assignments (45% final grade, 5% each): When possible, assignments should contribute to final project. 
Assignment #1: Observation of worship service at religious institution (church, temple, mosque, etc.), due 1/13: Attend a worship service with which you are not already familiar. Write a 3-4 page detailed description of your observations. 
Assignment #2: Proposal: research plan for this term, due 1/23 (class makeup): 2-3 pages explaining your research topic, research goals, strategies for accomplishing your goals, timeline, and format for final project. 
Assignment #3: CITI test, due 1/23 (makeup class): Students must pass the Collaborative Institutional Training Initiative (CITI) test required for Human Subjects approval. Go to UO’s website Research Compliance Services for instructions for accessing and taking test: http://orcr.uoregon.edu/index.cfm?action=irb&sub=citi 
Assignment #4: Observation: group exercise using different forms of documentation technologies, due 1/27: small groups of students attend an event together, document it using different media, and each writes about her/his experience. 
Assignment #5: Interview, due 2/3: Conduct one interviewee-driven audio-recorded interview (30-60 minutes long). Your 2-3 page paper should describe the interview process and reflect on the strengths and weaknesses of the interview. 
Assignment #6: Interview transcription, 2/10: Word-for-word transcription of the interview. 
Assignment #7: Reflexive report of fieldwork thus far, due 2/17: 3-4 page essay detailing what you have accomplished thus far and reflexively considering your research process, e.g. ethical concerns, positionality, and other methodological issues 
Assignment #8: Critical review of ethnography or ethnographic film, due 3/3: Select a folklore study (monograph or film) based in ethnographic fieldwork methods (can be one read or viewed previously). Write a 3-4-page paper in which you explain the author’s or filmmaker’s fieldwork methodologies. Consider how they went about doing the research and any ethical or other methodological issues.
Assignment #9: Presentation (half of class will present on 3/10, the other half during finals week): An oral presentation of the final project accompanied by audio-visuals.

Fieldwork journal/fieldnotes (15% final grade), due 3/17 by 5:00 pm: Students are required to keep a journal of their research this term, documenting their progress, noting details, and reflecting on their strategies. You should write one or more entries per week. Entries should include both fieldnotes and reflections on all significant steps of the research process (making contact, observations, interviews, recordings, successes, failures, and so on). You may include class assignments in your journal as relevant. Format is up to you, though blogs will not be accepted.

Final Project (40% final grade), due 3/17 by 5:00 pm. Each student will work in conjunction with instructor to identity a fieldwork topic and to complete a fieldwork project during the course of the term. A student’s interests and academic/professional goals will determine their choice of format for their final product. Options are:
1. Fieldwork report [10-page report detailing process and goals].
2. Conference-length research paper [10-page paper integrating fieldwork and analysis].
3. Draft of prospectus of M.A. thesis or terminal project. (may be appropriate for 2nd or 3rd year Folklore master’s students)
4. 20+ page paper written in conjunction with another course (both the instructor of the other class and I have to approve).
5. Students interested in other options should discuss ideas with me.

Attendance
- Attendance is mandatory and fundamental to your success in this course.
- If you have to miss class, it is your responsibility to obtain notes and materials. If absence is due to excusable circumstances, you may meet with me (office hours/scheduled appointment) to review missed materials.
- Excusable circumstances include: death in family, serious illness, ill dependents, observance of a religious holiday, and other university recognized conflicts. Be prepared to provide documentation.
- If excusable circumstances prevent your turning in an assignment on time, inform your professor before or within 24 hours after the due date via e-mail, telephone, or a dated note in the professor's mailbox (this requirement will be lifted in extreme circumstances). Papers will drop one letter grade for each day they are late (if unexcused).

Special needs/accommodations: I will do everything possible to assist those with special needs. Please meet with me in the first week of class to discuss how I can accommodate you.

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SCHEDULE OF CLASS READINGS AND ASSIGNMENTS
WEEK 1, JAN 6: GETTING STARTED

Topics:
- What is fieldwork?
- Participant observation
- Fieldwork for academic vs. public sector
- Finding a topic
- Identifying a fieldwork community
- Developing rapport

WEEK 2, JAN 13: RESEARCH GOALS/RESEARCH STRATEGIES

DUE-- Assignment #1: Observation of church service

Topics:
- Discussion of worship service observations
- Research strategies for different types of research
- Project design
- Human Subjects Research Compliance at the University of Oregon

Required readings:
- Finnegan, Ch. 3 & 5
- University of Oregon policies and procedures for research involving human subjects (AKA people). Peruse the website: [http://orcr.uoregon.edu/index.cfm?action=irb].

Optional readings:

WEEK 3, JAN 23 (9-11:50 am): DOCUMENTING (MLK DAY-RESCHEDULE)

DUE:
- Assignment #2: Proposal: research plan for this term.
- Assignment #3: CITI test successfully completed (show me certificate of completion)

Topics:
- Observing
- Documenting: fieldnotes, photography, video, audio

Required readings:
- Finnegan Ch. 4

Optional readings:
**WEEK 4, JAN 27: CONDUCTING AN INTERVIEW**

*Due-- Assignment #4: Observation: group exercise, experiment with different forms of documentation*

**Topics:**
- Discussion Assignment #4
- Types of interviews
- Practical interview exercise

**Required readings:**
- Anderson and Jack. “Learning to Listen: Interview Techniques and Analyses.” (Gluck and Patai, p. 11)
- Minister, “A Feminist Frame for the Oral History Interview.” (Gluck and Patai, p. 27)

**WEEK 5, FEB 3: ADDITIONAL SOURCES AND STRATEGIES/ ETHNOGRAPHY AND THE DIGITAL WORLD**

*Due-- Assignment #5: Interview assignment*

**Topics:**
- Discussion of Interview assignment
- Other research sources:
  - Internet
  - Library
  - Archives
- Processing interviews:
  - Annotation
  - Transcription

**Required readings:**
- Finnegan. Chapter 9 (on transcription)
- Peruse the website and read 2-3 articles, columns, or entries of your choice from the web publication *Ethnography Matters*: [http://ethnographymatters.net/](http://ethnographymatters.net/)

**WEEK 6, FEB 10: THE SELF IN RESEARCH/ETHICS**

*Due-- Assignment #6: Interview transcription*

**Topics:**
- Progress Report
- The self in research

**Required readings:**
- Finnegan, Chapter 10

**Choose Two:**
- Olson and Shopes, “Crossing Boundaries, Building Bridges: Doing Oral History among Working-Class Women and Men.” (Gluck and Patai, p. 189)
- Patai. “U.S. Academics and Third World Women: Is Ethical Research Possible?” (Gluck and Patai, p. 137)
- Stacey, “Can There Be a Feminist Ethnography.” (Gluck and Patai, p. 111)
WEEK 7, FEB 17: MANAGING DATA/ANALYSIS

**DUE-- Assignment #7: Reflexive report of fieldwork thus far**

*Topics:*
- Discussion of interview experience

*Topics:*
- Classification
- Identifying patterns
- Analysis

**Required readings:**
- Finnegan, Chapter 8
- Borland, “‘That’s Not What I Said’: Interpretive Conflict in Oral Narrative Research” (Gluck/Patai, p. 63)

WEEK 8, FEB 24: CRITICALLY CONSUMING ETHNOGRAPHIC PRODUCTS

**Topics:**
- Discussion of interview experience
- Reading and writing Ethnography

**Required readings:**

WEEK 9, MAR 3: FROM TEXT TO TEXT

**DUE-- Assignment #8: Critical review of ethnography or ethnographic film**

**Topics:**
- Producing texts

**Required readings:**
- Salazar, Claudia “A Third World Woman’s Text: Between the Politics of Criticism and Cultural Politics.” (Gluck and Patai, p. 93)

WEEK 10, MAR 10: FINAL PRESENTATIONS

**DUE-- Assignment #9: Half of students present on final projects**

FINALS WEEK: DAY/TIME TBA

**DUE-- Assignment #9: Half of students present on final projects**

FINAL PROJECTS AND FIELDWORK JOURNALS

DUE 5:00 PM ON MONDAY, MARCH 17 IN MY OFFICE