

## SYLLABUS – CSP 612 Research Methods and Design

---

Faculty	Rory Turner
Room	JR 277
Meeting times	During Residency Intensive In person July 20-22 9 am-noon, 1:30-4:30 with different break and end times on July 21. Intensive online times July 23- 27 TBD (3-4 hours each day) TBD for online follow-up July 30 - Aug. 18
Course Number	CSP612.001.24SU
Term and Dates	2023 Summer Grad Term 2; July 20 – August 16, 2023
Goucher Email	rory.turner@goucher.edu
Telephone	443-418-0383

### Welcome to our Course!

---

*Research Methods and Design* consists of an eight-day residency (in person and online) followed by a three week online follow up. In this course, you will have the opportunity to take part in a mini fieldwork experience, and work with the materials you will generate. You will learn about and consider a range of research methods and their value, and design a research project situated in a community setting through discussions with the instructor and your peers. You are expected to submit a research proposal based on your own interests that demonstrates a grasp of what constitutes an ethically informed approach to research and appropriate methodological strategies to launch and complete the project. It is anticipated, but not required, that students will use the class to explore and develop research questions they intend to pursue in their Capstone.

### Main Course Topics

---

- Introducing, critically examining and, through practice and dialogue, exploring “research,” particularly qualitative, ethnographic, and community-based research methods and strategies and their value for cultural sustainability projects and your own work
- Hands on experience collaboratively undertaking cultural documentation and working with it
- Developing and refining a research design and proposal that is ethical and that serves the purposes of your fieldwork/project

### Program Objectives

---

The course CSP 612 will help to prepare scholars and practitioners to meet this departmental learning outcome:

*Outcome 2: Community-Based Research: Design and implement projects using diverse methods that apply knowledge of cultural practices to contemporary issues in cultural sustainability with results that are meaningful and valued by communities.*

## Course Objectives

---

At the conclusion of this course, students will be able to:

1. Conduct field research to collect, process, and analyze cultural documentation/qualitative field materials
2. Appropriately consider and make choices regarding the ethical and practical considerations that arise in cultural research
3. Assess a range of research strategies and methods for their value for their own projects
4. Produce a *Cultural Sustainability Project Research Design and Proposal* that demonstrates a core understanding of a topic they aim to address through field research including references to extant research, proposed documentary methods for conducting new research, and the use of this research in cultural sustainability projects

## Required Materials

---

All readings are accessible as pdfs through Canvas, e-books, or in the online environment.

## Course Format

---

Coursework for this four-week session is divided into two parts: an eight-day intensive residency, divided between a 3 day in person session and a 5 day online intensive, and a three-week online follow-up.

During the residency, students will be introduced to a range of methods and theoretical perspectives via texts and digital resources that provide insights into the process of undertaking research on cultural formations and history, as previously noted. A fieldtrip will provide a learning experience putting some of these methods and techniques of cultural research into practice. The focus of the residency will be on both practical and theoretical perspectives and technical approaches to research design and methods. The conceptual and theoretical aspects of the course will be complemented by discussions of and introductions to the practical building blocks of ethical ethnographic research design.

The project plan is the core of the research proposal that will be developed and elaborated upon during the online phase for submission at the conclusion of the course. The project plan encapsulates and makes apparent to the research scholar the procedures and resources necessary to engage in effective research. It asks the researcher to consider a range of needs from conducting background/historical research on the subject to developing community research protocols and participant permissions to the technologies and strategies to be deployed for recording and capturing community life, all leading up to questions of sharing and sustaining these cultural assets.

The course provides opportunities for students to practice producing field notes, audio recordings, and still photography, with the related goals of providing an exposure to documentary modes that may be employed in field research and raising awareness of the need for further training to enhance one's skills. The "field site" this summer will be Baltimore's Druid Hill Park, particularly focusing on the "Park Vibe" drummers.

## Assignment Descriptions

---

### In person Residency

- Students will conduct field research during our field trip on Sunday and contribute your materials to a mini archive that will be donated to the Druid Hill Park Vibe. As part of this, you will:

1. Identify 5 or more of your best photos or short videos, upload them, and provide notes and metadata for them in our research folder
  2. In a team, conduct interviews with Park Vibe members and select one of these interviews to transcribe and later, code and analyze (due during the online residency)
  3. Contribute to a collaborative presentation about what you learned about this cultural tradition and community
  4. Write a letter of support for the Park Vibe in relationship to their efforts for formal recognition from the park administration and the designation of a space for their gathering moving forward. Material from your letters will be compiled and made available to the Vibe in support of their self-advocacy
- **Field notes** are central to cultural research of all kinds, and consist of rich descriptions and honest and thoughtful reflections of encounters and events experienced in the field. You will write a fieldnote on our fieldwork experience at Druid Hill Park. This will include a record of your field jottings and your longer write up, along with your reflections about the themes, issues, and further research possibilities that surface in them (due during the online residency).

#### Online Residency

- Students will lead 3 **in-class discussions** of a reading, focusing on the subject matter, context, approaches, concepts, and/or issues that emerge that have value in deepening your capacity to undertake purposeful and quality cultural research.

#### Online follow up requirements

- Students will prepare **written annotations** of the texts and online resources you identify as valuable for your project. A portion of them submitted earlier in the follow up and completed by the end of the course. It is anticipated that the final written annotations will number 10+ entries.
- Students will prepare a **Cultural Sustainability Project Research Design and Proposal Assignment**. Details will be provided in the assignment on Canvas.

#### **Grading**

Course components	Percent
Discussion and participation – in class and online	15%
Park Vibe Photo/Video Assignment	5%
Park Vibe Fieldnotes Assignment	10%
Park Vibe Interview/Transcript and Analysis Assignment	10%
Park Vibe Letter of Support	5%
3 Student Presentations – 5% each	15%
Annotations – 10+	10%
Research design proposal	30%
Total	100%

---

**Grade Scale**

A	93 or more points
A-	90 - 92 points
B+	87 - 89 points
B	83 - 86 points
B-	80 - 82 points
C+	77 - 79 points
C	73 - 76 points
C-	70 - 72 points
F	69 points and below

---

**Course Policies****ACADEMIC INTEGRITY:**

All final work products are to be the independent work of each student original to this course. Suspected violations of the [Academic Honor Code](#) will be referred to the Academic Honor Board.

**ACCESSIBILITY SERVICES:**

Please inform your instructor about any accommodations you need to participate fully in the course. Goucher College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Accessibility Services (OAS). Because classes change every semester, eligible students must obtain a new accommodation letter from the Disabilities Specialist every semester and review this letter with their professors so the accommodations can be implemented. The Director of OAS is available by appointment to answer questions and discuss any implementation issues you may have. For more information, please visit Goucher College's [Academic Accommodations](#) site.

**COMMUNICATION:**

- I will respond to questions at my Goucher email address [rory.turner@goucher.edu](mailto:rory.turner@goucher.edu) within 48 hours or less.
- Course participants are responsible for maintaining continuous involvement with faculty, fellow students, and student groups. In particular, participation in all discussions is required. Ongoing communication allows you to gain deeper insights into the content, activities, and assignments in the course. Please give notice of any obstacle that prevents this.
- You are encouraged to ask questions whenever information needs clarifying.
- For questions pertaining to your assignments: send an email directly to the instructor (please do not post personal questions in a discussion forum).
- For questions about assignments that may be interesting and helpful to other class members: please use a discussion forum.
- For problems with technical aspects of the Canvas course website: chat with [Canvas Support](#).

**E2CAMPUS EMERGENCY NOTIFICATION SYSTEM:**

In an ongoing effort to better disseminate information during emergencies and campus closings, Goucher has implemented the e2Campus Notification System. The notification system will only send

information regarding emergencies and campus closings as text messages to your mobile phone. To receive these messages, you must be registered in the system. Click the following link for information about how to create your [E2Campus account](#).

**INCLEMENT WEATHER:**

Please defer to Goucher College emergency communications, and/or to your instructor, for statements concerning contingency plans for inclement weather.

**LATE POLICY:**

The residency period is quite limited and therefore, daily attendance is a critical requirement. As well, assignments are to be completed on time., especially because assignments involve feedback from your peers and instructor. If extreme circumstances prevent an assignment to be completed in a timely manner, please notify your instructor before the assignment is due so a new date can be negotiated.

**MISSED WORK:**

You are responsible for material covered in the course. It is your sole responsibility to obtain any materials missed.

**NONDISCRIMINATION POLICY:**

Goucher College does not discriminate on the basis of race, color, national origin, ethnicity, sexual orientation, gender identity, religion, sex, age, disability, marital status or genetic information in its programs and activities. The college has adopted a [Nondiscrimination Policy](#). Further details and contact information for the college's Title IX coordinator can be found on [Goucher's Nondiscrimination Notice and Policy page](#).

**RELIGIOUS OBSERVATION POLICY:**

If you need to request accommodation for religious observance, fill out the [Religious Observation Form](#) and submit it to your instructor as soon as possible and at least two weeks before the observance. If you communicate in a timely manner and complete any mutually agreed upon make-up work, any such absences or schedule changes will be excused and will not adversely affect your grade.

**RESOURCES:**

Students are provided with and encouraged to use the following resources:

[Academic Accommodations](#)

[Financial Aid Office](#)

[Career Education](#)

[Student Support and Outreach](#)

[Library](#)

[Writing Center](#)

[myGoucher](#)

[Distance Learning Resources](#)

**SCHEDULE**

Opening Dates	Description	
<b>RESIDENCY</b>		
<b>Day One: Field Research and Cultural Sustainability, July 20</b>		
	<p><a href="#"><u>Morning Session</u></a>  <b>Introducing the course. What is research? Qualitative, ethnographic, community research. Cultural sustainability research. How to do it? To what end? For whom and by whom? Data, story, or resource?</b></p> <p><b><u>Activities</u></b>  Introductions  Mini lecture  Discussion</p> <p><a href="#"><u>Afternoon Session</u></a>  <b>Considering research approaches for your work, preparing for field trip</b></p> <p><b><u>Activities</u></b>  Open discussion on readings, Friday treasure hunt, upcoming fieldtrip and student research ideas</p> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• 10 Lessons in Community Love</li> <li>• Cultural Sustainability: A Framework for Relationships, Understanding, and Action .pdf</li> <li>• Ch. 1 "Defining Fieldwork" in Handbook for folklore and ethnomusicology fieldwork (e-book accessible through the Goucher Library)</li> <li>• Ch. 1 "What is Qualitative Research?" in Qualitative Research: a guide to design and implementation (e-book accessible through the Goucher Library)</li> <li>• Folklife and Fieldwork: An Introduction to Field Techniques</li> </ul>	
<b>Day Two: Field Trip to Druid Hill Park July 21</b>		
	<p><a href="#"><u>Morning Session</u></a>  <b>Preparing for fieldtrip, background on Park Vibe and Druid Hill Park, basics of interviewing, documentation, and fieldnotes (especially "jottings"), brainstorming questions for interviews</b></p> <p><b><u>Activities</u></b>  Mini lectures on photography and the Park Vibe  Practice interviewing, photos, video  Discussion of field assignments  Developing interview questions</p>	

	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Ch. 9 and 10 “Interviewing” and “Documentation” in Handbook for Folklore and Ethnomusicology Fieldwork</li> <li>• Taabu and the Vibe</li> </ul> <p><a href="#"><i>Afternoon Session</i></a>  <b>Fieldtrip to Druid Hill Park</b></p> <p><b><u>Assignments</u></b>  Park Vibe Photo/Video Assignment Part 1  Park Vibe Fieldnotes Assignment Part 1  Park Vibe Interview/Transcript Assignment Part 1</p>	
<b><i>Day Three Fieldtrip Debrief and Fieldwork Documentation Assignments July 22</i></b>		
	<p><a href="#"><i>Morning Session</i></a>  <b>Debrief on Fieldtrip, organizing and reflecting on fieldwork photography, work on fieldnotes, discussion of online residency</b></p> <p><a href="#"><i>Afternoon Session</i></a>  <b>Writing up fieldnotes, preparing collaborative fieldwork presentation</b></p> <p><b><u>Assignments</u></b>  Park Vibe Photo/Video Assignment <b>due</b>  Park Vibe Collaborative Presentation Assignment <b>due</b></p> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Fieldnotes in Ethnographic Research</li> <li>• In the field - participating, observing, and jotting notes</li> </ul>	
	<b><u>JULY 23 TRAVEL DAY</u></b>	
<b><i>Day Four: Online, July 24 Toward the Research Proposal and Design</i></b>		
	<p><b>Introduction of research proposal and design assignment. We shift gears to return to focusing on your own work</b></p> <p><b><u>Activities</u></b>  <b>Mini lecture on assignment</b>  <b>Discussion on student research project ideas</b>  <b>Student Presentations on readings</b></p> <p><b><u>Assignments</u></b>  Park Vibe Fieldnotes Assignment <b>due</b>  Letter of Support Assignment <b>due</b></p>	

	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>Ch. 2. “Developing a Project” and Ch. 3. “Creating a Research Plan” in Handbook for Folklore and Ethnomusicology Fieldwork</li> </ul>	
<b><i>Day Five Online, July 25 Collecting, managing, analyzing, and coding fieldwork data</i></b>		
	<p>We will circle back to the practices of cultural documentation and qualitative research, working with the experiences and interviews of the fieldtrip and your own research experiences</p> <p><b><u>Activities</u></b>  Mini lecture  Student Presentations on readings  Workshop on coding your transcripts and fieldnotes</p> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>Ch. 7 “Research Settings and Observation.” Ch. 12. “Managing Data” and Ch. 13. “Coding, Analysis, and Representation” in Handbook for Folklore and Ethnomusicology Fieldwork</li> </ul>	
<b><i>Day Six Online: July 26 Participatory Action Research, asset mapping, and other methods</i></b>		
	<p>This class introduces a range of other research methods that may be of value in your work.</p> <p><b><u>Activities</u></b>  Mini lecture  Student Presentations  Discussion of other research methods addressed here and beyond</p> <p><b><u>Assignments</u></b>  Interview/Transcript Assignment <b>due</b></p> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>Participatory Asset Mapping Toolkit Participatory Asset Mapping Toolkit</li> <li>Ch. 2 “Participatory Action Research: Origins, Approaches and Methods” in Participatory Action Research Approaches and Methods: Connecting People, Participation and Place</li> <li>How to do an Oral History</li> <li>Focus on Focus Groups</li> <li>Historical Research and Archival Sources</li> </ul>	



<i>Day Seven: IRB and ethics, July 27</i>	
	<p>We will consider the ethics of research. Conventional considerations. IRB. Critical considerations.</p> <p><b>Activities</b>            Mini lecture            Student Presentations            Workshopping The Ethics of Research</p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• The Ethics of Research</li> <li>• Scientifically based research and settler coloniality: An ethical framework of decolonial participatory action research.</li> <li>• AFS Ethics Statement - <a href="https://americanfolkloresociety.org/our-work/position-statement-ethics/">https://americanfolkloresociety.org/our-work/position-statement-ethics/</a></li> <li>• American Anthropological Association Statement on Ethics - <a href="https://ethics.americananthro.org/category/statement/">https://ethics.americananthro.org/category/statement/</a></li> <li>• SAA Core Values Statement and Code of Ethics - <a href="https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics">https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics</a></li> <li>• Goucher IRB website</li> </ul>
<i>Day Eight: Intellectual property considerations and releases, sharing and using research, visual ethnography, returning to your own research and looking forward to the three-week follow-up, July 28</i>	
	<p><b>Activities</b>            Mini lecture on IP and rights management            Discussion on visual ethnography            Discussion on using research for cultural sustainability            Discussion on proposed student research</p> <p><b>Assignment</b>            Research Protocol Document (due Online Week One)</p> <p><b>Materials</b>            Planning and Practising 'Visual Methods': Appropriate Uses and Ethical Issues</p>
<i>ONLINE: July 30-Aug 18, 2023</i>	
	<p><b>Activities</b>            Three Zoom Meetings            Individual one on ones            Proposal development and problem solving</p> <p><b>Assignments</b>            Annotated Research Working Bibliography            Research Proposal</p>