

R.A.C. SYLLABUS

This course combines the classroom experience with fieldwork to teach you, the students, the rudiments of doing ethnographic research in a complex community. The field setting is Bethlehem, Pennsylvania. The city has been selected because it illustrates a place that has undergone a major economic shift, from an industrial to post-industrial economy. As preparation for fieldwork, we cover classic case studies of communities and the methodology known as participant observation used to study community structure and make-up. The topical themes that will occupy our attention are: economic dislocation in Bethlehem and the responses to it, uses of the past for heritage making, and the making and ownership of heritage, especially industrial heritage. We address the difficulties of planning and building the National Museum of Industrial History – it is now being facilitated, in part, by the Sands Casino project. The planned urban park of Lowell, Massachusetts (once a planned factory city) will be used as a comparative case.

Books:

K & B DeWalt **Participant Observation**, Altamira, 2002
Cathy Stanton: **The Lowell Experiment**, U of Mass. 2006

Photocopied material:

- A photocopy packet of classic readings available at cost
- Newspaper clippings in folders are on shelves on Social Science lounge.
These will be relevant to your last homework assignment and research report.

Recommended:

T. Vadasz **History of an Industrial Community: Bethlehem, PA, 1741-1920**
(copies in Social Science lounge)
J. Aaron **Little Brown Essential Handbook for Writers**
Buy this or equivalent, if you do not have a style guide

Requirements and Grading:

Midterm exam	25% (March 18)
Homework assignments (4)*	35% (see schedule for dates)
Class participation	15%
Final research report**	<u>30%</u> (due last class)
TOTAL	100%

*** Homework Assignments:** there are four graded homework assignments worth 350 points (total) that are detailed in another handout. These include description of your “home town” (75 points) an ethics essay (75 points), an interview (75 points), and a content analysis of newspaper clippings (125 points) These are turned in periodically for a grade. *See information sheet on these assignments at the end .*

**** Final Research Report:** You can work alone or with a partner. You are prepare a report on some aspect of the museum project on the old property of Bethlehem Steel. Each group/individual will be assigned a piece of the larger project. *See separate sheet.*

Course Objectives:

- To learn about the history of community studies
- To learn ethnographic methods used in community studies
- Become aware of the ethical implications of community research
- This being a Writing 2 course, you will improve your writing

Outcomes & Assessment:

- Students will understand theories of community and be familiar with the classic studies of community that have been done thru the 20th century. Assessed through midterm exam.
- Students will understand ethical issues in fieldwork. Assessed through essay and exam.
- Students will learn community research methods. Assessed through written reports and final research and class presentations both formal and informal.

Schedule:

Please notice that the course is “front loaded:” that is, most of the readings and the lectures are concentrated in the first 7 weeks of the course. Thereafter, you are doing field trips and field work.

Jan 21 Introduction to the course. Brief introduction to Bethlehem. Definitions and discussion of community. Elements of good writing: discursive writing. Discussion of homework assignment for next week.

Jan 28 The concept of community in historical perspective: the work of Maine, Durkheim, Tönnies, and Redfield. Classic studies of communities: Middletown, Yankee City series, Springvale, Crestwood Heights, classic anthropological studies by Redfield and Foster. Discussion of homework assignment.

Read photocopies in packet: Definition of **Community**; H. Miner: **Community-Society Continua**; R. Redfield: **The Folk Society**; G. Foster: **What is Folk Culture?** L. Wirth: **Urbanism as a Way of Life**; **Read:** Bell & Newby: **The American Community**; C. Arensberg: **American Communities**.

Homework #1: Hand in today a 3-4 page description of your home town or urban neighborhood. See instructions on *Homework Sheet*. (75 points)

Feb 4 Ethics of community research and protection of human subjects. “Anatomy of an issue,” a review of the criticisms of Arthur Vidich’s publication about Springvale (in *Small Town in Mass Society*) and his counter-argument.

Read: photocopy by Vidich (read as much as you can of chap 14 of *Small Town in Mass Society*); Chapter 10 and Appendix 4 (AAA Code of Ethics) in the DeWalt book. Also, visit CCC web site on IRB rules. <<http://www2.cedarcrest.edu/irb/>>

- Feb 11** **Research methods:** participant observation, methods of interviewing, choosing informants, field notes, using secondary print and web sources.
Read: chapters 1-4, 6-8, Appendix 1 & 2 in DeWalt book, *Participant Observation*.
Homework#2: Prepare and hand in a 2-3 page written opinion of Vidich's research ethics. See instructions on *Homework Sheet*. (75 points)
- Feb 18** The beginning of public history in the US: The Lowell Experiment: lecture on public history, history of Lowell Park, purpose of Stanton study, and her methods
Read: Prologue and Part I of *The Lowell Experiment* by Cathy Stanton
Homework: For two weeks from now, please do an out of class interview with someone in the class; then, they will interview you, in turn. Write up and turn in on March 4. See instructions on *Homework Sheet*. (75 points)
- Feb 25** Lowell continued. Student presentations on part 2 and 3: chapters will be assigned. Topics: the three tours, getting public money, movers and shakers, role of public historians, the (un)varnished truth of industrial history. Parallels with NMIH?
Read: Parts 2 & 3 of *Lowell Experiment*
- March 4** Introduction to Bethlehem, Pennsylvania: from farms to iron, from steel to tourism.
Read: Vadasz – selections from **History of an Industrial Community** (on shelf in lounge);
In packet: Cameron- **Cultural Tourism and Urban Revitalization; Marketing of Tradition; Marketing of Urban Heritage**.
Video: *Making Steel*.
Homework #3: Hand in the life history interview you did previously. (75 points)
- March 8-15** **Spring Break Week**
- March 18** Bethlehem re-invents itself: 1980 - 2005. Gambling tourism and industrial heritage rises out of the ashes of steel.
Read from packet: Cameron: **Emergent Industrial Heritage**; Cameron and Gatewood: **The Authentic Interior: Excursions into the Un-Remembered Past**
Videos: *Steel Workers and Rebirth in Bethlehem*.
- March 25** **Exam based on all readings so far (25%) —about 90minutes.**
(After exam, I will talk about the field section of the course coming up for second half of course.
Instructions on doing content analysis of print sources for Homework #4.)
Homework #4 for next week: See instructions on *Homework Sheet*. (75 points)
Using clippings in the binders in the Social Science lounge, read and make a summaries of the articles I assign you about the NMIH and the Sands' Casino Project.. See instructions on *Homework Sheet*. (75 points)

Important Note: From now till the end of the course, you will be doing fieldwork. While I will schedule transportation to Bethlehem van for the class periods, you may need to schedule some additional visits for your research. Transportation can be arranged either by car-pooling or by bus.

April 1 **Field trip or guest lecture with Amey Senape of H-M Canal Museum:**
Manufacturing and marketing urban heritage.

Homework#4: Hand in your content analysis and summary of clippings. (125 points)

The locations for the next three trips will be given later.

April 8 **Field trip:** site visit to Bethlehem:

April 15 **Field trip:** site visit to Bethlehem:

April 22 **Field trip:** site visit to Bethlehem:

April 29 Reports on your interviews and research. You can do a PPT, if you want. Final written report for you or your group due May 6th.

Final grade will be available on Campus Web. Kindly do not contact me for grade.

See Homework Sheet that follows.

Ant 250: Homework Assignments & Research Report Spring 2009

Homework #1. Jan 28th: Describe Your Home Area (75 points)

Prepare and turn in a 3-5 page description of your home area: town, suburb, or section of a city. Write this discursively (as a full-bodied report; don't just answer each point). You might be able to get some info from the web if there is a web site for your town or city. Here are some guidelines for your description; use those that work for you:

1. Describe size of home in square miles and population.
2. How did area get established? Give some history on area.
3. Is there a town square, downtown or hub of any kind? Describe it.
4. Describe economic base such as kinds of industry, retail, business and government services (in other words, what kind of employment is available? If none, where do people go to get to jobs.)
5. Do people tend to rent or own their own accommodation?
6. What do houses and/or apartments look like? Upscale, mid-way, or run down?
7. Describe retail and commercial zone (if any): where do people go for goods and services. Must they drive everywhere for those things or can they walk?
8. What kinds of clubs and voluntary associations exist? Review with names (e.g. scouts, Little League, Lyons Club, church groups, etc)
9. What kinds of recreational amenities are available for kids and adults (recreation centers, YMCA, parks, movie theatres, ball parks, soccer fields, restaurants)?
10. Where do teenagers hang out?
11. Is there any street life at night? Do people walk around any place, as downtown? Any summer festivals or fairs?
12. Is there any crime or problem with gangs? Drug problems?
13. On a "Good-place-to-live" scale where 1 is dreadful and 10 is terrific, where would you put your home? Say why.
14. Would you describe your home as having a sense of "community"? Say why or why not.
15. Is this a place you would like to return to and live in for a long time? Say why.

Homework #2. Feb 11: Opinion on Arthur Vidich's Research (75 points)

Prepare a 3-4 page position paper on the ethics of the Vidich study, *Small Town in Mass Society*, which we have been talking about in class. You are to present an opinion on whether or not you think Vidich committed an ethical violation and brought harm to his research subjects and whether he misused research materials that were not his own.

Your report begins with a description of the issue. Then, you should state your position (your argument) that indicts or vindicates Vidich for his actions. The thesis should follow the basic description of how the problem evolved. The rest of the paper provides background: sides of the issue (accusations and counter-accusations), support for your thesis, that is, most importantly, how you defend your argument or thesis in light of the two "big issues" below. Please make use of your notes from class and the chapter in your packet.

Background on the case:

Vidich was originally hired as a supervisor for field people in Springdale by Urie Bronfenbrenner who headed up a large funded research project that was based at Cornell University in the 1950s. Vidich was with the Cornell project for three years and left under cordial conditions for another job. In later correspondence with Bronfenbrenner, Vidich said he wanted to write a book with a community-studies twist with a colleague, Robert Bensman. Bronfenbrenner okayed the plan, but asked Vidich to send a draft of book for editorial review. Vidich sent most of his chapters as they were written and got no negative feedback from Cornell. However, the chapters that made critical reference to the local people, the do-nothing council, the hidden-government, and the thinly disguised references to local politicians and others raised the hackles of the Cornell people. They asked Vidich not to publish those sensitive chapters. Vidich did anyway; it was the book, *Small Town in Mass Society*, in 1958, with Princeton University Press.

The publication of the book caused an instant uproar: residents of Springdale wrote letters to the press, the Cornell people admonished Vidich in public, and there was a lively exchange of letters and editorial columns in the anthropological journal, *Human Organization*. The critics of Vidich said he deceived the townspeople by making their identities apparent in the book. Previously, they had been assured during the study that any publication would not reveal their identities or embarrass them. The Cornell people (the director Bronfenbrenner and the college dean) also charged that Vidich has no right to use material that he had gathered while he was a paid employee of the Cornell project.

Issues: There are two big issues here.

- One pertains to the **deception of human subjects**: Do you think that the people of Springdale were deceived? Is it wrong to paint a critical portrait of your subjects? Does Vidich have a case in the defense he makes?
- The second concerns rights to **intellectual property**, in this case information or data collected by the research team, including Vidich, during the three year study. Do you buy Vidich's claim that he wrote the book from memory; do you think the Cornell people could muzzle Vidich's own interpretation of the data; who owns this information?

Homework #3. March 4: Interview (75 points)

Do an interview with a partner from this class on your own time. The interview should be a brief "life history" style of interview and last about 30 minutes. When the interview is done, you will switch roles: the interviewee from the first will become the interviewer. Work up some questions using ideas below as a guide. Be sure to tell your informant that they do not have to disclose anything personal, if they deem it so.

- basic background information: first name, age, occupation, place of origin, religion (if applies), family info as siblings, college information
- a little background on prior schooling; favorite memories of school
- personal hobbies and past-times, musical preferences
- places traveled, place preferences, interest in travel

- favorite movies, tv shows
- political behavior, voting preference, political involvement
- community service or involvement
- personal values and life goals
- anything else that is relevant

Write up your interview based on your rough notes from the interview in discursive form. You can list questions in the appendix, but the interview itself should be a “story.” Use information from *Participant Observation* to help you do and write up the interview. Hand in your interview March 4.

Homework #4 March 25: Sands’ Casino Project/ Industrial History in the Mix (125 points)

I will assign you a chronological set of newspaper clippings that are in 3-ring binders in the Social Science lounge. These are arranged by month and year and are about the National Museum of Industrial History (NMIH) and how ownership and plans for the project have changed since the bankruptcy of Bethlehem Steel in 2001. The new owners are developers including developers and the Sands Gaming Corporation, but the foundation, National Museum of Industrial History (of the old Bethlehem Steel property) is leasing the land for the museum and raising money for it.

Instructions: What you are doing is called “content analysis.” Do this:

- Read each article
- Write down headline and date
- Make a brief summary of the content of each article
- Write down some “key words” – i.e. words that capture the heart of the story
- Look for common themes and threads. What are they?
- Note “cast of characters”. Who are they?
- Is there a story that seems to emerge here?
- Finally, prepare a narrative of the stories; if there is more than one narrative, write it up that way under a thematic category
- We may put the summaries together to create a “master narrative” of the past 7 or 8 years.