

## / PROTOCOLS FOR FIELDWORK<sup>1</sup> /

The following protocols have been developed to assist recruited students for the summer school Teaching the Crisis in planning, conducting, and reporting on a mini-investigation of crisis in their local environments. Ideally, all students recruited from each institution will conduct collective research. An initial, short web-based report is to be submitted during the month of August. During the summer school from 2–14 September 2013 at the Institute for European Ethnology at Humboldt-Universität Berlin, each local research group will report on its investigation and coordinate discussion and reflection of results. A written report on each investigation is to be submitted in autumn.

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- 1 **Organize** an encounter before mid-June with all of the other summer school attendees from your institution. This is your research group. Determine whether you will work collaboratively on the mini-study (preferred), or work on separate but coordinated investigations.
- 2 **Determine** the thematic focus of your group study or individual but coordinated studies. Where can you make a useful contribution locally? What focus would allow you to make a meaningful contribution to the summer school?
- 3 **Embark** upon your fieldwork.
  - a Visit locations and events. Listen to conversations with community members, organizers, activists, case-workers, and scholars.
  - b Take extensive notes to record new, affirmed, and contradictory information.
  - c Compose a dispatch to be sent to off-site team members.
- 4 **Organize** a follow-up encounter at the end of June with your research group and listen to each other's experiences. This procedure can assist in constituting yourselves as a research group, in reflecting on frameworks and terms of analysis, and in the development of research questions and initial hypotheses.
  - a What did you hear? What did you see?
  - b What themes are to be explored? What questions and contradictions arise?

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<sup>1</sup> The protocols were initially designed by the sound art collective Ultra-red for the purpose of sound investigations as a means of popular organizing. We are grateful to the collective for inviting us to use the protocols as inspiration for Teaching the Crisis.

- c Which generated terms and concepts can guide or assist in your investigation?
- 5 **Determine** and formulate one or more research question(s).
- 6 **Begin** your investigation.
  - a Reflect on and develop an awareness for agreements, conflicts, negotiations, misunderstandings, power relations, and accountabilities in your field of research.
  - b Collect and generate material: e.g., ephemera, photographs, video, music, fashion, scholarly literature, sound, media clippings, and oral history recordings. Collect minutes, interview guidelines, notes, conversations, interviews, sounds, documents, and maps.
  - c Develop an approach to analyze the material possibly together with people in the field: e.g. screen, file, code, arrange, generate themes, relate to theoretical work, etc. Take the first steps towards such an analysis.
- 7 **Compose** a short report for the summer school's website.
  - a Create a presentation of your investigation and findings using *at least two* of the following formats: film, text, sound, photo, and other forms of print.
  - b Submit a report for publication on the website, which will introduce your investigation.
- 8 **Plan** and implement presentation for the summer school.
  - a Teach others about the crisis in your local context based on the investigation. Each research group has one session of approximately two-three hours to present. Determine an optimal design for presenting and discussing your project. Even if your research group has conducted separate investigations, you are responsible for collectively coordinating the session devoted to your local context in a meaningful way.
  - b Take account of web publications of research groups from other cities and/or universities participating in the summer school in planning your session. Focus on translatability and open discussion in your design.
  - c Present your investigation at the summer school in the time slot granted to you. (Time slots will be decided in the coming weeks.)
- 9 **Write** a short summary of your investigation(s) reflecting the feedback you have received in the summer school. The summary, which will be published on the school's website, is due by 15 November 2013. Determine and explain what new ideas and impulses you have taken from the summer school for researching and teaching the crisis, especially with respect to connectivity across local contexts.