

**Summer Field School 2009: Lafayette County**  
Art History 449; Folklore/Anthropology 639; Landscape Architecture 675

Summer 2009 (1<sup>st</sup> 4 weeks of 8 week session – June 15 – July 12)

\*CLASS MEETS IN AG HALL, RM. 14

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#### COURSE DESCRIPTION

This course is designed to give students an immersion experience in cultural heritage research and an opportunity to learn how to write history literally “from the ground up” while documenting historic sites in the region. During the course, students will receive training in site documentation (with photographs and measured drawings), primary source research, and oral history. Final team projects will generate a site report that will become part of the region’s historical record. This research will also be put towards a conference to be held in Madison of the Vernacular Architecture Forum in 2012.

This summer, our focus will be on the cultural landscape of Wiota, Wisconsin, in rural Lafayette County, which has experienced a succession of historical periods and cultural groups. Immigrants from the east began to displace indigenous inhabitants in the late 1820s, spreading over the region in the 1830s and ‘40s with the discovery of lead. Second waves of European immigrants added to the mix by mid-century, and today Latino/a farm workers reside in some of the oldest buildings. Although the older historical legacy of settlement is well known in places like Mineral Point, Wiota has received little, if any, attention—nor have later and contemporary settlements of new immigrants. Documentary efforts will center on buildings that appear to date to the late 1820s or early 1830s, evidence that survives in the landscape itself, and residents’ collective memory of the town’s settlement, prehistory, and progression to current times. Our class will work in partnership with the Lead Region Historic Trust and the Lafayette County Historical Society to produce documentation of these valuable resources that will be housed in the Society’s collections and made available on the Trust’s website.

The hands-on workshop format will include a first week in Madison working on background research and introducing recording techniques. Week 2 will be spent in Wiota and the region, gathering data in the field (with the assistance of Prof. Tom Carter from University of Utah School of Architecture). Weeks 3 and 4 will be based in Madison, and focused on consolidating

the data gathered in the field. Group travel, documentary equipment and some supplies will be provided, but students must be able to fund their own meals and modest lodging accommodations while in the field. Some expenses for this course have been generously provided courtesy of the Chipstone Foundation.

## COURSE GOALS

There are several interrelated goals for the course. First, students will learn the foundations of cultural heritage research that includes (but isn't limited to) field documentation of historic buildings and landscapes; archival research of local sites; and collection of oral history.

Although it is expected students will focus on one or two of these areas during the course, they will gain experience in all three areas. Skills developed will include:

- Contrasting original with adaptive uses and different cultural perspectives on the same space
- Learning, practicing, or refining ethnographic and preservation skills of measuring and drawing, photography, interviewing, sound and video recording
- Exploring how intangible features of cultural heritage affect the tangible

Second, students will work in teams to compile a site report that will become part of the region's historical record. They will be expected to produce field notes and compile those field notes into a polished document that will be usable by the public. Data gathered will also contribute to the 2012 meeting of the Vernacular Architecture Forum to be held in the region.

## COURSE REQUIREMENTS

A four-week *INTENSIVE* summer school course is *INTENSIVE*. The 9 a.m. to 5 p.m. daily weekday schedule emphasizes the importance of devoting your time to the class during the work day. Each 2-3 hour morning or lecture slot during the first week corresponds to a week during a regular semester. The remaining 4-5 hours of daily class time will be structured to accommodate class discussion, workshops, and some time to do the required readings.

The second week in Lafayette County will require almost all of your time for working in the field and keeping on top of documentary productions like writing daily field notes.

The third and fourth weeks will have a more flexible schedule, but preparing documentation and finishing measured drawings take as much if not more time as working in the field, and it will be imperative to maintain the minimum 9-5 schedule. At the end of the class, students will give presentations to each other of the work they accomplished in the field, using it to reflect upon key themes addressed during the prior weeks. Work during the last week of class will attempt to integrate and synthesize the various skills, experiences, lectures, discussions, and readings encountered during the first three weeks.

**Class attendance, commitment to the intensive schedule, and active participation: 50%**

These factors are essential to this workshop type class. The short turn-around makes make-up

work extremely difficult if not impossible. We expect students to make every attempt to be in class as required. Let us know immediately of any anticipated absences, and as soon as you can of any unanticipated ones. See further details in Policies section below.

**Documentation and presentation of work:**

**50%**

Documentation is anticipated to include some of the following:

- maintenance of a daily class and field journal, with hours quantified and consulted resources precisely specified
- preparation of written preliminary fieldwork ideas and questions
- completion of descriptive field reports, sound recording and image logs, ethics and consent forms from fieldwork experiences, site visits, and at least one to two interviews (this process should include photography in digital and SLR formats and production of sound and/or video recordings with digital and analog versions)
- completion of maps and measured drawings from exercises in Wiota
- a final report that reviews the fieldwork preliminaries, process, and results and places these observations in the context of course readings, discussions, and workshops
- a final summary presentation—in coordination with fellow classmates—to the class

Further details, fieldwork forms, and formats, to be provided.

**OTHER REQUIREMENTS:**

Human Subjects Research Tutorial. To prepare for conducting fieldwork and creating documentation, students must take the University of Wisconsin-Madison's Human Subjects Research tutorial. It takes a minimum of two hours to complete, and can take quite a bit longer. You will receive a certificate for completing the tutorial; please furnish a copy of it for the class file. The tutorial can be found at the following site: <https://my.gradsch.wisc.edu/citi/index.php>. **PLEASE TRY TO COMPLETE THIS BEFORE THE FIRST DAY OF CLASS AND NO LATER THAN THE END OF THE 1<sup>ST</sup> WEEK.**

Readings. The following book is REQUIRED, and available for purchase at the UNIVERSITY BOOKSTORE:

- Thomas Carter and Elizabeth Collins Cromley, *Invitation to Vernacular Architecture: A Guide to the Study of Ordinary Buildings and Landscapes*. Knoxville: University of Tennessee Press, 2005. ISBN: 1572333316

There are multiple readings for this course, as listed in the **CALENDAR** below. Most are available through the joint class e-reserves. A variety of required and recommended texts will be placed on reserves at Steenbock (not open weekends) or College Library Reserves in Helen C. White.

**POLICIES, PROCEDURES, AND ALL THAT OTHER STUFF**

**Attendance Policy:** Each student is expected to attend all class sessions. Failure to attend class will seriously affect your grade, since 50% is based on attendance/participation. If you cannot attend class, you should send an email and follow up with a phone call as soon as possible. This is especially true on field days.

**Communications Policy:** We welcome questions and are eager to discuss any thoughts you have related to material covered in class. Please contact us by email for an appointment. Information about grades is discussed only in person.

**Academic Integrity Policy:** You are responsible to know what constitutes academic dishonesty. If you feel tempted to commit an act of academic dishonesty, ask yourself why you are in the class in the first place. Taking shortcuts only prevents you from adding to your knowledge. If learning something new is challenging for you, don't bother taking this course. The two most common types of academic dishonesty are "cheating" and "plagiarism." *Cheating* is the act of obtaining or attempting to obtain academic work through the use of dishonest, deceptive or fraudulent acts. *Plagiarism* is representing the work of someone else as one's own and submitting it to fulfill academic requirements (this includes the INTERNET!) (the Writing Center provides definitions). On the consequences of academic dishonesty, see the section on Academic Misconduct on the University webpage.

**Special Needs and Accommodations:** If you have special educational needs, you should register at the McBurney center and contact us on the first day of class to make arrangements. We need confirmation from the Dean of Students office for extenuating circumstances of the exceptional kind.

## **FIELDWORK EXPENSES, EQUIPMENT, TOOLS, & SUPPLIES**

**Required:** A notebook for keeping a daily log of experiences with class activities and especially experiences while in the field in Lafayette County during the second week. All students should purchase a package of 10 mechanical pencils (inexpensive is fine), and lead for them (.35mm or 0.5 mm is best). Drafting supplies available at the campus bookstore that you (or your group) should purchase include: architectural scale ruler, T-square, triangle, erasers, and a compass.

**LA Computer Access:** The Department of Landscape Architecture offers the use of computers with internet access, a range of design software, and some personal storage space in Room 25 of Ag Hall.. Class participation requires the use of these computers and scanners for which each student must set up an account and pay a small fee (\$7.00, plus each student adds on \$ for running off copies on plotters, color laser printer, and black and white laser printer). Each student must set up this account and pay the fee through Math Heinzl in Room 15 on the first days of class. Math posts his half-day hours on the door of Room 15.

Math also can enter your ID number into the Department's door access system at that time so you may use Room 25 and the computers/printers when the doors are locked (central interior door is unlocked from 8 a.m. to roughly 5 p.m.; other doors to Room 25 are to be kept locked and closed at all times).

**Field Expenses and Preparations:** Summer school funding will make possible transportation in state vehicles. If you are interested in becoming a driver (we need volunteers), let us know. SW WI is great bicycling territory; some of you may wish to bring bikes along.

Summer school funding will not permit coverage of student meals and lodging. We have arranged for some free and reduced price lodging in the region, of varying degrees of sophistication and distance from the site. All will have bathrooms and showers; in some cases, a kitchen will be provided (but not stocked). Students should be prepared to sleep communally, and should probably plan on bringing a sleeping bag or other bedding. We will arrange this the first week of class, but you should plan on some lodging costs. There are campgrounds nearby of various levels of sophistication and price, for the more adventurous of you. As to food...there are limited options for food in the study area. For lunch, there is a bar/pub, and cheese factory store, with modest food offerings in Wiota. For dinner, we will find a place where we can eat together nearby. There will not be extensive choices, the fare will be fairly basic, and the costs generally reasonable. If you have special dietary needs, you should plan on bringing your own food just in case and consult with us AHEAD of time. Bringing a cooler is possible, though we cannot guarantee ice. All of you should plan to bring water, snacks or other drinks for emergencies.

Bring clothing, shoes/boots, hat, sunscreen, mosquito repellent, and rain gear comfortable for and appropriate to working outside for long stretches. A pair of long pants, a long sleeved overshirt, and socks are recommended just in case we end up traversing woods and fields. Weather and temperatures in the region are comparable with Madison, if perhaps a few degrees warmer.

**Recommended:** Recording equipment and media of various types will be provided through the Dept. of Landscape Architecture and the Folklore Program, but if you have your own equipment with which you are familiar, please bring it along (such as: a digital camera and media, an SLR-type camera, a cassette tape recorder with separate mike; see list below).

The following measurement/drafting supplies are also recommended for each team (especially for those of you who plan to do this sort of work in the future)

- Tape measure with stainless steel tape--25' or 30'
- Level (24" or longer; 4' will be provided in field by LA)
- Large wooden drawing board 22" X 28" (AVAILABLE AT BOOKSTORE)
- DRAFTING TAPE to secure paper to board
- flashlight & batteries

The following are recommended for individuals over the long term, but will be available through Art History and/or Landscape during the course:

- 100' tape measure (helpful for site plans)
- compass
- 4 oz. or 8 oz. plumb bob
- digital camera

- polyester film drawing sheet (size 19"x24", trade name Mylar, HABS/HAER/HALS Mylar is 4 mils thick)
- ink pens for finished drawings