

Journal 2: Writing fieldnotes

Before Thursday's (9/14) class trip, read:

1. [This blog](#) by Morgan Klaus Scheuerman on fieldnotes in ethnographic research
2. [Chapter 2 of Emerson et al. \(1995\)](#) Writing Ethnographic Fieldnotes- "In the field: Participating, Observing, and Jotting Notes"(pg.8-18 of the pdf)

Journal assignment:

On our class trip to Deer Isle you will apply what you learned from the reading on how to get started taking fieldnotes to record your own field notes, focusing on **two settings: 1) the boat and 2) the sound walk and time on Deer Isle**. Your field notes on the boat can include initial jottings, detailed observations of the scene, and your reflections as you observe. Your observation on Deer Isle may include some jottings but will also rely on reconstructing your experience and observations after the fact so you can immerse yourself in critical listening without taking notes during the sound walk.

For each setting record the date, time, and place of observation in addition to:

- **Your initial impressions**, including senses (sights, sounds, details, texture, smells, taste), details about the setting (the weather, the layout of the physical space, environmental factors or elements), the people, and activities observed. What actions or practices are you observing and what setting are they taking place within? How does the setting structure the interactions and actions you observe?
- **Observations of an event or scene in detail**, paying attention to actors and actions, interactions, feelings, senses, specific language or phrases, etc. Feelings can include yours and reflection on what others might be feeling in the setting. Your own strong feelings can be a guide of what to observe/record in detail—what surprised you, ran counter to your expectations, or intrigued you?
- **Reflections on what others in the setting are experiencing or reacting to as important**. What is seemingly meaningful to others here? Look for what others seem to focus on or any strong reactions. Observe responses and actions to these events. Observe how people of different positions in a setting use the space, make meaning, or react.
- **Reflections on what you learned** in this setting/from your experience as a participant/observer of a personal nature.
- **At least one sketch** for each setting/scene observed (i.e., minimum of 2 sketches)

You will turn your notebook in with your field notes from your two settings at the beginning of class on Friday, 9/15.