

/ PROTOCOL FOR FIELDWORK /

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1 **Organize** an encounter as soon as possible with all of the other summer school attendees recruited by your faculty member. This is your research group. Determine that you will work on separate but coordinated investigations.

2 **Outline** the focus of your individual but coordinated investigations.

- a Decide that you can make a useful contribution locally at Berlin's job centres. A focus on non-German EU citizens moving to Berlin will allow you to make a useful contribution to the summer school. Then you might contribute to the body of knowledge on border regimes.
- b Consider the research tools and methods available in the collective capacity of your team: Conduct empirical research.

3 **Develop** your research questions.

- a Visit locations and events. Record sounds that answer the question "What is the sound of expanding the margins: mobility, migration, borders in Berlin?". Bring one minute of recorded sound to another research group meeting. Listen collectively to the recorded sounds. Take extensive notes to record new, affirmed, and contradictory information.
- b Three main issues were to be recorded:
  - moments of "the global" in Berlin such as tourism, transport of goods, infrastructure (under construction) as a condition for these mobilities
  - citizenship and its manifold forms that were created by the European Union and Germany through practices within state institutions and legislation, as well as refugee struggles surrounding them
  - different moments around work (at construction sites and offices) and precarity
- c The concept of differential inclusion can guide you in your investigation.
- d With respect to your initial exploration and the available research capabilities of your team you can answer the following original question: How do labour and unemployment agencies reproduce selective inclusion and how are they challenged and shaped through practices?

4 **Compose** a multimedia abstract to guide your research and introduce your project to other participants of the summer school.

- a Choose one site at which the issues related to your research question concentrate. Take a one-minute sound recording and save it in mp3 format.
- b Decide on an image that relates to your question. Capture this image and save it in jpeg format with a resolution of at least 800x600 pixels.

- c Draft a text explaining your research question, hypotheses and methods of no longer than two pages.
  - d Have your research process reflected in this protocol's edited version.
  - e Submit the four-part multimedia abstract by July 31.
- 5 **Return** to the sites at which your topic of study can be explored with the new lens of your research question.
- 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, scholarly literature, sound, media clippings, websites, 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.
  - d What becomes visible? What becomes audible? What becomes (differently) conceivable?
- 6 **Conduct** your investigation.
- a Implement the research outlined in your abstract. Determine how the multimedia-ity of the abstract relates to your research process: Are the sound and image guiding objects? Representational materials? Methods?
  - b How do your question, method, and findings relate to existing knowledge and practices?
- 7 **Plan** and implement a presentation for the summer school.
- a How can you most productively engage summer school participants with your research in the allotted time-slot of 1,5 hours? What original knowledge or practice has been produced through your investigation?
  - b Engage with the abstracts of other summer school participants. What translational concepts and tools can you use to locate possible overlaps, contradictions or points of disjuncture between your and other research projects? What new questions arise?
  - c Teach others about your approach, research process and findings. Present your investigation at the summer school in a time-slot of 1,5 hours including discussion.