

Colonnade Program Course Proposal: Explorations Category

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

FLK 276, Introduction to Folk Studies (Arts and Humanities)

2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address **all** of the learning outcomes listed for the appropriate subcategory.

- Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities. **A student completing FLK 276 should be familiar with the general definitions, concepts, and history of the study of folklore as an academic discipline.**
- Distinguish between various kinds of evidence by identifying reliable sources and valid arguments. **A student completing FLK 276 should have a basic understanding of the methods and practice of ethnographic fieldwork in the discipline of folklore, as well as ethical issues related to folklore research.**
- Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities. **A student completing FLK 276 should be able to recognize the dynamic process by which folklore is created anew out of cultural context and how it expresses and embodies traditional aesthetics, beliefs and values.**
- Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts. **A student completing FLK 276 will recognize how various folklore forms serve to shape and influence society in ways that give rise to new forms of tradition and cultural expression.**
- Evaluate enduring and contemporary issues of human experience. **A student completing FLK 276 should understand the ways in which traditional patterns of behavior and performance shape relationships with one another in community and society, both in the contemporary world and in the past.**

3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

- **A student completing FLK 276 should be familiar with the general definitions, concepts, and history of the study of folklore as an academic discipline.**
- **A student completing FLK 276 should have a basic understanding of the methods and practice of ethnographic fieldwork in the discipline of folklore, as well as ethical issues related to folklore research.**

- A student completing FLK 276 should be able to recognize the dynamic process by which folklore is created anew out of cultural context and how it expresses and embodies traditional aesthetics, beliefs and values.
- A student completing FLK 276 will recognize how various folklore forms serve to shape and influence society in ways that give rise to new forms of tradition and cultural expression.
- A student completing FLK 276 should understand the ways in which traditional patterns of behavior and performance shape relationships with one another in community and society, both in the contemporary world and in the past.

4. Brief description of how the department will assess the course for these learning objectives. **We will develop a pool of multiple choice questions addressing each learning outcome. Each instructor teaching 276 will choose a question for each outcome and include it in their final exam. We will then pull the data from these questions and assess each section as well as the department's success in addressing these learning outcomes.**

5. How many sections of this course will your department offer each semester? **Once we transition from the old General Education system, we should be able to offer 8-10 sections of FLK 276, on the main campus, Glasgow campus, and web delivery.**

6. Please attach sample syllabus for the course.

Approved by Colonnade Committee: 4/4/2013

FOLK STUDIES 276: INTRODUCTION TO FOLK STUDIES (Sample Syllabus)

In this class, we will examine the methods and material of folklore as an academic discipline, as well as the ways in which folklore, traditional patterns of behavior and performance, shape our relationships with one another in community and society, and our personal practices, beliefs, and perceptions. Emphasis will be given to the study of folklore within the United States, to the techniques of folklore scholarship, to the continuing relevance of folklore and to the relationship of folklore to other aspects of American culture.

COURSE GOALS:

- A student completing FLK 276 should be familiar with the general definitions, concepts, and history of the study of folklore as an academic discipline.
- A student completing FLK 276 should have a basic understanding of the methods and practice of ethnographic fieldwork in the discipline of folklore, as well as ethical issues related to folklore research.
- A student completing FLK 276 should be able to recognize the dynamic process by which folklore is created anew out of cultural context and how it expresses and embodies traditional aesthetics, beliefs and values.
- A student completing FLK 276 will recognize how various folklore forms serve to shape and influence society in ways that give rise to new forms of tradition and cultural expression.
- A student completing FLK 276 should understand the ways in which traditional patterns of behavior and performance shape relationships with one another in community and society, both in the contemporary world and in the past.

TEXTBOOKS:

Martha C. Sims and Martine Stephens. *Living Folklore: An Introduction to the Study of People and Their Traditions*. 2nd edition. (Utah State University Press, 2011).

Elliott Oring. *Folk Groups and Folk Genres: An Introduction*. (Utah State University Press, 1986).

Readings marked BB on the schedule can be found on the class BlackBoard site.

COURSE REQUIREMENTS (600 points total)

1. Class participation (100 points). This includes attendance, general participation and asking questions, as well as participation in organized classroom activities. To participate, you will need to keep up with the readings.
2. Short paper(50 points). This assignment will be explained in more detail in class.
3. Project proposal (50 points). Must include project description and annotated bibliography. This assignment will be explained in more detail in class.
4. Student presentations (50 points). An oral presentation of your semester project. You will have approximately 10 minutes. This assignment will be explained in more detail in class.
5. Semester project (150 points). A fieldwork based project on a topic of your own choosing (but I must approve it). You are strongly encouraged (but not required) to submit your project to the WKU Folklife Archives. The assignment will be explained in more detail in class handouts.
6. Exams: midterm and final (100 points each, 200 points total).

WEBSITES. Students are encouraged to check out folklore related websites, including:

WKU Department of Folk Studies and Anthropology - <http://www.wku.edu/fsa/>

American Folklore Society - <http://afsnet.org>

Folklore Commons (calendar of events, job announcements, other resources) -

<http://www.afsnet.org/?FolkloreCommons>

Public Folklore Programs in the U.S. (list with links) -

<http://www.afsnet.org/?page=USPubFolklore>

American Folklife Center, Library of Congress - <http://lcweb.loc.gov/folklife/>

Smithsonian Center for Folklife and Cultural Heritage -

<http://www.folklife.si.edu/index.html>

Folkstreams (folklore film streaming) - <http://www.folkstreams.net/>

Local Learning (resources for folklore in K-12 education) -

<http://locallearningnetwork.org/>

SNOPEs (urban legends) - <http://snopes.com/>

WKU Folklife Archives - <http://www.wku.edu/library/dlsc/manuscripts/collections.php>

Folklore Research Guide, WKU library - go to the library webpage -

<http://www.wku.edu/library/>

ACADEMIC JOURNALS, ARTICLES AND SEARCH ENGINES:

New Directions in Folklore (online journal) – 1997-2003 issues:

http://www.temple.edu/english/isllc/newfolk/journal_archive.html

New Directions in Folklore (online journal) – 2010-2012 issues:
<http://scholarworks.iu.edu/journals/index.php/ndif/issue/archive>
Folklore Forum (online journal) - <http://folkloreforum.net/contents/>
JSTOR - <http://www.jstor.org/> *

Project Muse - <http://muse.jhu.edu/> *

Google Scholar (search engine) - <http://scholar.google.com/>

The best known American folklore journals are the *Journal of American Folklore*, the *Journal of Folklore Research*, and *Western Folklore*.

* Provides electronic access, through WKU, to many academic journals in folklore and other areas. Can also be used to browse topics. Articles (and in some cases books) can be accessed via WKU computers, or from home computers by logging in on the WKU library webpage (Click on “databases” on the WKU libraries homepage, then click on “log in from off campus”).

COURSE OUTLINE

INTRODUCTION: CONCEPTS, TERMS, AND SOME HISTORY

Read:

Sims / Stephens pp. 1-29; 206-231

STABILITY AND DYNAMISM / Thinking about “tradition”

Sims / Stephens, pp. 69-97

FOLKLORE METHODS: THE FIELDWORK PROJECT

Read:

Sims/Stephens, pp. 232-285

Oring, Reader, p. 358-373

Web resource guide: Peter Bartis, Folklife and Fieldwork, www.loc.gov/folklife/fieldwork

FAMILY AND CHILDREN’S FOLKLORE / Thinking about “folk groups”

Read:

Sims / Stephens, 30-68

Oring Reader, pp. 169-177

VERBAL FOLKLORE, FOLK NARRATIVES / Thinking about “performance”

read:

Sims / Stephens, pp. 130-179

Oring Reader, p. 270-290, p. 224-243

TRADITIONAL MUSIC

Read:

Oring reader, pp. 264-166

MATERIAL CULTURE

Read:

Oring Reader, p. 329-338

ETHNIC GROUPS AND ETHNIC FOLKLORE

Read:

Oring Reader, pp. 78-86

FOLKLORE, BELIEF and CUSTOM / Thinking about “ritual”

Read:

Sims / Stephens, pp. 98-128

Oring reader, 99-113, 124-135

OCCUPATIONAL FOLKLORE

Read:

Oring reader, 146-157

FOLKLORE MINOR

Undergraduates at WKU have a rare opportunity to take a variety of folklore courses and also to minor in Folklore. A **Folklore Minor** is fun, challenging, and gives a unique perspective on contemporary American life. It also helps develop important critical and problem solving skills for use in the complex personal, social, occupational and political environments in which we live and work. *These skills will make you a better candidate for employment, for admission into graduate programs in many fields, and for advancement on just about any career path.* Courses include Cultural Diversity, Urban Folklore, Foodways, Roots of Southern Culture, Folk Art, Supernatural

Folklore, African-American Folklore, World Music, Folklore & Literature, Folklore & Medicine, Narratives of Horror & the Supernatural, American Architectural History, Women's Folklife, and many others. The Department of Folk Studies and Anthropology also offers an M.A. in Folklore. For more information, see any Folk Studies faculty member or go to www.wku.edu/folkstudies/.