

WE/English 365: Folklore, #TSUFolk

When & Where: Monday & Wednesday 3:30- 4:50, Baldwin Hall 241

Instructor: Dr. Summer Pennell¹, Assistant Professor of English Education

You can call me Summer or Dr. Pennell: no Miss, Mrs., or Ms. please.

Contact: email, spennell@truman.edu I tend to respond to emails in the afternoon, and don't answer emails after 5 pm. I will make my best effort to respond to all emails within 48 hours.

Office hours: McClain 326, Monday & Tuesday, 1:00- 3:15 & by appointment

Course Description from Catalogue. 4 credit course.

After a brief history of folklore as an academic discipline, this course focuses on methods of fieldwork and its analysis.

Course Attributes: Aesthetic: Literature Mode, Celtic Studies Course, Honors Scholar, Intercultural, Liberal Arts & Sciences Hours, English Major: World Lit, Writing-Enhanced Course.

NOTE: for this to count towards the Celtic Studies program or one of the minors, such as Child Studies, your independent work and readings should focus on this special topic.

4 credit courses: The department expects 12 hours (including class time) of work per week for a 4 credit course. Most of this will be spent reading & responding to scholarly work, conducting your research, and doing field work.

Course Goals: All students will:

1. Learn about folklore as a discipline and practice
2. Practice research skills used in folklore, including interviewing, observation, and archiving.
3. Conduct individual research on a folk group of interest in relation to course topics
4. Write a variety of pieces to demonstrate the diversity of writing used in folklore as a discipline (annotations, field notes, field reports, archival findings, interview transcript, coding schemes)

Required Texts & Materials:

- Goodall's *Writing the New Ethnography* (on 2 hour reserve at the library)
- All other readings are available through the library's website (if off campus, connect via VPN) or on Blackboard
- Small notebook for writing field notes
- Public twitter account. (If possible, bring a smartphone, laptop, or tablet to class).

Library services: For research help, contact Daisy Rearick, the subject specialist for English. drearick@truman.edu. I strongly recommend you schedule a RAP session for your research.

There are many **folklore journals** to explore for your research, including the following available through our library:

- *Asian Folklore Studies*
- *The Journal of American Folklore*
- *Journal of Folklore Research*
- *New Directions in Folklore*
- *Western Folklore*

¹ I have completed Safe Zone training through the LGBTQ Center at UNC-Chapel Hill & at Truman, and RESPOND mental health training, and my office and classroom are safe and welcoming environments.

Professional Organizations (all have conferences this fall):

Those interested in folklore as an academic discipline and/or profession should consider joining:

- American Folklore Society, www.afsnet.org
- Missouri Folklore Society, <http://missourifolkloresociety.truman.edu/>
- Missouri Association for Museums & Archives, <http://missourimuseums.org/>

Attendance Policy: The success of this class depends on your participation and attendance. Everyone is allowed one week of “free” absences (AKA 2); any more will affect your grade. School related activities for which you have documentation will not count towards your allowed absences. Two late arrivals or leaving early will also count as an absence. You do not need to bring any doctor’s notes for your 2 allowed absences. You do, however, still need to abide by assignment deadlines. If you have an emergency where this is not possible, talk to me. If you have an illness or other emergency that requires you to miss more than two classes, please bring me a doctor’s note or other appropriate documentation so we can come up with a plan for you to make up missed work. Otherwise, your grade is lowered by 2% for each missed class. When you miss class it is your responsibility to get notes from your classmates and to keep up with assignments as posted in the syllabus. Please don’t send me a “did I miss something important” email.

Participation: This is a discussion-based class and everyone is expected to participate. To be fully prepared, you must complete assigned readings before class and come with questions and comments. You should be on time for class. Bring copies (paper or downloaded on your device) of your readings to class. I expect everyone to actively participate by listening carefully and respectfully, offering comments and questions, and working collegially with each other.

Technology: Laptops may be used for note-taking, tweeting and during activities, but I ask you to be respectful of the class and not check your email or social media during class. Please refrain from texting during class. Please use the class hashtag #TSUFolk (the capitalization isn’t important) to tweet your responses to course materials and activities.

Grading Policy:

- Late work is not accepted, except in the case of a documented emergency (see attendance policy).
- All work is due at the start of class time on the date indicated in the syllabus unless otherwise indicated.
- I am happy to discuss your work in person during office hours.
- Completion does not equal a grade. Turning in work that doesn’t meet content guidelines or is otherwise inappropriate may result in a zero.
- I don’t give extra credit assignments. If you ask for one, I will refer you to this syllabus.

Grading Scale: Grades will be posted on Blackboard (For final grades, if you have an X9.5 or higher I will round up)

- A = 90-100
- B = 80-89
- C = 70- 70
- D = 60- 69
- F = 59 and below

Note on research: IRB permission is not required for course projects. However, this means you cannot present or publish on your interview. If you have a broader research project that you would like to use our class interview for, or you would like to use the interview in a research presentation, come talk to me about IRB.

Academic Integrity and citing sources:

- All students are expected to follow the Student Code of Conduct (<http://www.truman.edu/conduct/>) which includes avoiding plagiarism.
- The student handbook defines plagiarism as: “Intentional representation of the words or ideas of another as one’s own in any academic exercise. The term “plagiarism” includes, but is not limited to, (a) the use, by

paraphrase or direct quotation, of the published or unpublished work or sections of a work of another person without full and clear acknowledgement; (b) the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, including material taken from or ordered through the Internet; and/or (c) the unacknowledged use of original work/material that has been produced.”

- See the conduct code for more information: <http://www.truman.edu/wp-content/uploads/2014/02/CHAPTER-8-REVISED-August-1-2015.pdf>.
- All **written assignments** should be prepared in MLA style. Always, always cite sources even if you’re just using a sentence, or an idea. As a former journal editor, I am a stickler for properly cited sources and I’ll help you when you’re unsure if you email me questions in advance (don’t email me the night before a due date and expect a response- you likely are working much later than me). Purdue OWL is a great source for all things writing and citation.

ADA Accommodations and Student Health:

- The university is committed to making every possible effort to comply with the Americans with Disabilities Act (ADA). If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both me and the Disability Services office (x. 4478) as soon as possible. <http://disabilityservices.truman.edu/>
- More and more college students are experiencing symptoms of severe depression. If you are struggling emotionally, please let me know. I urge you to set up an appointment at the Counseling Center, 660-785-4014, or ucs@truman.edu. The after-hours crisis hotline is 660-665-5621; ask the public safety representative who answers to connect you with a Truman counselor.

Title IX and Student Sexual Misconduct

- Truman State University and its faculty are committed to supporting our students and fostering an environment that is free from bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member is a “mandated reporter” and must notify Truman State University’s Title IX Coordinator, Jamie Ball (McClain Hall, 101, jball@truman.edu, 785-4354) and share the basic facts of your experience with her.
- The Title IX Coordinator will then be available to assist you in understanding all your options and in connecting you with resources both on and off campus. If you would prefer to have a confidential conversation about an experience, the counselors at University Counseling Services are NOT mandated reporters and they can be reached at 660-785-4014. For after-hours crisis counseling, call 660-665-5621.
- For more information regarding Truman’s policies and procedures relating to any form of gender discrimination, please see <http://eoaa.truman.edu/university-nondiscrimination-policy/> and <http://eoaa.truman.edu/complaint-reporting-resolutionprocedure/>.

FERPA

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result course grades, assignments, advising records, etc. cannot be released to third parties without your permission. There are, however, several exceptions about which you should be aware. For example, education records can be disclosed to employees or offices at Truman who have an “educational need to know”. These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar’s Office, or Student Affairs depending on the type of information. For more information about FERPA, see <http://www.truman.edu/registrar/ferpa/>.

Assignments: Detailed descriptions for larger assignments are on Blackboard

Assignment	Description	% of Final Grade	Due Date(s)
Annotations	Starting week 2 of classes, <ol style="list-style-type: none"> 1. Find a scholarly folklore article or film related to the week's reading topics focused on a region or group of interest to you. For example, if you're interested in Celtic studies, when we discuss food culture you could find an article about Celtic food. If you are interested in Missouri regional folklore, all your articles should be about populations in our state which may vary (ex. Amish food, Congolese music, etc.). 2. Write an annotation (about a half page). The full citation in MLA format should be included at the top of the page. Your annotation should (a) summarize the article/film and (b) provide your own brief critique and/or analysis. 3. During our finals week meeting, create a brief presentation on your findings about this region/group's folkloric practices 	20	Wednesdays, starting week 2
Tweeting	Using the hashtag #TSUFolk, tweet at least twice a week in response to course readings and class discussions. These should be more substantial than "#TSUFolk ☺" and the like. Pose thoughtful questions and comments and reply to your classmates. Sometimes you will have in-class assignments that require tweeting.	10	Weekly, starting week 2
In- Class assignments	You'll have various short in-class assignments	10	Varies
Archival Study	<ol style="list-style-type: none"> 1. Complete a "speed dating" activity in the Special Collections archives at Pickler Library in class 2. Research a section of the archive online and write a 2 page report on it's folkloric implications. 	15	9/13 & 9/20, midnight
Field Report	<ol style="list-style-type: none"> 1. Attend either (a) a religious service at a place of worship you do not regularly attend, or (b) a sporting event you do not regularly play or watch. 2. Take detailed field notes at the event. 3. Write a 2 page report of the event. Turn in a scanned copy of your field notes with your report. 	15	10/4, 3:30 pm
Interview	<ol style="list-style-type: none"> 1. Conduct an interview about a folkloric topic of your choice 2. Transcribe the interview in full 3. Code the interview and create a code map/scheme 4. Create a PowerPoint to explain your findings 	15	<ul style="list-style-type: none"> • Transcript: 11/6 • Cope map & Powerpoint: 11/15
Festival/ Cultural Event Visit	<ol style="list-style-type: none"> 1. PLAN AHEAD- Help each other by updating the google doc on Blackboard of regional festivals 2. Visit a festival (any festival, doesn't have to be a folk festival) or other cultural event 3. Take written field notes and photos (when possible) of folkloric items of interest 4. Chat with other visitors or workers at the event (not counting friends you go to the event with). Do not tape these discussions- write about them in your field notes. 5. Write a 3 page report, and include your images and a scanned copy of your field notes (these don't count against your 3 pages). 	15	12/6

Course Calendar (subject to change)

	Date	Topics/ Activities	Readings Due	Assignments Due
1	8/21	Solar Eclipse	CLASS CANCELED	
1	8/23	Eclipse/ weather folklore	No class meeting- Dr. Pennell is out of town Folk Beliefs regarding Weather in Southeastern Illinois Lelah Allison <i>The Journal of American Folklore</i> Vol. 61, No. 239 (Jan. - Mar., 1948), pp. 68-70	By 5 pm post to Blackboard under "Assignments": 1. Short summary of article 2. Reflection answering- 1) what does this article tell you about folklore as a field? 2) How does this relate to your experience of the eclipse 3. 2 pages max
2	8/28	Folklore Introductions	Elliot Oring "On the concepts of folklore" in <i>Folk Groups and Folklore Genres: An Introduction</i> (Chapter 1)	By midnight post 1) your twitter username, 2) your name, 3) and a selfie to the Twitter thread on the Discussion board
2	8/30	Folklore Introductions	Barre Toelken "The Folklore Process" in <i>The Dynamics of Folklore</i> (Chapter 1)	Annotation (open topic) Start tweeting
3	9/3	Labor Day	No class	
3	9/6	Campus folklore creating stories	Folklore tour with Zac Burden- meet at the north entrance (side closest to Normal street) of the Kirk Building Ch. 2, <i>Finding the Story in Ethnographic Words</i>	Annotation (open topic)
4	9/11	Archives	<ul style="list-style-type: none"> • Field trip- Meet at Special Collections, 3rd floor Pickler • Lecture and demo by Amanda Langendoerfer • Georgitis, N. (2015). A Case Study in Folklore Archives Management: The Randall V. Mills Archives of Northwest Folklore at the University of Oregon. <i>Journal of Folklore Research</i>, 52(1), 85-98. 	
4	9/13	Archives, Material Culture	<ul style="list-style-type: none"> • Field trip- Meet at Special Collections, 3rd floor Pickler • Simon Bronner, "Folk Objects" in <i>Folk Groups and Folklore Genres: An Introduction</i> (Chapter 9) 	1. Annotation (open topic) 2. Archival study- speed dating write up due at midnight
5	9/18	Archives	Toelken, B. (1998). The Yellowman Tapes, 1966-1997. <i>The Journal of American Folklore</i> , 111(442), 381-391. doi:10.2307/541046	

	Date	Topics/ Activities	Readings Due	Assignments Due
5	9/20	Archives	No class meeting- Dr. Pennell is out of town Work on your archival study project	<ul style="list-style-type: none"> • Annotation (open topic) • Archival study- online archives research due at midnight
6	9/25	Field notes and observation/ Ethics	Goodall Chapters 3 & 5	Upload in-class field notes (scan or take a picture) by midnight
6	9/27	Field notes and observation of folk events	Toelken, Ch. 4 "Dimensions of the Folk Event" from <i>The Dynamics of Folklore</i>	Annotation (cultural event/festival- article should include observation/ field work in methods)
7	10/2	Sports Culture	"Locating" the Nation: Football Game Day and American Dreams in Central Ohio Danille Christensen Lindquist The Journal of American Folklore, 10/2006, Volume 119, Issue 474	
7	10/4	Religion & folklore	Ritual Possession in a Southern Appalachian Religious Sect Steven M. Kane The Journal of American Folklore Vol. 87, No. 346 (Oct. - Dec., 1974), pp. 293-302	<ul style="list-style-type: none"> • Field Report • Annotation (sports or religion)
8	10/9	Folklore & medicine	Campion-Vincent, Veronique. "Organ theft narratives as medical and social critique." <i>Journal of Folklore Research</i> (2002): 33-50.	
8	10/11	Folktales	Zipes, Jack. "What Makes a Repulsive Frog So Appealing: Memetics and Fairy Tales." <i>Journal of Folklore Research</i> 45.2 (2008): 109-143.	<ul style="list-style-type: none"> • Annotation (folklore & medicine or folktales)
9	10/16	Interviewing	BLACKBOARD: Anderson & Jack, interviewing	
9	10/ 18	Interviewing & interpretation	Lawless, E. (1992). "I Was Afraid Someone like You... an Outsider... Would Misunderstand": Negotiating Interpretive Differences between Ethnographers and Subjects. <i>The Journal of American Folklore</i> , 105(417), 302-314.	Annotation (should include interviews in methodology)
10	10/23	Folklore Films, gender	<ul style="list-style-type: none"> • Download - Read ch. 5 of <i>Listening for a Life</i> http://digitalcommons.usu.edu/usupress_pubs/57/ • Watch in class: <i>Bessie Eldreth: Stories and Songs of a Blue Ridge Life</i> 	

	Date	Topics/ Activities	Readings Due	Assignments Due
10	10/25	Outsider Arts	No class meeting- Dr. Pennell is out of town Wojcik, D. (2008). Outsider Art, Vernacular Traditions, Trauma, and Creativity. <i>Western Folklore</i> , 67(2/3), 179-198.	<ul style="list-style-type: none"> • Annotation (folklore film) • Article assignment due at 5 (details on Blackboard)
11	10/ 30	Gravestones	Field trip -meet at Llewellyn Cemetery Weather dependent- we may go on Nov. 1 BLACKBOARD: Burnett, "Marking the Graves"	Gravestone assignment- download or print before we go, due at midnight
11	11/1	Holidays & Identity	<i>The Day of the Dead, Halloween, and the Quest for Mexican National Identity</i> Stanley Brandes <i>The Journal of American Folklore</i> , Vol. 111, No. 442 (Autumn, 1998), pp. 359-380	Annotation (gravestones or holidays)
12	11/6	Coding Interviews	BLACKBOARD: Coffey & Atkinson, coding	Interview Transcript due on Blackboard; bring a paper copy to class
12	11/8	Coding Interviews	Work on coding in class and get peer feedback	Annotation (open topic)
13	11/ 13	Food culture	BLACKBOARD: Long, L. M. (2015). Green Bean Casserole and Midwestern Identity: A Regional Foodways Aesthetic and Ethos,". <i>The Food and Folklore Reader</i> , 191-204.	
13	11/15	Music	<ul style="list-style-type: none"> • Review: African Banjo Echoes in Appalachia: A Study of Folk Traditions by Cecelia Conway Reviewed Work: African Banjo Echoes in Appalachia: A Study of Folk Traditions by Cecelia Conway Review by: Cheryl L. Keyes <i>The Journal of American Folklore</i> Vol. 112, No. 443 (Winter, 1999), pp. 104-106 • Listen in class to Rhiannon Giddens <i>Freedom Highway</i> 	<ul style="list-style-type: none"> • Interview Coding Scheme & PowerPoint (post on Discussion board) • Annotation (food culture or folk music)
Nov. 20-24 Thanksgiving Break				
14	11/ 27	Children's folklore	VAN RHEENEN, D. (2012). A Century of Historical Change in the Game Preferences of American Children. <i>Journal Of American Folklore</i> , 125(498), 411-443.	

	Date	Topics/ Activities	Readings Due	Assignments Due
	11/29	Jokes	No class meeting- Dr. Pennell is out of town Oring, Elliott. "Risky business: Political jokes under repressive regimes." <i>Western folklore</i> 63.3 (2004): 209-236.	<ul style="list-style-type: none"> • Annotation (children's folklore or jokes/humor) • Article response due 5 pm (instructions on Blackboard)
	12/4	Folklore professionals McNabb talk	"The Hair that Wasn't There Before": Demystifying Monstrosity and Menstruation in "Ginger Snaps" and "Ginger Snaps Unleashed" April Miller Western Folklore Vol. 64, No. 3/4, Film and Folklore (Summer - Fall, 2005), pp. 281-303	
	12/6	Folklore professionals	<i>Sorting Through a Hoarder's Lifetime of Clutter, We Learned the Meaning of Love</i> , Rachel Mabe http://narrative.ly/sorting-through-a-hoarders-lifetime-of-clutter-we-found-true-love/	<ul style="list-style-type: none"> • Festival Visit Project • Annotation (open topic)
Final	12/11 3:30-5:20	Final presentations		Upload visuals to the appropriate Discussion board thread on Blackboard