

**DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

**2017-2018** MLCS: 599 A1: Special Topics: Theorizing Ethnic Heritage  
(Fall Term)

Instructor: Andriy Nahachewsky  
Office: Arts 241 D  
Telephone: 780-860-6746  
E-mail: andriyn@ualberta.ca

Time: Thursdays, 5:00-8:00  
Place: TBA  
Office Hour: Wed 2:30,  
or by appointment  
Course Website: e-class

---

**Course Prerequisite:** consent of department

**Course-based Ethics Approval?**  No, not needed, no such projects approved.

**Community Service Learning** component  None

**Past or Representative Evaluative Course Material Available**  
 NA

**Additional mandatory Instructional fees (approved by Board of Governors)**  No

**Course Description and Objectives:**

Seminar participants will explore six key theoretical approaches used to research folk/ethnic/national heritage through readings, videos, and discussion. Theories will be discussed as they apply to numerous cultures and diverse genres of traditional activity, using Ukrainian dance as a common example. Folklore studies and the “heritage industry” are increasingly sensitive to how “heritage” connects the past and present. Projects will be designed to support deeper investigations of each student’s interests. We will actively engage with writing and editing style to hone our skills.

“Theories of meaning,” “theories of aesthetics,” “structural analyses,” and “Intangible Cultural Heritage” perspectives will occupy us for most of the term. We will also touch on more historical ideas: “Romantic nationalism,” “historic-geographic approaches,” insofar as they continue to influence popular imagination, and form a background to more current theories.

At the end of this course, successful students will be familiar with diverse definitions of “ethnicity,” “heritage” and related terms, as these are used in social sciences. They will be able to appreciate the key characteristics, strengths, and weaknesses of the six groups of theories as they relate to ethnic heritage, and particularly as applicable to their own and their classmates’ research projects.

Successful students will have an increased ability to articulate, orally and in writing, about theories of ethnic heritage from their own critical perspective.

**Texts:**

Excerpts will be read from the following core bibliography (and potentially other publications), adjusted during the semester in response to the direction of the class discussions, interests, and abilities of the students. The target is to read approx. 60 pages per week.

Abrahams, Roger D. "Identity." *Eight Words for the Study of Expressive Culture*, 198-219. Edited by Burt Feintuch. Urbana: University of Illinois Press, 2003.

Anderson, Richard L. *Calliope's Sisters: A Comparative Study of Philosophies of Art*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2004.

Dundes, Alan. "Who are the Folk?" *Essays in Folkloristics*, 1-20. Meerut, India: Folklore Institute, 1978.

Fenton, Steve. *Ethnicity*. Cambridge: Polity, 2010.

Foster, Michael Dillan, Lisa Gilman. *UNESCO on the Ground: Local Perspectives on Intangible Cultural Heritage*. Bloomington: Indiana University Press, 2015.

Glassie, Henry. "Tradition." *Eight Words for the Study of Expressive Culture*, 176-193. Edited by Burt Feintuch. Urbana: University of Illinois Press, 2003.

Isajiw, Wsevolod W. "Definitions of Ethnicity." *Ethnicity and Ethnic Relations in Canada: A Book of Readings*, 5-17. Edited by Rita M. Bienvenue and Jay E. Goldstein. Toronto: Butterworths, 1985.

Lowenthal, David. *The Past is a Foreign Country – Revisited*. Cambridge: Cambridge University Press, 2015.

McKay, Ian. *The Quest of the Folk: Antimodernism and Cultural Selection in Twentieth-Century Nova Scotia*. Montreal: McGill-Queen's, 1994.

Nahachewsky, Andriy. *Ukrainian Dance: A Cross-Cultural Approach*. Jefferson, N.J.: McFarland, 2012.

Sims, Martha, Martine Stephens. *Living Folklore: An Introduction to the Study of People and their Traditions*. Logan: Utah State University Press, 2005.

Sollors, Werner, editor. *Theories of Ethnicity: A Classical Reader*. New York: New York University Press, 1996.

Stefano, Michelle L., Peter Davis, editors. *The Routledge Companion to Intangible Cultural Heritage*. 2016. 10.4324/9781315716404

**Grade Distribution (see "Explanatory Notes"):**

	3 Presentations on Readings. 3 x 8% (dates for each student TBA)	24%
	Participation in discussions (including attendance)	16%
	Oral Presentation of Research Paper (Nov 10)	10%
	Research Paper (draft due Nov 16, final version Dec 4)	50%
	[no final exam]	
	Total	100%

## **Date of Deferred Final Exam (not applicable)**

### **Explanatory Notes on Assignments:**

**Presentations on Readings.** Students will lead a summary and a discussion on particular readings, in October and November. Dates will be selected by lottery in September. 10-15 minutes each. Content: Highlighting the main descriptive content, the main analytical point made by the author, and raising one issue for class discussion (something learned, and/or something disagreed, problematic, etc).

**Oral Presentation on Research Paper.** 10 minutes, 10 Nov., to share with fellow students about current paper and research project, and to receive classmate feedback on paper plans.

**Research Paper.** 6000 word essay introducing a specific cultural tradition and writing about how one of the theoretical approaches is useful and/or problematic for understanding the tradition and its relevant community. Formatted as if for submission to an academic journal. Including bibliography. Students are encouraged to choose a topic and approach that is useful for their own future research interests. Students will submit a draft version by 16 Nov, to receive feedback and improve their final text.

### **Required Notes:**

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

### ***Academic Integrity:***

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

### ***Learning and Working Environment:***

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

### ***Academic Honesty:***

**All students** should consult the information provided by the [Student Conduct & Accountability Office](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general. If in doubt about what is permitted in this class, ask the instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

***Recording of Lectures:***

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

***Attendance, Absences, and Missed Grade Components:***

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this seminar, students are encouraged to contribute actively to discussions. Students will be assessed a 1% penalty for each class missed or partially missed. More importantly, attendance will likely reflect on learning and assignment success.

***Policy for Late Assignments:***

Written assignments may be handed in after the stated deadline with a 2%-per-day penalty assessed for each day of lateness. (Much better than getting zero!) Missed oral presentations will be rescheduled as possible, with a potential 5% penalty.

***Student Accessibility Services:***

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email [sasrec@ualberta.ca](mailto:sasrec@ualberta.ca); Email; phone 780-492-3381).

**Grading:**

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

**"MLCS Graduate Grading Scale"**

A+	97-100	Excellent
A	93-96	Excellent
A-	90-92	Excellent
B+	87-89	Good
B	79-86	Good
B-	74-78	Satisfactory
C+	68-73	Satisfactory
C	63-67	Failure
C-	58-62	Failure
D+	54-57	Failure
D-	50-53	Failure
F	00-49	Failure