

**DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES**

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

**2020-2021 FOLK 204 A1: FORMS OF FOLKLORE**  
(Fall Term)

*Note: Remote Delivery*

Instructor: Larisa Sembaliuk Cheladyn

Time: MWF 2:00 -2:50

Office: Remote

Place: Remote – Live on Wednesdays via ZOOM

E-mail: [cheladyn@ualberta.ca](mailto:cheladyn@ualberta.ca)

Office Hours: Mondays 1:00-1:50,  
or by appointment

Personal Website:

Course Website: eclass

**Bachelor of Arts / Major in Modern Languages and Cultural Studies:**

<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/prospective-undergraduate-students>

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**Course Prerequisite:** None

**Technology requirements (minimum):** It is your responsibility as a student to ensure that you have access to a personal computer (desktop, laptop, or tablet) and access to the internet with data.

**Experiential Learning Component**

- This course has a significant experiential learning component (15% or more of the course grade)

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?

- Yes       No, not needed

**Past or Representative Evaluative Course Material Available**

- Exam registry – Students' Union  
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

## **Course Description, Objectives, Format, and Expected Learning Outcomes:**

Folklore is all around us—the process and the product of human cultural expression. People create stories, songs, festivals, foods, jokes, dances, games, and toys. Folklore is both old and new. It is traditional expression: those stories, songs, games that have been around for a long time. It is also modern: folklore is constantly created and adapted to meet the expressive needs of the here and now. This course will acquaint students with forms of folklore and encourage them to examine artistic expression in everyday life.

**Course Objectives:** Folklore informs our lived experience and identity. It influences the ways in which we interact with the world and the people around us. Through a series of learning and writing exercises, students will develop an understanding of folklore that will culminate in a final collection project. Course goals include:

- Learning to apply a critical and analytical attitude toward everyday life phenomena, phenomena that often go unnoticed but influence much of what people feel and do.
- Being able to identify folklore, learning to isolate artistic expression and to analyze its meanings.
- Learning fieldwork techniques. In this course, students will gather their own data and learn a variety techniques related to folklore fieldwork. Due to limitations imposed by COVID 19, this year's class will not engage in live interviews. Students will have a choice of working with existing interviews, material culture/artifacts, and/or digital (online) fieldwork.
- Students will learn data systematization and management.
- Learning analytical techniques. Critical study is seldom applied to everyday phenomena, although these phenomena offer the best path to understanding people.
- Students will learn how to analyze folklore data and how to present the analysis effectively.
- Students will explore various platforms of interpreting and sharing their findings; including written and research-creation models.

**Learning Outcomes:** Canada is a multicultural nation, and, as folklorists, we seek to learn about the many cultures which constitute contemporary Canadian experience:

- Students will be able to identify those features of cultural expression that are important in the construction of cultural identity.
- Students will master the techniques of heritage documentation.
- They will master simple data management.
- Students will be able to create a scholarly presentation (written or otherwise) effectively describing one aspect of heritage expressed through folklore.

**Course Format:**

This course will be taught online via eClass and ZOOM. It will include a hybrid of course components: synchronous (live in real time attendance via zoom once a week on Wednesdays 2:00 – 2:50pm) and asynchronous - independent online activities.

The objectives of this course will be learned from a combination of formal lectures, guest presentations, discussions, assigned readings, and audiovisual materials.

**Required Text:**

Bronner, Simon J. *Folklore: The Basics*. Routledge, 2017.

This text is available as an ebook (*digital version*) available through University of Alberta Libraries site. <https://search.library.ualberta.ca/catalog/7838845>

**Required Articles:** Will be linked or available for download via eClass.

**Additional Course Fees**

Yes       No

**Important Dates:** [See Academic Schedule in current Calendar](#)

First Day of Class: September 1, 2020

Add/Delete Date: September 15, 2020

50% Withdrawal Date: October 2, 2020

Fall Term Reading Week: November 9-13, 2020

Withdrawal Date: November 30, 2020

Last Day of Class: December 7, 2020

**Components of Course Grade (see “Explanatory Notes”):**

- Online participation  
(Students are expected to attend a minimum of 10 online sessions) 10%
- Weekly Reflection posts on eClass (10 posts + 10 responses) 10%
- Weekly online quizzes (10) 20%
- Project #1, due on or before midnight Fri. Oct. 2 10%
- Project #2, due on or before midnight Fri. Nov.6 10%
- Project #3, Final Collection Project (See below for mark distribution) 40%
  - Proposal, due Fri. Oct. 9 5%
  - Questionnaire or observation plan, due Fri. Oct. 23 5%
  - collected data, upload before Fri. Nov. 20 5%
  - Complete project uploaded before midnight Fri. Dec. 11 25%

**Concepts covered in this course include but are not be limited to:**

**Folk groups:** types of groups, how they are formed, how they are viewed (esoteric and exoteric perspectives).

**Tradition** and its conservative and dynamic features; questions of authenticity connected to tradition and considered important by folk groups

**Ritual and ritual types:** the expression of tradition through ritual; the teaching function of ritual; ritual and belief.

**Performance and Aesthetics:** how performance differs from other behaviours; what makes performance effective; how performance adapts to community needs and values.

**Aesthetics:** what is considered good or beautiful and why.

**Analytical approaches and techniques.** Humanistic data is different from scientific data. How does one systematize humanistic data and present one's findings effectively?

**Presentation of Findings:** What are acceptable scholarly modes of presenting findings?

**Schedule:** Please consult the class schedule available on eClass.

Fall / Winter Exam Planner for the 2020-2021 academic year can be found at the following site: <https://www.ualberta.ca/registrar/examinations/exam-schedules/fall-2020-winter-2021-exam-planner.html?>

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

#### **Online attendance and participation (10%)**

Students are expected to attend a minimum of 10 out of 13 online, in real time **classes via ZOOM – held each Wednesday from 2:00-2:50 pm**. Oral attendance will be taken. More than two unexcused absences during the term will result in a loss of 1% per absence from your participation mark. See eClass for schedule. Weekly online sessions will be recorded and posted to eClass on the following day.

#### **Weekly Reflections + responses posted on eClass (10%) (10 posts + 10 responses)**

Students will be expected to:

1. Post weekly reflections or observations of 4-10 sentences based on readings discussions and/or personal observations during the week. See eClass for details.
2. Post a comment on any other student's reflection for that week.

#### **Weekly online quizzes (20%) (10 quizzes)**

Students will complete 10 short online quizzes based on each week's readings. Quizzes will be timed, open book and must be completed before midnight on the Sunday of the related week, at which time the quiz will be locked. Two extensions per term will be considered upon request.

#### **Project #1, due on or before midnight Fri. Oct. 2 (10%)**

Students will complete a reflection paper by the specified due date. This is a short and informal writing exercise on your choice of the assigned weekly readings or viewings. The reflection will be posted in Google Sites and shared with the instructor. The paper is worth 10% and should be the equivalent of 2–3 double-spaced pages in length, reflecting your meaningful engagement with your chosen text. The paper should include a banner image, 1-3 images (plus photo credits) inserted into the body of the text, and should include two links to related online

media, plus citations and bibliography. Further details on this writing assignment will be discussed in class.

**Project #2, due on or before midnight Fri. Nov. 6 (10%)**

Students will complete a reflection in the media of their choice by the specified due date. This can be a creative interpretation e.g. video (max 5 minutes), audio recording, illustration, power point presentation (with slides and talking points), website, or a traditional written paper on your choice of topics inspired by the assigned weekly readings or viewings. The reflection will be posted/shared with the instructor. The project is worth 10% and should be the equivalent of 2–3 double-spaced pages in length, reflecting your meaningful engagement with your chosen topic. The project should include 1-3 images (plus photo credits) inserted into the body of the text and should include two links to related online media, as well as a minimum of 3 “footnotes/references” and bibliography. Further details on this writing assignment will be discussed in class.

**Project #3, Final Collection Project, due on or before midnight Fri. Dec. 11 (40%)**

This final collection project will be the result of your fieldwork based on a form of folklore of your choice. The final result will be a digital paper created in google sites that is equivalent to 6-8 double spaced pages, plus images, appendices, and bibliography. The general structure of the paper will be similar to Project 1 and will include the following subheadings: Introduction, Theoretical Question, Methodology, Data Summary, Analysis, Conclusion, Appendix, and Bibliography. The final project must also include a banner image, a minimum of 3 inserted images or charts, and a minimum of 3 links to related resources.

The final project will be divided into four sections:

Proposal, due Fri. Oct. 9 (5%) – uploaded and shared via eClass

- 1–2 double-spaced pages that detail the topic of your final collection project and method of data collection. Further information will be shared in class.
- The instructor will return it by Oct 16

Questionnaire or observation plan, due Fri. Oct. 23 (5%) – uploaded and shared via eClass

- You will submit a questionnaire or an observation plan of 2–3 double-spaced pages that will demonstrate how you plan to collect your project data. Further information will be shared in class. The instructor will approve it by

Collected data, upload before Fri. Nov. 20 (5%) – uploaded and shared via eClass

- Collected data will be shared with the instructor via eClass
  - e.g. photo files, video clips, spreadsheet(s)

Complete project uploaded before midnight Fri. Dec. 11 (25%)

- uploaded/shared via eClass/Google Sites

**Optional:** With student approval, a selection of final projects will be posted online to a FOLK 204 website.

**Required Notes:**

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

**Student Responsibilities:*****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](#) 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.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your 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](#).

***Learning and Working Environment:***

The Faculty of Arts is committed to ensuring all students, faculty and staff are able to work and study 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](#).

***Sexual Violence Policy:***

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

***Territorial Statement:***

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations,

Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (from the beginning of the Calendar).

***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.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

**In this course**, attendance and participation are assigned 10% of this grade component. Students are expected to attend a minimum of 10 out of 13 online, in real time **classes via ZOOM – held each Wednesday from 2:00-2:50 pm**. Oral attendance will be taken. More than two unexcused absences from the real time classes during the term will result in a loss of 1% per absence from your Attendance/Participation mark. See eClass for schedule. Weekly online sessions will be recorded and posted to eClass on the following day.

***Policy for Late Assignments:***

Students who consult **in advance** with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed-in (uploaded) on the stated deadline. Any assignment not handed-in (uploaded) in time or unexcused late assignments will not be given any marks. Late excuses will **not** be accepted for any reason.

***Disclaimer:***

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

**Student Resources:**

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

**Accessibility Resources:** (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

**The Academic Success Centre:** (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

**The Centre for Writers:** (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

**Health and Wellness Support:** There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

**Office of the Student Ombuds:**

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

***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 Undergraduate Grading Scale”**

Descriptor	Letter Grade	Grade Point Value	%
<p><b>Excellent.</b> A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.</p>	<b>A+</b>	4.0	<b>97-100</b>
	<b>A</b>	4.0	<b>93-96</b>
	<b>A-</b>	3.7	<b>90-92</b>
<p><b>Good.</b> B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.</p>	<b>B+</b>	3.3	<b>87-89</b>
	<b>B</b>	3.0	<b>83-86</b>
	<b>B-</b>	2.7	<b>80-82</b>
<p><b>Satisfactory.</b> C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.</p>	<b>C+</b>	2.3	<b>77-79</b>
	<b>C</b>	2.0	<b>73-76</b>
	<b>C-</b>	1.7	<b>70-72</b>
<p><b>Poor/Minimal Pass.</b> D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.</p>	<b>D+</b>	1.3	<b>65-69</b>
	<b>D</b>	1.0	<b>60-64</b>
<p><b>Failure.</b></p>	<b>F</b>	0.0	<b>0-59</b>

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