

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

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

2018-2019 SLAV 204 B-1: Slavic Folklore and Mythology
(Winter Term)

Instructor: Natalie Kononenko

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Personal Website: www.artsrn.ualberta.ca/folkloreukraine/

Time: MWF 1400-1450

Place: TB 81

Office Hours: MWF at 11:00

or by appointment

Course Website: on eClass

Course Prerequisite: None

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

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

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

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description, Objectives and Expected Learning Outcomes:

The Slavs have a long tradition of documenting their folk traditions and rich material is available for study. The course will use verbal lore: folktales, legends, and songs, as an entry into Slavic belief. After reading or viewing selected stories, students will explore the connections between them and ritual practices, such as the celebration of wedding rites. Similarly, stories will lead to examination of material culture such as housing, clothing, and traditional food and food behavior. Because your instructor specializes in Ukrainian folklore, emphasis will be on the folklore of the East Slavs, meaning the Russians, Ukrainians, and Belarusians, but students are more than welcome to look at the West Slavs (Poles, Czechs, Slovaks) and their lore or the lore of the Southern Slavs (Bulgarians, Croats, Serbs, Macedonians, Slovenes).

Texts: Kononenko, Natalie. *Slavic Folklore: A Handbook*. Greenwood Press 2007
Haney, Jack ed. *Russian Folktales*. M.E. Sharpe, 2009
Ivanits, Linda, *Russian Folk Belief*, M.E. Sharpe, 1992

Texts and other readings will be selected from the books above and also made available in electronic form on eClass.

Efforts will be made to include materials from the West Slavs and the South Slavs and students are welcome to propose West Slavic and South Slavic substitutes for any of the East Slavic texts.

Course objectives:

- 1) To acquaint students with Slavic cultures and Slavic belief systems
- 2) To develop an understanding of the genres of folklore
- 3) To become acquainted with the use of folklore in the fine arts
- 4) To examine scholarly approaches to Slavic folklore
- 5) To understand the political use of folklore

Learning outcomes:

- 1) Students will be able to identify the Slavic peoples
- 2) Students will be able to identify the genres of folklores most frequently collected amongst the Slavic peoples and to state possible political reasons for such choices
- 3) Students will be able to discuss the use of folklore in print, filmic, and digital media

Schedule: Topics are listed by week. Most Fridays will be discussion days. Students will discuss the assigned tales or scholarly readings.

January 7 – Introduction: How is folklore defined today? Who are the Slavs?

January 14 – Early folklore scholarship: epics and nationalism

January 21 – Magic tales and reconstructing Slavic mythology from tales

January 28 – Vernacular religion and the tale; stories of saints, stories of creation

February 4 – Legends, ballads and epics – genres that portray “real” events

February 11 – Slavic folklore scholarship; Slavic contributions to world scholarship

February 18 – break

February 25 – Folklore and politics in the 19th century

March 4 – Soviet use of folklore; Soviet rewriting of folklore

March 11 – Folklore in literature, music, and film

March 18 – preparation for final project

March 25 – student presentations

April 1 – student presentations

April 8 – final project consultations

Grade Distribution (see “Explanatory Notes”):

- 1) Magic tale analysis 1: 15%, due January 25
- 2) Analysis of a “true” narrative: 15%, due February 11
- 3) Digital image explication: 15%, due March 1
- 4) Participation: 15%
- 5) Course project : 40%, divided as follows:
 - a) Project proposal: 10%, due March 18
 - b) Project oral presentation: 10% (last 2 weeks of class)
 - c) Project write-up: 20%, due April 10

Explanatory Notes on Assignments:

- 1) Magic tale analysis: 2-3 double-spaced pages. Discussion of a choice of 2 tales about the fantastic. List of tales will be provided; substitutions allowed upon request. Substitutions must be approved by the instructor.
- 2) “True” narrative analysis: 2-3 double-spaced pages. Discussion of one or more narratives that purport to describe real events. List of tales, epic, and ballads will be provided; substitutions allowed upon request. Substitutions must be approved by the instructor.
- 3) Digital image explication. A choice of digital images will be provided. Students, working in groups, will use their knowledge of mythology and vernacular religion to explain the features of the image, e.g. a house on chicken legs. Students will submit the digital image, with digital glosses. The image submission can be made by the group as a whole. Each student will also submit a short, 1/2 to 1 page reflective paper, discussing their research. Each student must write their own paper.
- 4) Regular attendance is expected and attendance will be taken at random, meaning that dates on which attendance is taken will not be announced in advance. Most Fridays will be discussion days. Students will discuss the assigned tales or scholarly readings in groups. Each group will then present the results of the discussion. All students in the group are expected to speak and their presentations will be graded.
- 5a) Project proposal: 1 page double-spaced. Should include a statement of what the student plans to do; a short explanation of the reasons for selecting this topic (why is it important?) a proposed methodology (comparison, or application of a particular analytical approach, or examination of a rewrite or remediation of a tale, epic, or ballad).
- 5b) Project oral presentation: 10 minute formal presentation with a Power Point or other visuals
- 5c) Project write-up: Formal paper, 5-10 double-spaced pages, with proper citations of print, filmic, or other sources.

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 (online at 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.

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 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](#).

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*).

University of Alberta Sexual Violence Policy:

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed

without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

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, SLAV 204, students are expected to participate actively in the discussions that take place on Fridays and to attend all lectures, responding to lecture content. As stated above, attendance will be taken at random, meaning that the dates on which attendance is taken will not be announced in advance.

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. Otherwise, a 33%-per-class-day penalty (one third of a grade, e.g. from B+ to B) will be assessed for each subsequent class-day of lateness. All assignments should be handed in on the stated deadline. 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.

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>Excellent. 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>	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
<p>Good. 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+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
<p>Satisfactory. 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>	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
<p>Poor/Minimal Pass. 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>	D+	1.3	65-69
	D	1.0	60-64
<p>Failure.</p>	F	0.0	0-59

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