

Course Information

Semester & Year: Fall 2022

Course ID & Section #: ANTH-4-E3392

Instructor's name: Julie A. Reyes, Ph.D.

Day/Time of required meetings: T/TH - 1:15-2:40

Location: HU127

Number of proctored exams: 4

Course units: 3

Instructor Contact Information:

Office location or *Online: TBD

Office hours: TBD

Phone number: TBD

Email address: Julie-Reyes@Redwoods.edu

Catalog Description:

Students will collect, present, and analyze oral, material, and written forms of folklore, such as urban legends, folk art, foodways, folk music, folkspeech, gestures, and superstitions. Emphasis will be on analysis of collections and the use of folklore as a tool for understanding a variety of cultures.

Course Student Learning Outcomes *(from course outline of record)*

1. Upon completion of this course, students should achieve an independent ability to critically investigate human behavior and culture by:
2. Recognize and distinguish the dynamic and "traditional" components of folklore.
3. Write logically, clearly, and analytically.
4. Analyze primary and secondary sources in order to extract information relevant to an issue of concern.
5. Apply anthropological concepts to real-world situations, demonstrating an ability to process factual information into their own interpretive frameworks.
6. Create their own arguments based upon anthropological concepts and data.
7. Exhibit the ability to think logically about issues in anthropology and how people have interpreted those issues.
8. Sustain an argument through the use of evidence and logic in class discussions, essay exam questions, and term papers.
9. Discuss how folklorists have analyzed and interpreted various aspects of societies including, but not limited to, race, ethnicity, class, gender, technology, and religion in class discussions, essay exam questions, and term papers.
10. Display the above (1-8) skills in class discussions, written work, and written examinations.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week **before** the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made.

Evaluation & Grading Policy:

Test 1	20%
Project 1	10%
Test 2	20%
Project 2	10%
Test 3	20%
Test 4	20%

No extra credit will be offered under any circumstances.

Letter grades for the course will be assigned according to the following:

90-93% = A-	94-100% = A	
80-83% = B-	84-86% = B	87-89% = B+
70-73% = C-	74-76% = C	77-79% = C+
60-63% = D-	64-66% = D	67-69 = D+
<60% = F		

Class Attendance and Makeups:

To pass this course, you will need complete, well-organized lecture notes. Test questions will be taken from EACH lecture. While the readings will help to flesh out concepts covered in the lectures, they do not provide a substitution for class attendance. If you miss a lecture, it is your responsibility to get notes from a classmate - the instructor does not provide notes for absent students. There will be no makeups for any class assignments/ tests and no late papers will be accepted. All tests must be taken in class and all papers must be turned in by the end of the class period during which they are due. If you have an unexcused absence for any assignment or test, you will receive a zero for that assignment/ test, which will be averaged into your final grade. If you have a valid written excuse (family or medical) or have made prior arrangements with the instructor to excuse you, then the value of the assignment/ test you were excused from will be added to the weight of your third test. For instance, if you are excused from the first test (20%), then your third test will count for 40%, rather than the standard 20%. Making "prior arrangements" with the instructor requires hearing back from the instructor with a positive response prior to the time that the assignment is due/ test is to be taken, not just leaving a message.

Tests:

Each of the three tests will cover approximately 1/3 of the course material (the first test will cover material since the start of the semester, the second test will cover material since the first test, and the third test will cover material since the second test).

Projects:

Each student is required to complete 2 projects with at least 2 pages of text each (longer projects are generally needed to adequately cover the required material), double-spaced, typed in a standard 12 point font (Arial or Times New Roman) with one inch margins. Detailed instructions for each of these projects will be provided in class (see "Reading List" for assignment dates and deadlines).

Textbook:

The textbook for this class is: Folklore 101: An Accessible Introduction to Folklore Studies by Jeana Jorgensen (ISBN# 9798985159202). Additional readings may also be assigned.

Readings:

Readings will provide the basis for understanding the lectures and should be completed before coming to class. The "Reading List" page at the end of this syllabus contains the assignments for each week. Additional readings may be assigned through Internet links posted on Canva and announced in class.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student

Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Admissions deadlines & enrollment policies

Fall 2022 Dates

- *Classes begin: 8/20/22*
- *Last day to add a class: 8/26/22*
- *Last day to drop without a W and receive a refund: 9/02/22*
- *Labor Day Holiday (all campuses closed): 09/05/22*
- *Census date: 9/06/22 or 20% into class duration*
- *Last day to petition to file P/NP option: 09/16/22*
- *Last day to petition to graduate or apply for certificate: 10/27/22*
- *Last day for student-initiated W (no refund): 10/28/22*
- *Last day for faculty-initiated W (no refund): 10/28/22*
- *Veteran's Day (all campuses closed): 11/11/22*
- *Fall Break (no classes): 11/21/22 – 11/25/22*
- *Thanksgiving Holiday (all campuses closed): 11/23/22 – 11/25/22*
- *Final examinations: 12/10/22 – 12/16/22*
- *Semester ends: 12/16/22*
- *Grades available for transcript release: approximately 01/06/23*

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Schedule of Readings:

BASIC FOLKLORE CONCEPTS

8/23/2022: Introduction to Anthropology

8/25/2022: What is Folklore and Why Does it Matter?: Jorgensen: Pages 1-16

8/30/2022: Tradition & Variation : Jorgensen: Pages 17-26

9/01/2022: Text, Texture, and Context: Jorgensen: Pages 27-32

9/06/2022: The Functions of Folklore: Jorgensen: Pages 33-37

9/08/2022: Fieldwork; World View: Jorgensen: Pages 38-47

9/13/2022: Genre; Folk Group; Active vs. Passive Bearers: Jorgensen: Pages 48-61

9/15/2022: Version vs. Variant; Motif vs. Theme: Jorgensen : Pages 62-72

09/20/2022: Tale Type; Fixed Phrase vs. Free Phrase; The Epic Laws of Folk Narrative: Jorgensen: Pages 73-88

09/22/2022 EXAM 1 & Project # 1 DUE

BIG CATEGORIES OF FOLKLORE

09/27/2022: What is a “big category of folklore” ?;; Verbal Folklore: Jorgensen: Pages 89-95

09/29/2022: Customary Folklore; Material Culture: Jorgensen: Pages 96-108

FOLKLORE GENRES

10/04/2022: Genres Intro & the Four-Part Rubric: Jorgensen: Pages 109-117

10/06/2022: Folk Speech; Proverb; Wellerism: Jorgensen: Pages 118-127

10/11/2022: Folk Metaphor & Folk Simile; Dite; Jokes; Joke Cycle: Jorgensen Pages 128-146

10/13/2022: Folk Narrative; Myth; Legend: Jorgensen: Pages 147-159

10/18/2022 EXAM 2

10/20/2022: Folktale; Fairy Tale: Jorgensen: Pages 160-175

10/25/2022: Ballad; Personal Narrative: Jorgensen: Pages 176-187

10/27/2022: Folk Ideas; Superstition & Folk Belief: Jorgensen: Pages: 188-195

11/01/2022: Ritual; Rite of Passage: Jorgensen: Pages: 196-204

11/03/2022: Ostention: Jorgensen: Pages: 205-209

11/08/2022: Folk Music & Folk Song; Folk Dance: Jorgensen: Pages 210-218

11/10/2022: Folk Religion & Vernacular Religion; Holiday; Folk Medicine: Jorgensen: Pages 219-233

11/15/2022: Foodways; Body Art; Folk Art: Jorgensen: Pages: 234-250

11/17/2022 EXAM 3 & Project 2 DUE

SPECIAL TOPICS

11/29/2022: Women's Folklore; Coding; Occupational Folklore: Jorgensen: Pages 251-262

12/01/2022: Children's Folklore; Family Folklore: Folklore and Disability: Jorgensen: Pages 263-280

12/06/2022: Folklore In/And Literature; Myth-Ritual Theory; Unilinear Evolution: Jorgensen: Pages 281-294

12/08/2022: Horizontal vs. Vertical Transmission; The Devolutionary Promise: Jorgensen: Pages 295-304

12/10/2022: Conclusion: Having Learned About Folklore, Now What?: Jorgensen: Pages: 305-309

12/15/2022 FINAL EXAM 1:00-3:00PM

Project 1: "Family" Folklore Project

For this project, you will describe in detail one customary observance of a family tradition (or tradition of another folk group to which you belong). This may be an event that takes place during the semester, prior to the project due date, or a relatively recent past event that you are able to remember in detail. Although your folk group may have observed this tradition on multiple occasions, you should focus upon just one event.

Your description should include a chronological presentation of what occurred during a specific enactment of the observance, including any preparations that were necessary. You should carefully provide the setting (time and place), persons involved, and traditional and unique aspects of the particular enactment that you focus upon. The comparison between "traditional" and "unique" is particularly important, for you need to suggest through your description the dynamic between the forces of custom and tradition and innovation. Additionally, based upon information provided by your consultant (or known to you), you should provide explanations of the meaning behind each of the major items and/ or actions involved in the observance. Your analysis of the event should also involve an explanation of why this particular instance differed from "tradition"; where no differences were observed, you should explore why the customs are so rigorously followed by the group.

For this project, you may simply draw upon your own memory. However, if you do interview someone else, that person should be clearly identified and you should have his/ her permission to describe the event. You may use pseudonyms for the people and places involved, based upon the wishes of your consultant.

You will also provide some form of visual documentation of an important aspect(s) of the event that you describe. This may be a drawing, map, diagram, photograph, or other item that may be turned in with your paper. Be sure to explain its relevance to your study within the paper and/ or in a caption.

You must use at least one library or Internet sources to also help clarify things or provide additional information. You must cite it/them within the text and provide a separate list of references cited (MLA or other standard style) at the end of your paper. Any ideas, information, terms, or quotes obtained from an outside source (brochure, lecture, book, course textbook, Internet, article, etc.) must be cited in the text and a complete citation should be provided in a "references cited" section. The library's reserve section has an MLA style manual to demonstrate proper citation formats (also see your textbook for examples). Failure to provide these citations is plagiarism and will result in failure in the course.

You will turn in an anthropological analysis of your experience that is at least 2 pages long (typed in Times New Roman or Arial font, double-spaced, 12-point font, one inch margins) with at least one form of visual documentation (labeled to show its relevance to the paper). You are required to turn in a title page (with your name, class, and title). The title page, your visual documentation, and any references you cite will NOT count towards the 2-page minimum. To fulfill all of the requirements in only two pages, you will have to write very concisely - if you want to turn in a longer paper to be sure

that you cover all of the required aspects of the Project, that's fine. Remember, most students do require longer than the 2-page minimum to adequately cover the requirements of the Project – it is quite unlikely that doing just the “minimum” will result in anything higher than an average grade (C) on the paper.

Folklore

Project 1: Grading Strategy

A grade of _____ for _____'s first project was assigned based upon scores of 0-10 (10=perfect) in 10 different areas (each 10% of total grade). Each of these areas was evaluated in terms of the original assignment, in-class explanations of the project, and the performance of your fellow classmates (so that several students will receive a "10" in each area, regardless of your professor's original expectations).

1. grammar, punctuation, and spelling

(addl. comments) _____

2. flow, readability, intelligibility

3. followed basic directions (did observations, min. length/ proper format)

4. provided visual documentation in written project

5. selected folk group for study

6. described preparation, setting, and events in chronological order

7. explained meaning behind items and/ or actions

8. compared traditional and unique aspects of event

9. explained why “tradition” followed and/ or why innovations occurred

10. at least one resource was used and cited in proper format

Project 2: Functional Analysis of a Legend

Using a sound recording device (phone etc.), collect a legend. When you interview your source, find out as much as possible about his or her use of the legend (how it was learned, its natural context, etc.). You must use a consultant for this project; you may not record yourself telling a legend. You will transcribe this legend, word for word, and turn it in as a part of your paper (although it will not count towards the required minimum text length).

After you have recorded the legend, ask your consultant what the legend means to him or her. As a part of this, you must ask questions from your consultant about his or her culture and general background. A thorough description of the aspects of the culture and background should be discussed. This will involve asking the consultant more than one question.

Based upon what you have learned, you will then analyze the functions possibly performed by the legend that you have collected. This will include the functions for your consultant, as well as his or her larger culture.

You must use at least one library or Internet source to help clarify things or provide additional information. You must cite them within the text and provide a separate list of references cited (MLA or other standard style) at the end of your paper. Any ideas, information, terms, or quotes obtained from an outside source (brochure, lecture, book, course textbook, Internet, article, etc.) must be cited in the text and a complete citation should be provided in a "references cited" section. The library's reserve section has an MLA style manual to demonstrate proper citation formats (also see your textbook for examples). Failure to provide these citations is plagiarism and will result in failure in the course.

You will turn in an anthropological analysis of your experience that is at least 2 pages long (typed in Times New Roman or Arial font, double-spaced, 12-point font, and one inch margins). You are required to turn in a title page (with your name, class, and title). The title page, legend transcript, and any references you cite will NOT count towards the 2-page minimum. To fulfill all of the requirements in only two pages, you will have to write very concisely - if you want to turn in a longer paper to be sure that you cover all of the required aspects of the Project, that's fine. Remember, most students do require longer than the 2-page minimum to adequately cover the requirements of the Project – it is quite unlikely that doing just the "minimum" will result in anything higher than an average grade (C) on the paper.

Folklore

Project 2: Grading Strategy

A grade of _____ for _____'s first project was assigned based upon scores of 0-10 (10=perfect) in 10 different areas (each 10% of total grade). Each of these areas was evaluated in terms of the original assignment, in-class explanations of the project, and the performance of your fellow classmates (so that several students will receive a "10" in each area, regardless of your professor's original expectations).

1. grammar, punctuation, and spelling

(addl. comments) _____

2. flow, readability, intelligibility

3. followed basic directions (did observations, min. length/ proper format)

4. used a consultant (not self)

5. provided complete, typed transcript of legend

6. described use of legend (how learned, context) and reported meaning from consultant's viewpoint

7. analysis of meaning of legend for consultant (your viewpoint)

8. analysis of meaning of legend for larger culture

9. A thorough description of the aspects of the culture and background using more than one question

10. at least one resource was used and cited in proper format
