Cluster Course Addition

Proposing Faculty: Margaret Everett, ANTH

Course: Anthropology of Folklore, ANTH 330

1. Course Description:
   This course reviews folklore – including legend, folktales, music and dance – and its role in society. The course emphasizes the study of folklore by anthropologists in both western and non-western contexts. We explore how folklore can reveal social relations, conflict and resistance, social change, and gender relations.

   A. Development: This is an existing course.
   B. Availability: This course has been taught once as a ‘399’ course and was recently approved by the University Curriculum Committee as ANTH 330. It will be offered at least once every two years, but if it is included in the cluster, I anticipate that it will be offered annually to meet increased demand.
   C. Prerequisites: None. The course is designed as an elective for majors and non-majors.

2. Course Outline: see attached syllabus

3. General Education Goals

   A. Content
   This course encourages the development of writing skills through essay exams and papers. Critical thinking is emphasized in the analysis of folklore, especially in examples and discussions about students’ own use of folklore in daily life. Like the popular culture cluster in general, this course challenges students to analyze aspects of daily life that are usually taken for granted. The course provides an engaging way to explore a number of serious topics, including class conflict, changing gender roles, social change and social history. It also provides a window onto cultural diversity through examples drawn from diverse societies.

   B. UNST Goals
   As discussed above, the course emphasizes inquiry and critical thinking through anthropological explorations of folklore. Class and small group discussions help students to develop communication skills. The course makes a significant contribution to student learning about the diversity of human experience, both by encouraging them to reflect critically on their own daily experiences and by drawing on numerous examples from other cultures and historical periods. Ethical issues are introduced in the discussion of research methods and the relationship between researcher and subjects. The role of folklore in social movements and repressive regimes introduces issues of inequality and social responsibility.
C. Classroom Environment
The course includes extensive discussion, in both large and small groups. Students are often asked to prepare small-group responses and presentations. Students are also expected to find their own examples of folklore to bring into class and/or integrate in papers assignments.

D. Suitability
This course is well-suited to the Popular Culture cluster, which encourages students to study popular culture “through observation, reflection, description, and critical thinking”. Anthropology of Folklore teaches students to be increasingly aware and reflective about their own culture and to see their own behaviors as similar to those of other societies. The course also provides links to different disciplines and interdisciplinary approaches.
Cluster Course Addition
(New Course to UNST clusters)
(When addressing questions, please attach a separate sheet)

PROPOSING FACULTY (Name and Department)

1. COURSE DESCRIPTION.
(100 words or less)

A. DEVELOPMENT
(Is the course based upon an existing course, or a new course in development?)

B. AVAILABILITY
(With what regularity has been / will be the class offered?)

C. PREREQUISITES
(What are the current pre-requisites, and the suitability of SINQ as a substitute?)

2. COURSE OUTLINE.
Provide a detailed outline of the proposed course, also including its preliminary reading list, and the name(s) of instructor(s) committed to teaching the course.

3. GENERAL EDUCATION GOALS.

A. CONTENT
Demonstrate that course content is of a high enough caliber to replace an old distribution-model class.

B. UNST GOALS
Discuss how the course will fit the four goals of Portland State’s revised general education curriculum: 1) Inquiry and Critical Thinking, 2) Communication (in various forms), 3) Diversity of Human Experience, and 4) Ethical Issues & Social Responsibility.
- *Note: Cluster Courses are expected to focus on the goals 3 and 4.*
C. CLASSROOM ENVIRONMENT
Discuss the pedagogy and teaching strategies employed in the class.
- **Note:** Cluster Courses are expected to employ student-centered, active-learning strategies, challenging students to display increasingly sophisticated research and communication abilities.

D. SUITABILITY
Discuss the place of this particular class within the cluster.

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COURSE APPROVED FOR CLUSTER INCLUSION BY

DEPARTMENT CHAIR(S): [Signature] DATE: 10/22/01

CLUSTER COORDINATOR: [Signature] DATE: 10/30/01

CHAIR, CLUSTER COORDINATORS: __________________________ DATE: ____________

CHAIR, UNST COMMITTEE: __________________________ DATE: ____________

All changes to Clusters must be approved by PSU's Senate Curriculum Committee.

PROPOSALS MUST BE RECEIVED AT UNIVERSITY STUDIES BY WEDNESDAY, OCTOBER 31ST.
Course Description:
This course will review folklore -- including legend, folktales, folk music and dance -- and its role in society. Folklore, in both western and non-western contexts, can reveal social relations, conflict and resistance, social change, and oral history. In this class we will explore vampire beliefs, American urban legends, Yukon stories, and songs from the Texas-Mexican border in order to develop an understanding of forms and meanings of folklore in a variety of cultural settings.

Readings:
The following books have been ordered and are available at the PSU Bookstore.


A packet of required readings is also available at Clean Copy (on Broadway across from Cramer Hall).

Assignments:
Attendance and reading assignments are required and essential for successfully completing this course. Students should keep up with weekly reading assignments and contribute to class discussion. The course grade will be based on a mid-term and final exam (35% each) and one essay (4-5 pages) on a topic to be announced during the course.
Class Schedule:

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>4/3</td>
<td>Introduction: The Study of Folklore</td>
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<tr>
<td>4/17</td>
<td>Storytelling and Oral History</td>
<td>Henry Glassie, Passing the Time in Ballymenone, pp.11-159 (packet).</td>
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<tr>
<td>5/1</td>
<td>Folklore on the Internet</td>
<td>Review for exam</td>
<td>5/1 Midterm Exam (in class)</td>
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<td></td>
<td>Carnival: The World Upside-Down</td>
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<td>Video: Carnival in Switzerland: A World Upside-Down</td>
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<td>5/29</td>
<td>Urban Legends and Their Meanings in the U.S.</td>
<td>The Vanishing Hitchhiker</td>
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<td>6/5</td>
<td>Review</td>
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