

## **Introduction to Folklore: The Canadian Context**



**Course Number:** CNST 337

**Instructor:** Dr. Kevin Anderson

**Class Location and Time:** Monday, Wednesday, Friday, 3:00-3:50, SB 142

**Prerequisites:** None

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**Telephone:** 403-220-2987

**Office Hours:** Wednesday, 1:00-2:30

**Office Location:** SS615

### **Course Description:**

This course will introduce students to the major concepts of folklore as an academic subject through the lens of Canada. The course will cover all the major regions of Canada, exploring how regional identity, ethnicity, language, religion, class and gender intersect to create specific forms of folklore and folk groups. Folklore is not neutral, but reflects the socio-political realities of specific places and times. Of interest will be the construction of an “authentic” folklore and “the folk,” either consciously or unconsciously, by those producing and consuming these items. The course will also attempt to understand the complex relationship between “authentic” folklore and an increasingly industrialized and globalized world.

### **Course Objectives:**

With this course, I aim to encourage students to think interdisciplinarily about contemporary social categories and culture and develop as researchers, communicators and academic writers. This will counter essentialism, which posits a fixed character to social categories and national cultures, and teleology, which projects a framework of inevitable progress from the past into the

present. It is hoped that students will question, and continue to question outside of the class, easy assumptions about not only folklore and Canadian identity, but about the wider contemporary world.

**Assessment:**

Class Participation, 10%: Participation will be evaluated based on involvement in class group discussion, largely taking place on Fridays. Attendance is the prerequisite for a high participation grade.

Group Project, 25%, February 5<sup>th</sup>-9<sup>th</sup>, February 12<sup>th</sup>-16<sup>th</sup>: Students will be split into groups and assigned a region of Canada. Each region will have two groups assigned to it, for a total of twelve groups. Each group will explore a genre of folklore from that region, using **at least three examples** from that genre. The regions are: The Prairies, British Columbia, Ontario, Quebec, the Atlantic provinces and the North. You can use Aboriginal, European-Canadian and/or non-European cultural examples. Each group will be responsible for creating a **ten-minute** presentation and a **five-page** report answering the following questions: What does the folklore tell us about this region? About Canada? What is the deeper meaning of this genre? These specific examples? The report must have a clear argument supported by (but can build upon) the evidence used in your presentation. While you can use course material as support, students will be expected to find their own examples of folklore.

Students will be marked based on the relevance of their work to the themes of the course, creativity and teamwork. The presentation will be worth 15% of the mark (and will be submitted to the instructor after the presentation), with the remaining 10% allocated to the report. The report must be submitted **one week** after the presentation.

Mid-Term Exam, 10%, March 2<sup>nd</sup>: Students will be tested on their knowledge of the presentations **other than** their own. The exam will consist of one question per region; students must select from this pool, **but cannot** select a question about the region they presented on.

Research Essay, 2000-2500 words, 30%: The research essay is the main opportunity for students to develop their analytical, writing and research skills. Students must use at least **two** primary sources and at least **four** secondary sources. The topic must thematically connect to the major course theme of exploring the relationship between folklore and Canadian identity. Students are encouraged to come to office hours to discuss potential topics with the instructor. While you can use course material as support, students will be expected to find their own materials for this paper as it is a research assignment. Students can submit the essay *either* **Wednesday, March 28<sup>th</sup>** and be guaranteed to have it returned by the last day of classes *or* can submit it on **Wednesday, April 11<sup>th</sup>** and have it returned at or after the final exam. There will be no difference in the evaluation criteria.

Final Exam, 25%: Scheduled by the registrar.

All assignments must be submitted as a hardcopy in-class, or in the Red Box in the History Department, 6<sup>th</sup> Floor Social Science Building. If email submission is required because of extenuating circumstance, students must contact the instructor.

Please make sure to provide references in your work. Students may use any citation system they wish, but students must include page numbers in all references. The *History Student's Handbook* may prove useful for citation suggestions and format.

Be sure to provide complete bibliographic information for each source you use. Please note that a paper submitted without references is unacceptable and will receive a mark of zero.

Students are required to keep all research notes and rough drafts for their essays and may be required to hand them in. Keep this material even after the essay has been graded.

All essays must be written in 12-point Times New Roman font, double-spaced with margins approximately 2.54 cm on the top and bottom of the page and 3.17 cm on the left and right of the page. This is to ensure the standardization of all papers submitted.

Extensions will be granted on compassionate grounds or because of extenuating circumstances and only after consultation between the student and the instructor.

Late assignments will have a half-letter grade deducted per day, including weekends.

Cell phones must be turned off during class. Laptops are allowed in-class for copying notes only.

**Required Texts:**

There are no required texts for this course. All readings will be provided on D2L by the instructor, through links posted in the course syllabus, or on reserve in the library.

## **Topics, Reading Schedule and Course Schedule**

### **Week 1: Monday, January 8<sup>th</sup>, Wednesday, January 10<sup>th</sup>, Friday, January 12<sup>th</sup>**

Class Orientation, Introduction to Canadian Studies, Introduction to Folklore

### **Week 2: Monday, January 15<sup>th</sup>, Wednesday, January 17<sup>th</sup>, Friday, January 19<sup>th</sup>**

Nature of Folklore: The Professionalization and Academicization of Folklore

Simon Bronner, *Folklore: The Basics*, introduction and chapter 1.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=14&docID=4749868&tm=1512056159208>

### **Week 3: Monday, January 22<sup>nd</sup>, Wednesday, January 24<sup>th</sup>, Friday, January 26<sup>th</sup>**

Women and Folklore, Job or Hobby: The Cases of Helen Creighton and Edith Fowke

Ian McKay, *Quest of the Folk: Antimodernism and Cultural Selection in Twentieth-Century Nova Scotia*, chapter 2.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3332063>

Diane Tye, “‘A Very Lone Worker’: Woman-Centred Thoughts on Helen Creighton’s Career as a Folklorist,” *Canadian Folklore* 15 (1993): 107-117.

**PDF posted on D2L.**

Pauline Greenhill, “Radical? Feminist? Nationalist? The Canadian Paradox of Edith Fowke,” *The Folklore Historian*, vol. 20 (2003): 22-33.

<https://hdl.handle.net/2027/inu.30000053560219?urlappend=%3Bseq=26>

### **Week 4: Monday, January 29<sup>th</sup>, Wednesday, January 31<sup>st</sup>, Friday, February 2<sup>nd</sup>**

Folklore as National Propaganda: John Murray Gibbon, Multiculturalism and the Folklore Industrial Complex

Antonia Smith, “‘Cement for the Canadian Mosaic’: Performing Canadian Citizenship in the Work of John Murray Gibbon,” *Race/Ethnicity: Multidisciplinary Global Contexts* 1 (2007): 37-60.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/25594975>

Stuart Henderson, “‘While there is still time’: J. Murray Gibbon and the Spectacle of Difference in Three CPR Folk Festivals, 1928-31,” *Journal of Canadian Studies* 39 (2005): 139-174.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=15864313&site=ehost-live>

### **Week 5: Monday, February 5<sup>th</sup>, Wednesday, February 7<sup>th</sup>, Friday, February 9<sup>th</sup>**

**Group Presentations**

**Week 6: Monday, February 12<sup>th</sup>, Wednesday, February 14<sup>th</sup>, Friday, February 16<sup>th</sup>**  
**Group Presentations**

**MID-TERM BREAK!!! NO CLASSES!!! February 18<sup>th</sup>-25<sup>th</sup>**

**Week 7: Monday, February 26<sup>th</sup>, Wednesday, February 28<sup>th</sup>, Friday, March 2<sup>nd</sup>**  
**Catching-up and Exam Review**

**Mid-term exam on Friday!!!**

**Week 8: Monday, March 5<sup>th</sup>, Wednesday, March 7<sup>th</sup>, Friday, March 9<sup>th</sup>**  
The Uses and Abuses of Aboriginal Folklore, Part I: European Visions, Violations and Commodification

Ronald Labelle, "Native Witchcraft Beliefs in Acadian, Maritime and Newfoundland Folklore," *Ethnologies* 30 (2008): 137-143.

<https://www-erudit-org.ezproxy.lib.ucalgary.ca/fr/revues/ethno/2008-v30-n2-ethno2776/019949ar/>

Andrew Nurse, "Marius Barbeau and the Methodology of Salvage Ethnography in Canada, 1911-51," in *Historicizing Canadian Anthropology*, eds. Julia Harrison and Regina Darnell, 52-64.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/408607>

Kathy M'Closkey and Kevin Manuel, "Commodifying North American Aboriginal Culture: A Canada-US Comparison," in *Historicizing Canadian Anthropology*, eds. Julia Harrison and Regina Darnell, 226-241.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/408607>

**Week 9: Monday, March 12<sup>th</sup>, Wednesday, March 14<sup>th</sup>, Friday, March 16<sup>th</sup>**  
The Uses and Abuses of Aboriginal Folklore, Part II: Aboriginal Stories, Aboriginal Voices

Thomas King, *The Truth About Stories: A Native Narrative*, chapters 1 and 4.

**PDF posted on D2L.**

**Week 10: Monday, March 19<sup>th</sup>, Wednesday, March 21<sup>st</sup>, Friday, March 23<sup>rd</sup>**  
French Canadian Tales, or, The Greater Importance of Werewolves and Flying Canoes

Honoré Beaugrand, "The Werewolves" (starts on page 39) and "The Flying Canoe" (starts on page 9).

**PDF posted on D2L.**

Hannah Priest, *She-Wolf: A Cultural History of Female Werewolves*, chapter 6.

<http://manchester.universitypressscholarship.com.ezproxy.lib.ucalgary.ca/view/10.7228/manchester/9780719089343.001.0001/upso-9780719089343-chapter-006>

**Week 11: Monday, March 26<sup>th</sup>, Wednesday, March 28<sup>th</sup>**

Monsters, Ghouls and Ghosts: The Role of Fear and Fear of “the Other”

David D. Gilmore, *Monsters, Evil Beings, Mythical Beasts and All Manner of Imaginary Terrors*, chapter 2 and 5.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=26&docID=3441642&tm=1512060333967>

Stephen T. Asma, *On Monsters: An Unnatural History of Our Worst Fears*, introduction.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=13&docID=472190&tm=1512060462536>

Algernon Blackwood, “The Wendigo”

<http://www.gutenberg.org/files/10897/10897-h/10897-h.htm>

**NO CLASS ON FRIDAY FOR GOOD FRIDAY!!!**

**Early submission of final paper in-class Wednesday!!!**

**Week 12: Monday, April 2<sup>nd</sup>, Wednesday, April 4<sup>th</sup>, Friday, April 6<sup>th</sup>**

Cryptozoology: The Intersection of Science and Folklore, or How Sasquatch Became a Canadian Tradition

Brian Regal, *Searching for Sasquatch: Crackpots, Eggheads, and Cryptozoology*, chapter 1.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=678852>

Gregory Reece, *Weird Science and Bizarre Beliefs: Mysterious Creatures, Lost Worlds and Amazing Inventions*, chapters 1 and 2 (for chapter 2, focus on pages 45-53; 65-70).

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=24&docID=676998&tm=1512060930289>

**Week 13: Monday, April 9<sup>th</sup>, Wednesday, April 11<sup>th</sup>, Friday, April 13<sup>th</sup>**

Catching-up and Exam Review

**Final paper due in-class Wednesday!!!**

**Important Departmental, Faculty, and University Information**

*Department Twitter @ucalgaryhist*

**Faculty of Arts Program Advising and Student Information Resources:**

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at

<http://arts.ucalgary.ca/undergraduate>.

- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

### **Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

### **Writing Support:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### **Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

### **Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name** and 4) **your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

### **Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

### Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*

([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)),

plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.

- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

### **Universal Student Ratings of Instruction (USRI):**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI surveys.

### **Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

### **Campus Resources for Mental Health:**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.

- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

*Winter 2018*