Faculty of Arts
Canadian Studies CNST 337- Lecture 01

INTRODUCTION TO FOLKLORE:
The Canadian Context

Winter 2014
TR 14:00 - 15:15
SB-148

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Office Hours: By Appointment

Course Description
An introduction to the academic study of folklore: basic terminology, folk groups, performance and applications with examples taken from the Canadian and Albertan contexts. Introduction to traditional genres of folkloristic expression and analyses of current folk groups and their folklore.

Objectives of the Course
The primary objective of this course is to provide you with an introductory appreciation of folklore scholarship and the experience of doing folklore research. By the conclusion of the course you should be able to identify particular genres of folklore, have an appreciation of some ethnic forms of folklore, have a general view of contemporary folklore scholarship, and be able to engage in the documentation and analysis of folklore practices.

Textbooks and Readings:
Required reading for the course includes the following books and articles which are available online through the Taylor Family Digital Library. Other related materials indicated for particular classes will be on reserve in the library, or in some instance available online through journal websites.


**Assignments and Evaluation**

Collecting assignment 20% (February 11)  
Library assignment 20% (March 11)  
Interpretive assignment 30% (April 8)  
Final exam 30% (Registrar Scheduled)

The assignments are designed to give you the experience of various aspects of doing folklore research. These include collecting, scholarly research, and interpretive analysis. The final exam will demand familiarity with these techniques and the theoretical trends that shaped them. In order to receive a final grade in the course, all assignments will need to be completed. Detailed descriptions and expectations for each assignment will be available on Blackboard and will be discussed in class.

It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your essays directly to your instructor if possible, or use the Digital Dropbox feature in Blackboard.

**Registrar-scheduled Final Examination:** Yes

**Policy for Late Assignments**

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late. Requests for deferral of term work must be made on the appropriate forms.

**Grading System**

The following grading system is used in this course (revised, effective September 2008):
In this course, assignments will be assessed with letter grades that correspond to the University’s 4-point scale. In the case of assignments that are scored numerically, you will receive a letter grade based on converting the score of that particular assignment using the grading system provided above. You may receive a grade that falls between two letter grades (for example a 3.5 is the mathematical mid-point between a B+ or 3.3 and an A- or 3.7). In such a case, the instructor reserves the right to scale the grade upwards (for example from a B+) to the next nearest letter grade (an A-).

### Academic Accommodation

For more information go to [http://www.ucalgary.ca/access/](http://www.ucalgary.ca/access/)

### Academic Standing

For more information go to [http://www.ucalgary.ca/pubs/calendar/current/f.html](http://www.ucalgary.ca/pubs/calendar/current/f.html)

### Deferral of Exams/Term work

It is possible to request a deferral of term work or final examination(s) for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with Enrolment Services if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines.

For more information go to [http://www.ucalgary.ca/registrar/deferred_final](http://www.ucalgary.ca/registrar/deferred_final)

### F.O.I.P.

For more information go to [http://www.ucalgary.ca/secretariat/privacy](http://www.ucalgary.ca/secretariat/privacy)

### Writing/Plagiarism
Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people’s words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or Writing Support Services (at the Student Success Centre) if you have any questions regarding how to document sources.

For more information go to http://www.ucalgary.ca/ssc/writing-support or http://www.ucalgary.ca/pubs/calendar/current/e-2.html

Student Misconduct

For more information go to http://www.ucalgary.ca/pubs/calendar/current/k.html

Student Union and Student Ombudsman

For more information go to http://www.su.ucalgary.ca/
For more information go to http://www.ucalgary.ca/provost/students/ombuds

Research Ethics

This course has obtained course-based ethics approval from the Faculty Research Ethics Committee. Whenever you perform research with human participants (i.e., surveys, interviews or observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research.

For more information go to http://www.ucalgary.ca/research/cfreb

Campus Security/Safewalk

Call 220-5333 anytime. Help phones are located throughout campus, parking lots and elevators; they connect directly to Campus Security - in case of emergency, press the red button.

For more information go to http://www.ucalgary.ca/security/safewalk

Emergency Evacuation

For more information go to http://www.ucalgary.ca/emergencyplan/assemblypoints
Faculty of Arts Program Advising and Student Information Resources

Have a question, but not sure where to start? The Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts. Stop by SS110, call us at 220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at http://arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre at 220-5881 or visit them on the 2nd floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Schedule of Lectures and Readings

Week of January 7: Folklore – Definitions and Research
Readings:
- Sims and Stephens, Living Folklore, chapter 1, “Folklore”
- Bartis, Folklife and Fieldwork, pages 1-8
Case Study:
- Doucette “Reclaiming the study of our cultural lives” in Greenhill and Tye eds., Undisciplined Women.
Recommended Reading:
- Fowke 1988, Canadian Folklore, chapter 1
- Taft, Discovering Saskatchewan Folklore, chapter 1

Week of January 14: Proverbs, Riddles and Childlore
Readings:
- Sims and Stephens, Living Folklore, chapter 2, "Groups"
- Fowke 1988, Canadian Folklore, chapter 5
Case Study:
- Fowke 1990 Folklore of Canada: Greenleaf section III, chapter 4; Fowke III chapter 13, and Higinbotham III, chapter 14.
- Fowke and Carpenter, Explorations in Canadian Folklore Carr, p. 144; Widdowson, p. 277

Week of January 21: Tales and Legends
Readings:
- Sims and Stephens, Living Folklore, chapter 3, "Tradition"
- Butler in Greenhill and Narvaez, eds. Journal of American Folklore 2002
- Fowke 1988, *Canadian Folklore*, chapter 3
Case Study:
- Deplanques in Greenhill and Tye, eds. *Undisciplined Women*
- Taft, *Discovering*, chapter 3

Week of January 28: Beliefs and Superstitions
Readings:
- Sims and Stephens, Living Folklore, chapter 4, “Ritual”
- Fowke 1988, *Canadian Folklore*, chapter 6-7
Case Study:
- Rieti, “Riddling the Witch” in Greenhill and Tye *Undisciplined Women*
- Grant, "Miracle Lore" in Greenhill and Tye
- Jenness, Lacourciere in Fowke and Carpenter, *Explorations*
- Fraser, MacDonald, Wintemberg in Fowke 1990

Week of February 4: Music, Songs and Ballads
Readings:
- Fowke 1988, chapter 4
- Barbeau, Lemieux in Fowke '90
Case Study:
- Greenhill “The Handsome Cabin Boy” in Greenhill and Tye, *Undisciplined*
- Narvaez “I think I wrote a folksong,” in Greenhill and Narvaez *JAF* 2002

Week of February 11: Dance
Readings:
- Sims and Stephens, Living Folklore, chapter 5, "Performance"
- Greenhill in Greenhill and Narvaez *JAF*
- Le Blanc "Changing Places" in Greenhill and Tye, *Undisciplined*
Case Study:
- Nahachewskyin Greenhill and Narvaez *JAF*

READING BREAK

Week of February 25: Drama
Readings:
- Robidoux in Greenhill and Narvaez *JAF*
- Taft "Men in Women's Clothing" in Greenhill and Tye, *Undisciplined*
Case Study:
- Moss in Fowke 1990
Week of March 4: Foodways
Readings:
- Duncan, *Canadians at Table*, Chapter 14 "I'd Rather Work for a Dollar Less"
- Turgeon and Pastinelli in Greenhill and Narvaez *JAF*
Case Study:
- Anderson in Fowke 1990

Week of March 11: Festivals and Customs
Readings:
- Sims and Stephens, *Living Folklore*, chapter 6, “Approaches to Interpreting Folklore”
- Buehler, Calkin, Van Lent in Fowke and Carpenter *Explorations*
- Smithsonian, "Studying Community Festivals"
  [http://anthropology.si.edu/outreach/Teaching_Activities/pdf/communityfestivals.pdf](http://anthropology.si.edu/outreach/Teaching_Activities/pdf/communityfestivals.pdf)
Case Study:
- Taft, *Discovering*, chapter 4
- Posen in Rosenberg, *Transforming Tradition*

Week March 18: Material Culture/Folk Art
Readings:
- Shantz "Frances Mateychuk's Quilts" in Greenhill and Tye, *Undisciplined*
- Fowke 1988, chapter 8
Case Study:
- Taft, *Discovering*, chapter 5

Week of March 25: Vernacular Architecture
Readings:
- Geikie in Fowke 1990
Case Study:

Week of April 1: Popular Culture, Fakelore and Folklore
Readings:
- Kozar "Chinese On-line Publications" in Greenhill and Narvaez *JAF*
- van Lent in *Explorations*
- Klymasz in *Explorations*
Case Study

Week of April 8: Applied and Occupational Folklore
Readings:
- Bartis, “The Professional Folklorist and Public Programs”
Case Study:
- LaBrie "Help!" in Greenhill and Tye, Undisciplined
- Boyd "Tactics of Women Taxi Drives" in Greenhill and Tye, Undisciplined

Additional Information

The following books are reserved for this course and will be available in hardcopy from the TFDL:


Graham, Glenn. (2006). The Cape Breton Fiddle. CBUP.


MacKinnon, Richard (2009). Discovering Cape Breton Folklore. CBUP.


The following books are available online through the TFDL website ebrary:


Bronner, Simon (2012). *Campus Traditions: Folklore from the Old-Time College to the Modern Mega-University*. University Press of Mississippi.


