



## Department of History

CNST 337

Introduction to Folklore: The Canadian Context  
Winter 2022

**Instructor:** Dr. Kevin Anderson

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**Office:** SS 615

**Office Hours and Location/Method:** By appointment, through Zoom.

**Class Location, Days and Times:** MWF, 10:00 – 10:50, SB 105

**Course Delivery:** In person

### **Description**

This course will introduce you to the major concepts of folklore as an academic subject through the lens of Canada. The course will explore 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.

### **Learning Outcomes:**

- Be able to think critically (this does not mean only negatively) by constantly asking questions and (re)-evaluating one’s own mental processes and potential assumptions.
- Be able to think interdisciplinarily about contemporary social categories and culture.
- Be able to recognize that definitions of “the folk” are inherently political and historical, that authenticity is itself an invention loaded with assumptions.
- Be able to discern secondary and primary sources.
- Be able to write a scholarly essay with a clear, concise, and consistent thesis.
- Be able to identify, categorize, collect, and cite genres of folklore.
- Be able to identify and categorize folk groups.
- Be able to articulate the distinctions between folklore and fakelore and how fakelore can be used to explore easy understandings of truth and falsity, particularly in our hyper-technologized contemporary world.

- Be able to articulate various reasons why folklore has not disappeared in the face of modernity without relying only on the explanation of vigorous collecting.
- Apply the countering of essentialist definitions and teleological thinking to assumptions about Canadian identity and folk traditions.

### Reading Material

You do not have to purchase any books for this class. All readings material will be provided by me through D2L, either as hyperlinks listed in the course schedule below, or as PDFs uploaded directly to D2L.

### Assessment

Method	Due Date	Weight
Participation	Various	15%
Proposal	Feb. 28	10%
Final Paper	Mar. 25 or Apr. 4	30%
Quizzes	Various	20%
Take Home Final Exam	Apr. 25	25%

### Grading Policies

You will receive letter grades on your assignment, as well as percentages through the gradebook in D2L. All assignments will be submitted through D2L and all grades will be available through D2L. Only the instructor can grant extensions on due dates, usually on compassionate grounds or due to extenuating circumstances (e.g., a death in the family or among friends, health issues including but not limited to COVID-19).

If you submit an assignment late without an agreed upon extension, you will be deducted a third of a letter grade per day. E.g., if you submit an assignment two days late and the original grade was a B+, it will now be a B-.

If you want to discuss your grade, you need to have a clear reason for revisiting it beyond that you do not like the grade. Please contact the person who originally evaluate your assignment; if you cannot come to an agreement, contact the instructor who will then do a re-evaluation of the grade.

### Details on Methods of Assessment

All assignments should be double-spaced, written in 12-point font (Times New Roman is a very common font), with reasonable margins, and page numbers. You do not need to include a title page, but do need to ensure your name, the instructor's name, and the course number is included at the beginning of the assignment.

**Class Participation, 15%:** 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.

**Quizzes, Multiple-choice, 20%:** The **four** quizzes are open book, meaning you can access your notes. Each quiz will test your knowledge and comprehension of the lectures and readings. Each subsequent quiz will then test your knowledge and comprehension of the lectures and readings *since* the previous quiz.

Upon entering a quiz, you will have **one hour** to write it, with no re-dos. Each quiz will be posted on **Friday, 12:00 PM** of the corresponding week and will be available for completion until the following **Tuesday, 12:00 PM**.

**Essay Proposal, 10% due February 28:** More details, **TBA**.

**Final Essay, 8-10 pages, 30% due either March 25 OR April 4:** The final essay is the main opportunity for you to develop your collection, analytical, writing and research skills. The final essay is an argumentative and analytical essay: in other words, you must have a clear thesis stated in the introduction of the essay, supported by evidence in the form of sub-arguments and ending with a conclusion. The essay should be analytical, and not simply descriptive; you are not repeating information to me but demonstrating that you can think critically and integrate scholarly and non-scholarly sources into a coherent narrative.

You must use at least **three** primary sources (folk objects) and at least **four** secondary (scholarly) sources. You will select a specific genre of folklore **OR** a specific folk group and provide an analysis of it using primary examples mixed with academic folkloristics. Students have the freedom to choose any topic they want if it is an example of Canadian folklore (or at least folklore in Canada).

Some popular examples: fairies, ethnic food traditions, holidays, dance traditions (often of specific immigrant groups), ghost stories, monsters, intersection of religion and folk tales, legend-tripping.

You are encouraged to come to office hours to discuss potential topics with the instructor. While you can use course material as support, you will be expected to find your own materials for this paper.

You can submit the essay *either* **March 25** and be guaranteed to have it returned by the last day of classes *or* can submit it on **April 4** and have it returned at or after the final exam. There will be no difference in the evaluation criteria.

**Take Home Final Exam, 25%:** Essay-based. The exam will be uploaded to D2L by **12:00 PM Tuesday April 19 and is due by Monday April 25, 12:00 PM**. The final exam is open book, meaning you can access your notes while writing it, but you **cannot** work with your classmates to complete this exam. You will be given roughly three essay questions based on the major themes covered in the course. You will select **one** question and provide an answer in the form of a complete essay, with an introduction, a thesis, body paragraphs that support your argument, and a conclusion. Integrating relevant readings, with proper citations, is an important part of the exam.

An exam review will be provided.

### **Academic Integrity Statement**

Peer support and collaboration is important to learning and to maintaining a good school-life balance.

Studying together is acceptable and is encouraged. You can communicate through whatever means you choose to form questions for the teaching assistants and/or instructor, to better understand readings, to better understand major course concepts, to identify major course themes, and to commiserate in general on how the course is going.

You **CANNOT** communicate with each other about the class, whether online or through **ANY** other means, during **QUIZZES and EXAMS** as these tests are meant to evaluate your individual knowledge and ability to analyze the course material. Any evidence of this will result in a zero on the assignment and an academic misconduct investigation.

### **Learning Technologies Requirements**

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2L.ucalgary.ca](http://d2L.ucalgary.ca)). To successfully engage with the material, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; broadband internet connection.

### **Library**

Nadine Hoffman is the history and Canadian Studies librarian. If you would like help using the library for your assignments, you can contact her as [nadine.hoffman@ucalgary.ca](mailto:nadine.hoffman@ucalgary.ca).

### **Reading and Topic Schedule**

Students will typically read roughly 40 – 60 pages of academic writing per week. Specific readings, **TBA**.

#### **Section 1: Theory and Methodology**

Week 1 (Jan. 10 – Jan. 14)

Course introduction, What's folklore? Part I

Readings:

TBD

Week 2 (Jan. 17 – Jan. 21)

What's folklore? Part II (O Canada)

Readings:

TBD

#### **Section 2: French Canada**

Week 3 (Jan. 24 – Jan. 28)

Part I:

Readings:

TBD

Week 4 (Jan. 31 – Feb. 4)

Part II:

Readings:  
TBD

**Section 3: Indigeneity and folklore**

Week 5 (Feb. 7 – Feb. 11)

Part I: Uses and Abuses

Readings:  
TBD

Week 6 (Feb. 14 – Feb. 18)

Part II: Indigenous Voices

Readings:  
TBD

Feb. 21 – Feb. 25, Family Day and Reading Week, No classes!

Week 7 (Feb. 28 – Mar. 4)

Part III: More Indigenous Voices

Readings:  
TBD

**Essay proposal due February 28.**

**Section 4:**

**Monsters, the Supernatural, Cryptozoology, Rumour, and Conspiracy Theory**

Week 8 (Mar. 7 – Mar. 11)

Part I:

Readings:  
TBD

Week 9 (Mar. 14 – Mar. 18)

**No readings or lectures, work on your papers!!!**

Week 10 (Mar. 21 – Mar. 25)

Part II:

Readings:  
TBD

**First paper due date, March 25.**

**Section 5:**

**New Canadians, Old Lore: Immigration, Diversity and National Identity**

Week 11 (Mar. 28 – Apr. 1)

Part I:

Readings:

TBD

Week 12 (Apr. 4 – Apr. 8)

Part II:

Readings:

TBD

**Second paper due date, April 4.**

Week 13 (Apr. 11)

Catching up and exam review

University Closed April 15-18. The final exam period is April 19 – 29. **There is no registrar-scheduled final exam.**

**Take home final exam due April 25.**

## THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

### Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

**Please Note:** Students are expected to reach the grade range to receive that letter grade (i.e., to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

### Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid, and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

*Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.*

### Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

## **Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

## **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works

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 Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

## **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

## **Research Ethics**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

## **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the

instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Copyright of Educational Materials**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, 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. 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 consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

### **Media Recording**

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. If incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

### ***Media Recording for the Assessment of Student Learning***

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have

experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

### **Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**Department of History Twitter @ucalgaryhist**

*Winter 2022 (in-person)*