

## General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Dept of Comp Stds in Hum - D0518
College/Academic Group	Humanities
Level/Career	Undergraduate
Course Number/Catalog	4597.03
Course Title	Global Folklore
Transcript Abbreviation	Global Folklore
Course Description	Examines contemporary folklore around the world; introduces students to key concepts in folklore scholarship; focuses on transmission and transformation of cultural knowledge and practice, particularly in situations of conflict or upheaval.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week, 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites	Completion of GEC second writing course.
Exclusions	Course is a modification of 597.02, Global Culture, which was converted as an equivalent, 4597.02. Will fulfill GEC and major (Comp St, Global St) and minor (Folklore, Globalization St) requirements.

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	24.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

## Quarters to Semesters

Quarters to Semesters	Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses
List the current courses by number and title that are to be subsumed into proposed course	Course is a modification of 597.02, Global Culture, which was converted as an equivalent, 4597.02. Will fulfill GEC and major (Comp St, Global St) and minor (Folklore, Globalization St) requirements.

## Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new)

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Approved GE goals and learning outcomes for 597/4597 classes.

### **Content Topic List**

- Folklore and globalization
- Definitions of folklore and culture
- Invention of tradition
- Invention of tradition and national identity
- Tradition and ethnic identity
- Self-representation and self-adornment
- Women and the veil in the Middle East
- Tourism and nostalgia
- Global music and cosmopolitanism
- Media representation of folk figures and religious figures
- Local music in Jamaica
- Latin American and African music
- Folklore and public policy
- Folklore and political activism
- Folklore
- Culture
- Society
- Globalization

## Attachments

- 4597 03 global folklore (June 24 2011).docx: sample syllabus  
*(Syllabus. Owner: Lynd, Margaret Elizabeth)*
- 4597\_03\_GE\_rationale\_(Aug 4 2011).pdf: Revised proposal  
*(Other Supporting Documentation. Owner: Lynd, Margaret Elizabeth)*

**Comments**

- A revised proposal, including a revised assessment plan is attached. This is a modified course designed to fulfill requirements in folklore and comparative studies, as well as GE requirements. 4597.03, Global Folklore, is proposed as a significantly modified version of 597.02 (Global Culture), since it touches on most of the same aspects of globalization but from a folkloristic perspective. A syllabus and a proposal for GE status as a cross-disciplinary seminar and as a global studies course are attached. *(by Lynd, Margaret Elizabeth on 08/05/2011 03:17 PM)*
- 7/28/11: Feedback from the CCI Assessment subcommittee:
  - a. Description of how learning goals are met for global studies are very basic
  - b. Assessment does not address GE learning goals
  - c. Topics should be expanded to include more detail

5/18/11: Please submit GE proposal to add new category to this course. Is it possible to convert 597.02 into two semester courses? *(by Meyers, Catherine Anne on 07/28/2011 03:25 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lynd, Margaret Elizabeth	05/03/2011 04:22 PM	Submitted for Approval
Approved	Holland, Eugene William	05/10/2011 04:49 PM	Unit Approval
Approved	Williams, Valarie Lucille	05/11/2011 11:52 AM	College Approval
Revision Requested	Meyers, Catherine Anne	05/18/2011 09:19 AM	ASCCAO Approval
Submitted	Lynd, Margaret Elizabeth	06/29/2011 02:04 PM	Submitted for Approval
Approved	Holland, Eugene William	07/01/2011 06:45 AM	Unit Approval
Approved	Williams, Valarie Lucille	07/05/2011 07:49 AM	College Approval
Revision Requested	Meyers, Catherine Anne	07/28/2011 03:25 PM	ASCCAO Approval
Submitted	Lynd, Margaret Elizabeth	08/05/2011 03:20 PM	Submitted for Approval
Approved	Lynd, Margaret Elizabeth	08/05/2011 03:28 PM	Unit Approval
Approved	Williams, Valarie Lucille	01/23/2012 01:18 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Meyers, Catherine Anne Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	01/23/2012 01:18 PM	ASCCAO Approval

## **Comparative Studies 4597.03 Global Folklore**

### **Rationale for GE Diversity: Global Studies Category and Assessment Plan for the Course**

#### **Course Description:**

Comparative Studies 4597.03, Global Folklore, is proposed as a new course (in addition to 4597.01, Global Studies of Science and Technology, and 4597.02, Global Culture, which are successors to the two quarter courses of the same titles, Comparative Studies 597.01 and 597.02). This new Global Folklore course can be considered a specialized version of the Global Culture course, which different instructors teach through differences in focus while covering the same themes and issues. The Global Folklore course will fulfill the GE Cross-Disciplinary Seminar category, but could also be used to fulfill a major requirement for students in the Comparative Studies major (as long as a second course is taken to fulfill the GE requirement). This course can also be used to fulfill a requirement in the undergraduate Folklore minor. As we have done for CS 4597.01 and CS 4597.02, we are also proposing that the course fulfill the GE Diversity: Global Studies category.

As its title indicates, the course examines folklore in the context of globalization processes taking place in the contemporary world. Students will learn to analyze how globalization affects folk practices and traditions, how “the folk” are defined in this era of globalization, and how cultural groups affect and are affected by economic, social, and political issues. The broad general goals and the expected learning outcomes of both Cross-Disciplinary Seminars and Global Studies courses are fulfilled through the various reading, viewing, and writing assignments the class requires. In particular, the course readily fulfills the goal of Cross-Disciplinary Seminars of helping students “demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors,” as well as the Global Studies goal of helping students become “educated, productive, and principled citizens of their nation in an increasingly globalized world.”

In addressing significant issues from the interdisciplinary field of folklore, Comparative Studies 4597.03 focuses on these elements: processes of globalization; the “invention” of tradition; defining “progress” and understanding nostalgia; the political implications of self-representation; iconic global characters (e.g., gurus and religious figures); folk festivals, music and cosmopolitanism; national and local policy implications; folklore and activism. Through critical analysis of these issues, the course seeks to understand the multiple roles of expressive culture in their relationship to contemporary processes of globalization. Students will read a range of texts, view several films that help define and that provide important commentary upon these issues, and will communicate directly with students in several different countries through videoconferencing. Through weekly informal writing and discussion, both in class and on Carmen, and through five medium-length (4-6-page) essays, students will develop their understanding of folklore as an inter- and multi-disciplinary field that investigates the role of folk genres and folk life in order to better understand both cultural stability and cultural change within the context of increasing globalization.

#### **General Education Goals and Learning Outcomes for Cross-Disciplinary Seminars:**

**(Again, Comparative Studies 4597.03, Global Folklore, is closely related to both Comparative Studies 4597 courses, and is a close variant particularly of Comparative Studies 4597.02, Global Culture. This course similarly fulfills the goals and objectives of the GE Cross-Disciplinary Seminar.)**

**Goal:** Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different

majors. Folklore is an inherently interdisciplinary field that calls upon the theoretical and methodological resources of anthropology and ethnography; literary, sociolinguistic, and language studies; performance studies; cultural studies; religious studies; history and narrative studies. Students learn that each of these disciplines makes valuable contributions to knowledge in its own right, and contributes differently when employed in interdisciplinary contexts.

### **Expected Learning Objectives:**

1. Students understand the benefits and limitations of different disciplinary perspectives. The course considers globalization from historical, aesthetic, and political perspectives. In particular, students will employ insights from anthropology, film and literary criticism, history, ethnomusicology, language studies, religious studies, performance studies.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives. The course encourages students to bring multiple perspectives to a variety of subjects: various forms of self-expression and self-representation; different aspects of everyday as well as formal performance; various modes of aesthetic production. Folklore is an inherently interdisciplinary field and folklore scholars regularly employ different combinations of disciplinary methodologies, using, for example, ethnomusicology, performance studies, and anthropology to analyze festivals.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest. Through a series of “synthesizing essays,” students bring together the analytical and critical tools of different disciplinary perspectives on several different topics. For example, students might analyze the film *Sugar Cane Alley* from the perspective of colonial history (slavery and sugar production in the Caribbean) and anthropology (family structure and religious tradition), using principles of film criticism as the framework for the essay.

### **General Education Goals and Learning Outcomes for Global Studies Courses:**

Comparative Studies 4597.03 meets the goals and learning objectives of GE Global Studies Courses in the following ways:

**Goal:** International Issues coursework helps students become educated, productive, and principled citizens of their nation in an increasingly globalized world. Students will understand the multiple ways in which folk traditions and cultural expression have social and political implications, both globally and locally. The class will explore and evaluate different aspects of everyday life in different contexts and regions, including the role of oral narrative in different cultural groups; relationships between tourism and “tradition”; definitions of “progress” and nostalgia; political and social significance of self-adornment; global and local religious leaders/celebrities; festivals and nationalism; global exchange of musical traditions and production; folklore and political activism. Learning how different groups of people, particularly marginalized groups, build individual and collective identity through their stories, music and dance, self-representation, and traditions, and understanding that globalization is a complicated process with both positive and negative consequences will help students become thoughtful, responsible adults.

### **Expected Learning Outcomes:**

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. Students understand the various ways in which the expressive cultures of different groups affect and are affected by the political, economic,

and social circumstances of their lives. The class will address, for example, issues related to oral tradition and history; the significance of different forms of self-representation (for example the Muslim veil); the social and political significance of global popular music in Africa and Latin America; marginalized groups and political activism.

2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship. Consideration of these categories is an integral part of class discussion, informal writing assignments, teleconferencing, and the “synthesizing essay” assignments. Students will, for example, address issues such as the role of cultural differences in festivals, music, and dance performances, in the celebrity status of “gurus” and other religious figures within the media; in the social and political use of “folk traditions” in the construction of national identities.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. Students will better understand the value of diversity not only through their reading and other assignments, but through videoconferencing with students in Egypt, Finland, and Brazil. Even if the class may at some point be taught without the videoconferencing element, the films and reading assignments represent a very wide range of examples of expressive culture in many different regional contexts: African American oral history, use of the *hijab* in the Middle East, Western media’s representations of Hindu holy men, Jamaican and African music production, Nicaraguan beauty pageants. The class also addresses issues related to “tradition” and public policy, folk groups and political activism, and tourism and ethnic identity.

### **Assessment plan for the course:**

Assessment is embedded in the grading criteria for the assignments; that is, assignments will be evaluated based on the overall goals and specific learning objectives of the course. Comparative Studies courses all embody general learning objectives, including the ability to express ideas with clarity and precision in written and oral assignments; to develop coherent and persuasive arguments that rely on sound logic and specific evidence; to engage in critical analysis of written and visual texts; to understand the need for multiple disciplinary perspectives in addressing complex social and cultural issues; to appreciate the need to consider context and the role of difference and diversity in the analysis of cultural phenomena.

Courses that fulfill the GE Global Studies requirement fulfill specific GE goals, and these, too, will be incorporated into the grading criteria for all assignments as follows:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world’s nations, peoples, and cultures outside the U.S. In their written and oral assignments, students will be expected to refer to the assigned readings and visual texts (which address these issues) to support their arguments and to incorporate those ideas into their analyses. All assignments will be judged not only on the learning goals (noted above) that apply generally to Comparative Studies classes, but to those specific to this one. Students will be expected to be able to discuss, for example, different definitions of culture, the value of oral history; the political significance of self-adornment; the role of the media in shaping our understanding of other traditions; the social synthesis of local music traditions in global production; the “invention of tradition” and nationalism.

2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship. In their written and oral assignments, again, students will be expected to refer to the assigned readings and visual texts to support their arguments and to incorporate those ideas into their analyses. Students will be expected, for example, to explain clearly how the history of a Palestinian village is narrated very differently by different groups; how racism is configured in the Caribbean; how dance performance exemplifies racial and gender differences. .
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. Again, students will be graded on demonstration within their assignments that they have achieved this goal. Essay exams and informal writings will be expected to show that students understand, for example, how media representations of others affect their understanding of different cultures, how oral history may differ dramatically from “official” history, how local music production is affected by the music of other cultures.

In each case, the instructor will assess the degree to which both the broad objectives of Comparative Studies classes and the specific objectives of GE requirements have been achieved in the various course assignments. The assessment of this class will focus most broadly on students' ability to express a critical understanding of different definitions of culture and their significance; the role of the everyday performance of self in political and social contexts; the role of the media in shaping our understanding of other cultures; the “invention” of tradition in relation to national identity and to tourism; the significance of folklore in the development of public policy and in social and political activism. The instructor will evaluate whether the student has achieved these learning objectives by confirming that the student has in fact referred to and incorporated into his or her essays and informal writing assignments the set of terms and ideas that the student has read about in the assigned readings, heard and seen in the assigned visual texts, and discussed in class. If the student is able to refer, in written assignments, to the assigned readings and visual texts and to the ensuing class discussions to support his or her argument, it will be assumed that the student has, to a greater or lesser degree, achieved the several learning objectives and will be graded accordingly.

In addition, students will be asked to fill out narrative evaluations at the end of the quarter (as well as online SEI's). Narrative evaluation forms used in Comparative Studies ask detailed questions regarding the effectiveness of the course, including the teaching materials. Based on the comments of the students, but also including the instructor's assessment of the course (which includes an evaluation of the materials and pedagogy employed to reach the objectives of the course), appropriate changes will be made to the syllabus.

## Comparative Studies 4597.03 Global Folklore

Semester: Autumn 2012

Instructor:

Office:

Office Hours:

Phone/E-mail:

Meeting Time:

Classroom:

### **COURSE DESCRIPTION**

This course provides an introduction to contemporary folklore from around the world. How do people from all walks of life create meaning and beauty in their everyday lives? How do communities and groups mark themselves and maintain a collective sense of themselves as distinct from other communities/groups, particularly in a period of rampant globalization? What does it mean to respect and conserve cultural as well as biological diversity? Students will begin by learning key concepts of folklore scholarship: culture, tradition, performance, genre, the local/global distinction, the folk/popular divide, the dynamics of tradition and innovation in folklore production. Through an exploration of these concepts students will develop an expansive definition of folklore as both the means by which groups distinguish themselves and the bridges among diverse communities. Additionally, we will explore a set of special topics in folklore through readings and films from different regions of the world. We will focus on the transmission and transformation of cultural knowledge and practice in situations of want, conflict, and upheaval.

Please note: This course involves videoconferencing. Students will be holding occasional discussions with their counterparts in other world locations. The class will enact global communication strategies as we study global cultures.

### **General Course Goals:**

- Learn the basic concepts of folklore study
- Identify folklore processes in class materials and individual experience
- Take effective notes on lectures, readings, films
- Dialog respectfully and productively with diverse audiences
- Appreciate culturally diverse expressive systems
- Understand the global environment that shapes our everyday lives
- Synthesize in writing the ideas and concepts introduced in class

### **GENERAL EDUCATION GOALS AND LEARNING OUTCOMES FOR CROSS-DISCIPLINARY SEMINARS AND GLOBAL STUDIES COURSES:**

#### **Cross-disciplinary seminars:**

**Goal:** Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

#### **Learning Outcomes:**

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.



## **Global Studies Courses:**

**Goal:** International Issues coursework helps students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

### **Expected Learning Outcomes:**

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

### **REQUIRED TEXTS**

All readings will be made available on Carmen.

### **REQUIREMENTS**

Class Attendance, Discussion and Contributions to Daily Summaries      40%

Students will be expected to complete readings and prepare a brief interpretive typed statement and questions on each assigned reading. These serve both as a substitute for entering reading responses on Carmen and as your introduction to class discussion if you are chosen to be discussion leader. (See Carmen under "Content," "Course Mechanics.") Your statement should set the stage for, and end by raising, your discussion question. You'll need to bring a typed copy of the statement and question to class. Handwritten statements will not be accepted. You must hand this statement to your professor before leaving each class. Since active participation in the course is required, no late statements will be accepted.

If for any reason you are unable to attend class, please submit via Carmen discussion a one-page response to the reading for that session by Friday. We will incorporate your comments into the discussions for the following week. This solution is only allowed twice without affecting your grade. [Instructions for Posting: Go to Carmen.osu.edu, click on Comparative Studies 4597.03 and enter your user name (smith.1 for example) and password. Click on discussions. Click on Add Message. When you are finished, click on "submit." Once you have sent the reading response you cannot delete it so check it over—you might want to compose in word and then cut and paste into the discussion board.]

Students will be expected to take notes on readings, films, and class lectures. These notes form the textbook for class and will greatly assist you in preparing the five formal synthesizing papers. Students will be expected to actively discuss materials in class—in a discussion-based seminar we all learn together and every contribution counts.

Five 4-6 page synthesizing essays (submitted to Carmen drop box)      60%

Due dates are listed in the syllabus (below). These essays provide an opportunity to connect ideas and concepts across readings. They should be analytic and interpretive (not summary), extending your understanding beyond note-taking and discussions. [For help, see sample synthesizing essay in the "Content" "Course Mechanics" area.] The final essay should provide a comprehensive synthesis of materials from the course.

All work must be completed to receive a passing grade in the course. Please keep copies of all returned work in a folder for your protection. Please also always make a backup copy of any work you turn in.

**Grading Scale:**

94-100 A  
90-93 A-  
87-89 B+  
84-86 B  
80-83 B-  
77-79 C+  
74-76 C  
70-73 C-  
67-69 D+  
60-67 D  
Below 60 E

**Academic Misconduct** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Disability Services** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

### **Class Schedule**

[Subject to Revision]

**Weeks One-Two Aug 22, 27**

**Introduction to Concepts**

- Day 1            What is Culture? (Keywords)  
How to participate in and learn from discussion. Exercise with Bill Ivey and Stephen Tepper, “Cultural Renaissance or Culture Divide? In *Chronicle of Higher Education* May 19, 2006
- Day 2            What is Folklore? What is Culture?  
Reading: Barre Toelken, “Prologue: The Snail’s Clues,” in his *The Anguish of Snails: Native American Folklore of the West*, pp. ix-xii and 1-8.)

**Weeks Two-Three Aug 29, Sept 3 (Labor Day), Sept 5**  
**Globalization as an Historical Reality**

Day 3 History of the Discipline  
Reading: Webber, *Prologue and Chapter 1: Folklore and the Disciplines*

Day 4 Oral Tradition  
Reading: Alex Haley, "Black History, oral history and geneology" in *The Oral History Reader*, eds. Robert Perks and Alistair Thomson, pp. 9-20.

**Week Four Sept 10, 12**  
**The Invention of Tradition**

Day 5 Constructing Traditions  
Reading: Regina Bendix, Tourism and Cultural Displays: Inventing Traditions for Whom? *The Journal of American Folklore*, Vol. 102, No. 404 (Apr. - Jun., 1989), pp. 131-146.

Day 6 Workshop: How to prepare a synthesis/How to read a film  
Reading: Tim Corrigan, "Chapter Two: Beginning to Think, Preparing to Watch, and Starting to Write," in his *A Short Guide to Writing about Film*, pp. 18-35

**Sunday First Synthesizing Essay due in CARMEN Dropbox (midnight)**

**Week Five Sept 17, 19**  
**Progress and Nostalgia**

Day 7 View film **Sugar Cane Alley** in class  
Reading: Sugar Cane Alley in William V. Costanzo, *Reading the Movies*, 160- 167.

Day 8 **Class Discussion: Sugar Cane Alley**

**Week Six Sept 24, 26**  
**The Politics of Self Presentation**

Day 9 Folk Art  
Reading: Enid Schildkrout and Donna Klumpp Pido, "Serendipity, Practicality, and Aesthetics: The Art of Recycling in Personal Adornment," in *Recycled, Re-Seen: Folk Art from the Global Scrap Heap*, pp. 152-165. (online—check with Carmen, can we have in color)

Day 10 **Video Conference with American University of Cairo**  
Reading: Jana Hawley, The Amish Veil: Symbol of Separation and Community Reading: Mohja Kahf, From Her Royal Body the Veil Was Removed: The Blessings of the Veil and the Trauma of Forced Unveilings in the Middle East In *The Veil: Women Writers on its History, Lore and Politics*, ed. Heath

**Week Seven Oct 1, 3**  
**Global Cultural Icons**

Day 11 Holy Men  
Reading: Kirin Narayan Refractions of the Field at Home: American Representations of Hindu Holy Men in the 19th and 20th Centuries, *Cultural Anthropology* 8(4) 1993: 476-509.

Day 12 Synthesizing Workshop  
**Sunday Second Synthesizing Essay Due in CARMEN Dropbox (midnight)**

**Week Eight Oct 8, 10**  
**Localizing the Icons**

- Day 13            Roots Cultures: Traveling Forms  
Reading: Anand Prahlad, "Jah Message to Preach: Personas and Rhetorical Aesthetics" in his *Reggae Wisdom: Proverbs in Jamaican Music*, pp. 32-69.
- Day 14            **Videoconference with Finland**  
Readings: TBD with Finnish counterparts: Sauna Culture

**Week Nine Oct 15, 17**  
**Folklore, Conflict, Festival**

- Day 15            Nationalizing Traditions  
Reading: Katherine Borland, "The India Bonita of Monimbó: The Politics of Ethnic Identity in the New Nicaragua." In *Beauty Pageants on the Global Stage*, eds. Colleen Ballerino Cohen, Beverly Stoeltje and Richard Wilk, pp. 75-88. NY: Routledge.
- Day 16            Internationalizing Traditions  
Reading: Dorothy Noyes, Judgment of Solomon, *Cultural Analysis* 5 (2006): 27-56.

**Week Ten Oct 22, 24**  
**Contemporary Pilgrimage**

- Day 17            View Film **Middle of the World** in Class  
Reading: TBD with Counterparts in Araraquara
- Day 18            **Videoconferencing with UNESP Araraquara Students**  
**Class Discussion: Middle of the World**  
**Sunday Third Synthesizing Essay Due CARMEN Dropbox (midnight)**

**Week Eleven Oct 29, 31**  
**Changing Locales**

- Day 19 Mobility and Territoriality  
Reading: Gupta, Akhil and James Ferguson. "Beyond Culture: Space , Identity and the Politics of Difference," in *Cultural Anthropology* 7, No. 1 (1992): 6-23.
- Day 20            Houses and Territorial Incursions  
Reading: Susan Slyomovics, Chapters One/Two, excerpts. *The Object of Memory: Arab and Jew Narrate the Palestinian Village* (1998)

**Week Twelve Nov 5, 7**  
**Musical Cosmopolitanism**

- Day 21            Local Musics in the Global Stream  
Reading: Turino, Thomas. "Are We Global Yet? Globalist Discourse, Cultural Formations and the Study of Zimbabwean Popular Music." *British Journal of Ethnomusicology* 12(2)2003: 51-79
- Day 22 Cultural Mimesis  
Hosakawa, Shuhei, "Salsa No Tiene Fronteras: Orquesta de la Luz and the Globalization of Popular Music." In *Situating Salsa: Global Markets and Local Meanings in Latin Popular Music*, ed. Lise Waxer, 289-312. New York: Routledge. 2002

**Week Thirteen Nov 12, 14**  
**Theory and Policy**

Day 23 Collective Creation Revisited

Valdimar Tr. Hafstein, "The Politics of Origins: Collective Creation Revisited," *Journal of American Folklore* 117(465) 2004:300-315.

Day 24 Synthesis Workshop Day

**Sunday Fourth Synthesizing Essay Due CARMEN Dropbox (midnight)**

**Week Fourteen Nov 19, 21**  
**Folklore and Activism**

Day 25 Endangered Folklife

Reading: Feltault, Kelly. 2006 Development Folklife: Human Security and Cultural Conservation, *Journal of American Folklore* 119 (471):90-110

Day 26

Traditions of Repression

Reading: Khan, Shahnaz. 2005 Reconfiguring the Native Informant: Positionality in the Global Age, *Signs: Journal of Women in Culture and Society* 30(4):2017-2035.

**Week Fifteen Nov 26, 28**  
**The Dance of Culture**

Day 27

Jane Desmond, "Embodying Difference: Issues in Dance and Cultural Studies." In *Meaning in Motion: New Cultural Studies of Dance*, edited by Jane C. Desmond, 29-54. Durham: Duke University Press. 1997

Day 28

Course Review and Wrap-Up

**Week Sixteen Dec 3**

**Student conferences as needed.**

**Final Comprehensive Synthesis Essay Due on Exam Date**