

## Term Information

Effective Term Spring 2023  
*Previous Value* Summer 2016

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Add Traditions, Cultures, and Transformations Theme designation; slight edits to course goals and topics

**What is the rationale for the proposed change(s)?**

The syllabus has been reviewed and redesigned with this new Theme in mind; changes elsewhere are meant to better reflect the shifting nature of the syllabus

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

Increased enrollment in the course, especially among students looking to fulfill this Theme

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3658
Course Title	Folklore of the Americas
Transcript Abbreviation	Folklore: Americas
Course Description	Comparative study of folklore and folk groups of the Americas; topic varies: folk narratives, beliefs, customs, practices of Latino/a, Asian, African, Native, and Anglo cultures.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
<i>Previous Value</i>	Yes
<i>Previous Allow Multiple Enrollments in Term</i>	Yes
<i>Previous Max Credit Hours/Units Allowed</i>	9
<i>Previous Max Completions Allowed</i>	3
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

[Previous Value](#)

[Columbus, Newark](#)

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prereq: English 1110 or equiv, or completion of a GE Foundation: Writing and Information Literacy course

[Previous Value](#)

[Prereq: English 1110 \(110\) or equiv.](#)

**Exclusions**

Not open to students with credit for 4658.

**Electronically Enforced**

No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code**

24.0103

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Traditions, Cultures, and Transformations

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

[Previous Value](#)

[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**

- Introduce students to diverse folklore texts and scholarship of countries that comprise the Americas
- Study the ways that traditional expressive culture circulates and interacts with other cultural fields
- [Introduce students to diverse folklore texts and scholarship of the Latin American region](#)
- [Study the ways that traditional expressive culture circulates and interacts with other cultural fields](#)

[Previous Value](#)

**Content Topic List**

- Folklore
- Americas
- Indigenous
- United States
- Latino
- Latin America
- Ethnic studies
- American studies
- Appalachia
- Caribbean

**Previous Value**

- [Folklore](#)
- [Americas](#)
- [Indigenous](#)
- [United States](#)
- [Latino](#)
- [Latin America](#)
- [Ethnic studies](#)
- [American studies](#)

**Sought Concurrence**

No

**Attachments**

- COMPSTD 3658.pdf: syllabus  
*(Syllabus. Owner: Arceno,Mark Anthony)*
- COMPSTD 3658 Submission Traditions.pdf: rationale  
*(Other Supporting Documentation. Owner: Arceno,Mark Anthony)*

**Comments**

- - GE courses are usually not repeatable. Please remove the repeatability.
- Please remember to check off all campuses.
- Also please in the prereq box remove reference to quarter number. And please consider whether the dept still wants students to take English 1110 or would you rather say "Completion of GE Foundation Writing and Information Literacy course" (since going forward students will be able to fulfill their GEN Foundation WIL with other courses than English 1110). *(by Vankeerbergen,Bernadette Chantal on 09/01/2022 01:10 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	09/01/2022 11:38 AM	Submitted for Approval
Approved	Armstrong,Philip Alexander	09/01/2022 12:13 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/01/2022 01:11 PM	College Approval
Submitted	Arceno,Mark Anthony	09/02/2022 02:52 PM	Submitted for Approval
Approved	Armstrong,Philip Alexander	09/02/2022 02:53 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/09/2022 03:55 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/09/2022 03:55 PM	ASCCAO Approval

Folklore of the Americas: Appalachia  
COMPSTD 3658

**Course Description**

Comparative study of folklore and folk groups of the Americas through the Appalachian region's folk narratives, beliefs, customs, practices of Latino/a, Asian, African, Native, and Anglo cultures.

Provides students with an understanding of folklore and folkways in Appalachia including music, craft, food, oral history, performance, and material culture with an emphasis on the social, environmental, and historical underpinnings. Students will also understand how folkways are relevant to current issues facing the region and the United States, and how folklorists have shaped our understandings of culture and everyday expression in the Americas. **Through this course, students will...**

- **Learn the basic forms and diverse expressions of folklore in the Americas through case studies of Appalachia**
- **Learn about the impact of folklorists' studies on defining cultural groups**
- **Understand how folk practices have come to define the social imaginary of Appalachia**
- **Understand how history, environment, and culture influence and are influenced by folk practices**
- **Understand how folklore and folklore practices are used to address social issues**
- **Describe how Appalachia's cultural continuities and differences speak to the larger social processes and issues of the Americas**

**As this course meets the General Education Theme "Traditions, Cultures, and Transformations," students will achieve the following goals and learning outcomes:**

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

ELO 1.1 Engage in critical and logical thinking.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

Course activities and assignments to meet these ELOs

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self- assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.

ELO 3.3 Examine the interactions among dominant and sub-cultures.

ELO 3.4 Explore changes and continuities over time within a culture or society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues

### Required Text:

[Straw, Richard A. and H. Tyler Blethen. 2004. High Mountains Rising. Urbana and Chicago: University of Illinois Press.](#)

Other course materials (i.e. additional readings, podcasts, and videos will be linked on the course site)

### Grading and Requirements

Podcast	300
Multi-Media Project	200
Media Review and Response	200
Discussion and Participation	140
Archival Exercises	160
Total	1000

### Assignments:

**Discussion and participation (140)** – Discussion and participation is a key element of understanding the complexities of Appalachia. Students will be expected to participate heavily in classroom activities and discussions. At the end of each week, you will be

required to submit a response on Canvas based on your participation that week. These will not be accepted late, and this self-evaluation will be the primary measure of your participation.

**Archival Exercises (160)** – Students will work with local Appalachian Ohio archives online and at OSU and complete a short assignment as a group. Each student will be responsible for completing their own exercise which asks them to respond to research questions about Appalachian history and impacts on diverse expressions of folklife. Students will also consider how the construction of the archive itself affects their interpretations.

**Multi-media project (200)** – Students will develop a multi-media project using a media of their choice to explore Appalachian representation, economy and ecology, and/or social issues. This should take the form of visual arts, poetry or prose, playlists of music, etc. informed by expressive culture encountered in class. You will then add “liner notes” or an explanation in the form of a short essay connecting the piece to the themes of the class.

**Media Review and Response (200)** – Watch or listen to a piece of media covered by the Journal of Appalachian Studies media reviews, read the associated review, and write a response based on your understandings of the media with references to course material. What do you agree with? What do you disagree with? What has the reviewer missed that you caught? How does the piece resonate with your understanding of everyday expressive culture in Appalachia?

**Podcast (300) – What’s going on in Appalachia?** – In groups of three, create a fifteen-minute podcast episode detailing an expression of folklife in Appalachia, tying it to historical, environmental, social, and/or economic issues currently affecting the Appalachian region. Your episode should pull examples from historical understandings of the practice, current expressions, and how the practice responds to issues raised in this course.

**Extra Credit Opportunities** for field trips and events may be available.

## Course Schedule

### Unit 1: What is Appalachia? What is Folklore?

This unit focuses on orienting students toward the region socially, historically, and geographically. Students will learn about the historical construction of the idea of Appalachia, influencing historical forces, and will critique stereotypes and the boundedness of the concept of Appalachia.

**Week 1: Finding Appalachia and Confronting Stereotypes through Folklore**  
Geography; Ecology; Naming Appalachia

READ: Straw and Blethen, "Introduction."  
LOCATE: Finding Appalachia Geoguessr activity.

### **Week 2: Is there an Appalachian Culture?**

Stereotyping; Language; Demographics; Mountaineer/Hillbilly Stereotypes

READ: David Hsuing, "Stereotypes" in Straw and Blethen  
LISTEN: Inside Appalachia, "[What's Appalachian Twang?](#)"  
WATCH: [Appalachian Vocabulary Test](#)  
WATCH: Ashley York and Sarah Rubin, *Hillbilly* (2018)

### **Week 3: Making Appalachia Pt. 1: Precolonial to Early Modern History**

READ: Straw and Blethen, Ch. 1-4  
LISTEN: Black in Appalachia, "[John Henry](#)"  
WATCH: Selection from *Cold Mountain* (2003), Discussion based on its portrayal of Appalachia.

### **Week 4: Making Appalachia Pt. 2: The 20<sup>th</sup> Century**

READ: Straw and Blethen; Ch. 5-7, 14  
\*RESEARCH: Archival exercise with the [Little Cities Archives](#). Work through the archival exercise attached on Carmen, responding to questions raised by the historical inquiries in the past two weeks. Turn in by the end of the week.\*

### **Unit 2: Getting to Know People in Appalachia**

This unit introduces students to the diversity of people, practices, and historical conditions in Appalachia, critiquing the notion of homogenous Appalachia while identifying common currents that relate people in the region as well as in the United States at large.

### **Week 5: Racialization and Migration**

READ: Selection from Karida Brown, *Gone Home* (2018)  
LISTEN: Black in Appalachia, "[Black Coal Miners and the Great Migration](#)"  
LISTEN: Ohio Habla Podcast, "[Mexilachian Music with Sophia Enriquez](#)"  
\*RESEARCH: Archival exercise @ OSU Center for Folklore Studies Archives. Work through the archival exercise attached on Carmen, responding to questions raised by the historical inquiries in the past two weeks. Think through how folklife has been documented in the past and what may have been missed by past folklorists. Turn in by the end of the week.\*

### **Week 6: Challenging Gender**

LISTEN: Black in Appalachia, "[Appalachian Drag](#)"

READ: Maxell Cloe. “*Our Own Images and Truths?: The Futures and Failures of the Queer Appalachia Project.*” (2022)

READ: Selection from Shannon Bell, *Our Roots Run Deep as Ironwood* (2013)

WATCH: *Born in a Ballroom* (2019)

### **Week 7: The Changing Religious Landscape**

READ: McCauley, Deborah Vansau “Religion” in Straw and Blethen

READ: Jason Howard. “If God Had a Name” (2017)

READ: Neema Avashia, “Nine Forms of the Goddess” in *Another Appalachia* (2022)

\*Choose piece for Media Response Project. Go over questions of critique and scholarly discourse.\*

### **Week 8: Foodways and Agriculture**

READ: Selection from Elizabeth Engelhardt and Lora Smith, *The Food We Eat, The Stories We Tell* (2019)

LISTEN: *Inside Appalachia*, [“From Shame to Acclaim”](#)

READ In Class: Higher Ground Theater, “Perfect Buckets”

### **Week 9: Connecting through Art and Craft**

READ: Williams, “Folklife” in Straw and Blethen

READ: Waugh-Quasebarth and Preston, “Listening for Musical Tonewood in the Appalachian and Carpathian Mountains” (2019)

RESEARCH: Bring in something handmade that is meaningful to you. Search in the provided Foxfire Books from something that connects to your thing. Discuss the connections and resonances you find.

**\*Media Response Project Due\***

### **Week 10: Music and Social Movements**

READ: Malone, Bill “Music” in Straw and Blethen

LISTEN: Rhiannon Giddens IBMA Acceptance Speech <https://vimeo.com/237464669>

LISTEN: Visit Smithsonian Folkways Website and listen to a playlist

<https://folkways.si.edu/sounds-from-appalachia/music/playlist/smithsonian>

<https://folkways.si.edu/playlist/appalachian-women>

DISCUSS: Multi-media project and how to contextualize expressive work through writing.

### **Week 11: Sports and Community**

READ: Selection from Zogry, *Anetso: The Cherokee Ball Game* (2014)

High School football

READ: Harold, [“Getting Over”](#) (2019)



LISTEN: Tan, [“How WVU's Mascot Has Influenced Generations of West Virginians”](#) 2020.

WATCH IN CLASS: Selection from Anthony Bourdain “Parts Unknown”

### **Week 12: Representing Folklife**

READ: Satterwhite, “Imagining Home, Nation, World: Appalachia on the Mall” (2008)

DEBATE: Representing Folklife through Festivals. Read these accounts of the “Roadkill Cookoff” at the Autumn Harvest Festival in Marlinton, WV and be prepared to defend a position. [VICE News](#); [BBC News](#); [WV Public Radio](#)

### **\*Multi-Media Project Due\***

### **Unit 3: Appalachian Folkways in Current Events**

This unit focuses on specific issues facing Appalachia often presented in regional and national media. Students will learn about the historical and social contexts of these issues, critiquing political discourse, learning skills to address the validity of sources, and drawing distinctions between arguments. Their final paper will be based on one of these issues.

### **Week 13: Economy: Industrial Appalachia, Post-industrial Appalachia, and Folklore**

READ: Kingsolver, Ann. 2016 “When the Smoke Clears: Seeing Beyond Tobacco and other Extractive Industries in Rural Appalachian Kentucky”

LISTEN: Inside Appalachia, [“Could New Twists on Traditional Music Help Revive Appalachia's Economy?”](#)

**\*DISCUSS: Critically think through Podcast Project by discussing the semester’s pieces. What elements make a good podcast? How does it work as a venue for publicly-accessible scholarship?\***

### **Week 14: Opioids and Drug Policy: Rethinking**

READ: Selections from Stimling, *Opioid Aesthetics: Expressive Culture in an Age of Addiction* (2020).

LISTEN: Inside Appalachia [“Treatment and Mistreatment”](#)

READ: Brown, “In Appalachia, Crafting a Road to Recovery With Dulcimer Strings” (2020)

### **Week 15: Environment and Extractive Industry: Re-envisioning Forests**

READ: Hufford “The Witness Trees’ Revolt” (2021)

READ: Hufford “Stalking the Forest Coeval” (2001)

READ: Oliphant, “The Lost Art of Listening” (2019)

SCROLL: Waugh-Quasebarth, “Tone-tapping the Forest Landscape” (2022)

**Week 16: The Future of Appalachia: Youth-led Organizations, Grassroots Campaigns, and Place**

READ: Smith “Appalachian Futurism” (2016)

READ: Terman “Intergenerational Community Vision in Appalachian Ohio” (2021)

LISTEN: Choose one person’s path and listen through the mini-series of Inside Appalachia, [“The Struggle to Stay”](#)

**Podcast Project Due**

# GE Theme course submission worksheet: Traditions, Cultures, & Transformations

## Overview

---

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

## Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

---

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*This course has a shifting focus on diverse regions of the Western Hemisphere (Appalachia, the Caribbean, Central America, The U.S. Southern Border, Canada, Brazil, etc.). In each case, the course introduces students to regional cultural production within the context of global processes, such as migration, travel/tourism, trade networks, etc. Regardless of the instructor-determined focus, the course speaks to how cultural traditions intersect with and are transformed by settler-colonial processes, internal peripheries and regionalisms. The focus of the sample syllabus is Appalachia, reflecting the instructor’s expertise.*

## Connect this course to the Goals and ELOs shared by *all* Themes

---

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the

panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-ofclassroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	<p>This course asks students to think critically about how global social, economic, and environmental processes are entangled in folkways, and how discourses that emerge from such expressions are entangled within political and economic power.</p> <p>Students will critically engage with course materials (readings, films, podcasts, etc.) through weekly discussion and in-class experiential exercises that address the contexts and inequalities that manifest through folk expressions. Analytic frames from course materials will provide the students with the tools to extrapolate, interpret, and apply information from narratives, material objects and other traditional genres.</p> <p>The Media Review Assignment will have students critically evaluate media about regional folklife expressions from a scholarly perspective by responding to existing reviews and applying critical frameworks from course materials to generate a scholarly review of their own.</p>
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>The breadth and diversity of regional folklore practices are explored through changing historical influences, impacts of power and inequalities, and analysis of narratives, material culture, and other artistic expressions.</p> <p>Students will bring this scholarly rigor to the assignments. The media review project will require the students to build an argument based on course materials to respond to a scholarly review.</p> <p>Students will be required to produce a podcast, which requires translating in-depth research and a critical disposition into a publicly accessible format.</p>
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	<p>Identifying patterns and processes across diverse forms of regional folklore practices is central to the course. Course materials are drawn from different disciplines and formats to expose students to diverse experiences and approaches to similar topics. Through archival exercises, students will identify folklore practices, describe the context of their creation and documentation, and explore how</p>

	experiences are related to issues of power, community-building, and representation.
<b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	<p>Bi-weekly journals ask the students to critically reflect on their contributions and class-mate contributions to the critical work of the course. Through these journals, they will assess their own participation and how the themes of the course are reaching them in their experience of the class, their university education, and their lives.</p> <p>The multi-media project will have students reflect on their creative expressions and practices. It asks them to draw inspiration from the forms of folklife presented through course materials and write a critical essay that positions their own creative practice within those traditions.</p>

### Goals and ELOs unique to Traditions, Cultures, & Transformations

---

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

**GOAL 4:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	<p>Throughout the course, students will be asked to consider the practices and collection of folklore as shaping and shaped by historical events and processes. In the last unit this will be most clear as students will explore responses to global issues such as post-industrial restorations, environmental change, addition and recovery, and inter-generational succession through readings, materials, and discussion.</p> <p>Students will apply what they have learned by exploring how gendered, racialized, and classed expressions of folklore speak to an issue of their own choosing in the final Podcast Assignment.</p>

<p><b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>Understanding the impacts and processes of industrialization and post-industrialization on folkways are central to the course. One can say that the folk were “invented” as the alter to the modern/scientific, and this recognition is central to the way we teach regional folklore. Through course materials, students will understand how folk traditions respond to and form part of the extraction of resources, the exploitation of labor, and the production of commodities.</p> <p>Analysis of folk materials in their historic contexts will demonstrate the impacts that industrial modes of production have had on musical expression, storytelling, craft production, and foodways.</p>
<p><b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.</p>	<p>Students will critically examine the construction of labels of “folk” practices across racialized and classed groups, thinking through how such constructions have been used to marginalize and romanticize certain folk groups, while also being powerful symbols for social action and justice. Through the multi-media project, students will examine their own interactions with power and culture through creative expression.</p>
<p><b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.</p>	<p>Students will be grounded in historical transformations of folkways from Unit 1, which places everyday creative expression in historical contexts prior to European invasion through to the current moment. Along with discussion, readings, and examples in lecture, students will use the archival exercise to trace changes and continuities in folklife practices across time/space.</p>
<p><b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>The course takes stock of the impacts of institutional expressions of power through historical analysis, analysis of folklore practice, and applications to current issues through readings, films, podcasts, and course discussion. Such analysis will take into account the uneven development and application of systems of social, economic, and environmental justice. Students will be evaluated on their ability to apply these frames to an issue of their choice in the final podcast project.</p>
<p><b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>Through course readings and lectures, students will explore how processes of racialization, class conflict, and gender intersect and are entangled with expressions of political-economic power. Materials from Unit 2 will give students a grounding in the specific regional ways these expressions emerge. Through discussion, they will apply these to the current issues brought up in Unit 3.</p>