

## Term Information

Effective Term Autumn 2024  
[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: Appalachia  
[Previous Value](#) *Folklore of the Americas*  
Transcript Abbreviation AppalachiaFolklore  
[Previous Value](#) *Folklore: Americas*  
Course Description Comparative study of folklore and folk groups of the Americas through folk narratives, beliefs, customs, practices of Latino/a, Asian, African, Native, and Anglo cultures. Geographic focus and examples change with instructor specialization.  
[Previous Value](#) *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  
[Previous Value](#) Yes  
[Previous Allow Multiple Enrollments in Term](#) Yes  
[Previous Max Credit Hours/Units Allowed](#) 9  
[Previous Max Completions Allowed](#) 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
<i>Previous Value</i>	<i>Columbus, Newark</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110 or equiv, or completion of a GE Foundation: Writing and Information Literacy course
<i>Previous Value</i>	<i>Prereq: English 1110 (110) or equiv.</i>
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

- Learn the basic forms and diverse expressions of folklore in the Americas through regional case studies
  - Learn about the impact of folklorists' studies on defining cultural groups
  - Understand how folk practices have come to define the social imaginary of a region(s) of the Americas
  - 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 a region's cultural continuities and differences speak to the larger social processes and issues of the Americas more broadly
- Previous Value*
- *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*

**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 Cover Letter.docx: cover letter explaining revisions  
*(Cover Letter. Owner: Arceno, Mark Anthony)*
- COMPSTD 3658 Submission Traditions.docx: GE Traditions  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*
- COMPSTD 3658 Syllabus\_revised.pdf: revised syllabus  
*(Syllabus. Owner: Arceno, Mark Anthony)*

**Comments**

- The course will focus broadly on the Americas, paying particular attention to a region of the Americas throughout the semester. Please let us know if this framing works. *(by Arceno, Mark Anthony on 04/23/2024 02:11 PM)*
- Please see Panel feedback email sent 12/06/2022. *(by Hilty, Michael on 12/06/2022 12:43 PM)*
- - 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)*

**COURSE CHANGE REQUEST**  
3658 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/26/2024

**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
Revision Requested	Hilty, Michael	12/06/2022 12:43 PM	ASCCAO Approval
Submitted	Arceno, Mark Anthony	04/23/2024 02:11 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	04/23/2024 02:13 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/26/2024 11:02 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/26/2024 11:02 AM	ASCCAO Approval

After initial review, the reviewing faculty asked for the following changes. Responses to the requested changes that correspond to changes in the syllabus follow in indentation and italics.

- The reviewing faculty ask that the course assignments be more clearly linked to the GEN Theme ELOs. Currently, it is unclear how course assignments and activities will function as vehicles to ensure the GEN ELOs are achieved.
  - *By adding a small paragraph underneath each ELOs in the syllabus, the relationship between ELOs and course assignments is clearer.*
- The reviewing faculty ask that more information be provided surrounding both the structure of the archival work exercise (as discussed on page 3 of the course syllabus) and what students will be expected to do in order to fulfill GEN Theme ELOs.
  - *The archival exercise is more clearly explained on page 3 with respect to the GEN Theme ELOs.*
- The reviewing faculty ask that ELO 4.1 and ELO 4.2 be further explained in the GE submission forms provided, as it is still unclear how the course expects to meet those particular ELOs with the current explanation.
  - *Explanation of 4.1 is further refined.*
  - *Explanation of 4.2 includes material from syllabus to support explanation.*
- The reviewing faculty ask that the required academic misconduct and Student Life – Disability Services statements be added to the course syllabus. Additionally, they ask that the course proposer check to ensure all other required elements of a course syllabus are present within the submitted documents. The academic misconduct, Student Life – Disability Services, and all other required syllabus elements can be found on the ASC Curriculum and Assessment Services website at: <https://ascas.osu.edu/curriculum/syllabus-elements>.
  - *I added all the required elements of a course syllabus as stated by the ASC Curriculum and Assessment Services.*
- The reviewing faculty ask that a brief rationale paragraph be added underneath the GEN Goals and ELOs in the course syllabus that explains to students how they can expect to meet the GEN Goals and ELOs.
  - *As explained in point 1, I added a small paragraph underneath each ELOs in order to clarify and highlight how each ELOs is connected to course assignments and what students will need to do to complete those ELOs.*

- The reviewing faculty ask that, in the official course description in curriculum.osu.edu, the reference to “topic varies” be removed, as this course is no longer what is considered a “special topics” course with its inclusion in the GEN program and removal of its ability to be repeated.
  - *Academic program coordinator working on removing “topic varies” and “special topics” designation.*

Folklore of the Americas  
COMPSTD 3658

**Course Description**

Comparative study of folklore and folk groups of the Americas through folk narratives, beliefs, customs, practices of Latino/a, Asian, African, Native, and Anglo cultures. Geographic focus and examples change with instructor specialization.

Provides students with an understanding of folklore and folkways of the Americas 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.

**Student's work on their Multi-Media Project is directly related to this goal, as through that projects students will engage critically and conduct an in-depth exploration of their topic of choice.**

**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.

**By exploring the OSU Folklore archive, students will engage with different traditional practices, voices, and materials housed in the archive, and give them an opportunity to reflect on how knowledge is created, catalogued, and stored. The Archival Exercises assignment will allow students to further unpack and experiential process of working/learning from/at the Archives.**

**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.

**Through the Podcast assignment, students will systematically assess how a particular aspect/element of Appalachian culture developed as they will provide historical understandings of the practice, current expressions, and how the practice responds to issues raised in the course.**

**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

**Through the Media Review and Response assignment, students will 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. By doing this, students will critically explore the differences between organizations and how Appalachia is constructed/imagined/explained through academic writing.**

**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 folklore archives at OSU and complete a short assignment consisting of prompt questions. Using archival primary sources of oral histories and documents, students will be asked to synthesize major themes of Appalachian history and impacts on diverse expressions of folklife that emerge from recorded experiences in the archive. Students will also consider how the construction of the archive itself affects their interpretations through prompt questions based on their experience of the archive and ability to navigate primary source material.

**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, folkloric 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.

## **OSU Resources and Policies**

**Student Life Disability Services.** The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

**If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations.**

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

**Religious Accommodations.** Ohio State has had a longstanding practice of making reasonable academic accommodations for students' **religious beliefs and practices** in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the **first 14 days after a course begins**, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

### **Policy: Religious Holidays, Holy Days and Observances**

The **Student Advocacy Center** is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 001 Drackett Tower, call at (614) 292-1111, email [advocacy@osu.edu](mailto:advocacy@osu.edu), or visit their website: <http://studentlife.osu.edu/advocacy/>

**Office of Student Life's Counseling and Consultation Service (CCS).** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via

the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

**Research Tutors** are available if you need additional help with your research for this class, including finding articles, organizing your research, or citing your sources. You can visit the reference desk on the first floor of Thompson Library. Autumn semester hours are Monday - Thursday, 9 am to 9 pm; Friday, 9 am to 5 pm; and Sunday, 11 am to 9 pm. You can also visit [libanswers.osu.edu](http://libanswers.osu.edu) and use the contact information there to call, email, or chat with a reference team member.

**Academic Integrity.** 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://studentlife.osu.edu/csc/>.

As a student at OSU, you are expected to adhere to the standards and policies detailed in the **Code of Student Conduct**. When you submit an assignment with your name on it, you are signifying that the work contained therein is all yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand. All suspected violations of the Code will be handled according to OSU policies and will be reported to the Committee on Academic Misconduct (COAM). Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, a failing grade in the course, among other possibilities, and will include a report to the Dean of Students who may impose additional disciplinary sanctions.

All written assignments submitted through CARMENCANVAS will be screened by turnitin, an Anti-Plagiarism software, as well as other programs to detect AI created materials.

**AI Statement.** This is the statement on AI assignments and the Code of Student Conduct provided by the Office of Academic Affairs:

"There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research, and technology — but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use “unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.”

Given the rise of AI apps, in this class students may use AI software to **help polish** their work, but **not** for creating content. **Assignments that are detected as AI generated will receive an automatic zero.**

## 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: Drug Policy and Justice**

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>Students will understand the impacts of institutional expressions of power through historical analysis in primary (archives exercise) and secondary materials (course readings), analysis of folklore practices in multiple different forms of publication (multi-media project, podcast project, and media review project) and applications to current issues through readings, films, podcasts, and course discussion. Such analysis will include the uneven development and application of systems of social, economic, and environmental justice encountered through course readings and lectures, as well as include how uneven development has different outcomes and impacts on individuals of different social positions. Students will be evaluated on their ability to apply these frames to an issue of their choice in the final podcast project.</p>

**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

Through course readings and lectures, students will explore how processes of racialization (Week 5 Reading and Lecture), class conflict (Week 4 and 5 Readings and Lecture), and gender intersect (Week 6 Readings and Lecture) and are entangled with expressions of political-economic power (Weeks 8-12 Readings and Lecture). 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 broader issues and individual stories brought up in Unit 3 (Weeks 13-15 Readings and Lecture).