

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

DEALL

Academic Unit

EALL 357

Book 3 Listing (e.g., Portuguese)

357 East Asian Folklore

Number Title

East Asian Folklore

300

05

18-Character Title Abbreviation

Level

Credit Hours

Summer Autumn Winter Spring X Year 08

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): Diverse folk traditions in China, Korea, and Japan; relevant theory; song, narrative, epic, dance, ritual, material culture, tourism; emphasis on local and ethnic cultures

Quarter offered: Sp 08 Distribution of class time/contact hours: 2 2-hr sessions

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): yes

Prerequisite(s): none

Exclusion or limiting clause:

Repeatable to a maximum of 0 credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

Honors Statement: Yes No

GEC: Yes No

Admission Condition

Off-Campus: Yes No

EM: Yes No

Course: Yes No

Embedded Honors Statement: Yes No

Other General Course Information: Taught in English

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 160399 Subsidy Level (V, G, T, B, M, D, or

P) B

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

Provides a forum for teaching about the diverse folklore traditions in East Asia in a mid-level difficulty course.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)

An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
Originally offered as Group Studies 294

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____


6. Expected section size: 20 Proposed number of sections per year: 1-2

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):
Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1.  Shelley Fenno Quinn Nov. 1, 2006
Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

3.  Mari Noda Nov. 1, 06
ACADEMIC UNIT CHAIR/DIRECTOR Printed Name Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE Printed Name Date

6. ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. ACADEMIC AFFAIRS Printed Name Date

EALL 357 (Note: changed from EALL 294 Group Studies)

East Asian Folklore

Spring 2006

Professor Mark Bender

2:30-4:18 T and TH

Office hours: Monday 9:30-10:15 (and by appointment)

Office 366 Hagerty Hall

E-mail: bender.4@osu.edu (this is the best way to contact me)

For web-page: deall.ohio-state.edu

DEALL Office: 292-5816; my office: 292-1746

Course Description: This course introduces the traditional folklore of various cultures in East Asia. Considering folklore as a dynamic process, the course will examine specific items of folk activity in the cultures of China, Korea, and Japan, giving due to local, majority, and minority ethnic cultures. In the first two weeks of the course, discussions will center on key terms such as “folklore,” “tradition,” “context,” “performance,” and “genre.” In ensuing weeks, the themes of folk song, narrative, dance, material culture, epic, rituals, and ethnic tourism will be explored. **This quarter, there will be an especially heavy focus on certain ethnic minority cultures in southwest China.**

Objectives: The objective of this course is to introduce essential aspects of folklore in East Asia by providing a theoretical and ethnographic basis for the understanding of various aspects of folklife. Upon completing the course, students will have a basis for more advanced study of local cultures in East Asia, particularly in SW China.

Grading: Grades will be based on the following criteria:

class participation (includes regular attendance and “hands on” activities), 10%

on-line take-home quiz 1, 20%

take-home quiz 2, 20%

project, 40%

presentation, 10%

Quiz 1 is an on-line project; quiz 2 is a combination of objective questions and short essay. It will cover key terms and ideas discussed in class and in the readings.

Testing schedule:

Quiz 1: **On-line project quiz due on Thursday April 6.**

Quiz 2: **Take-home quiz due Thursday May 4**

Required texts:

1) Sims, Martha (2005). *Living Folklore: An Introduction to the Study of People and Their Traditions*. [Basic folklore theory—will help with basic folklore lectures and organizing project.]

2) Alexandra David-Neel (2004). *The Superhuman Life of Gesar of Ling*. Shambala.

[Great example of Tibetan oral-connected literature – we’ll be discussing this in class.]

- 3) Yang Erche Namu and Christine Mathieu (2004). *Leaving Mother Lake: A Girlhood on the Edge of the World*. New York: Back Bay Books/Little Brown and Co. [**Autobiography of a Moso woman from Lake Lugu who becomes a pop singer. Discussed in class.**]
- 4) Bender, Mark, trans. (2006).). *Butterfly Mother: Miao (Hmong) Creation Epics from Guizhou, China*. Indianapolis: Hackett Publishing Company. [**Good example of epic tradition from southwest China. We will perform parts of this in class.**]

Optional texts:

- 1) Du, Shanshan (2002). *Chopsticks Only Work in Pairs: Gender Unity and Gender Equality Among the Lahu of Southwest China*. New York: Columbia University Press. [**A study of a people from southern Yunnan province—useful text.**]
- 2) Harrell, Steve, Ma Erzi, Bamo Qubumo (2001). *Mountain Patterns: The Survival of Nuosu Culture*, Seattle: University of Seattle Press. [**Lots of great pictures of Yi culture in southern Sichuan and northern Yunnan. Please order it yourself.**]
- 3) Harrell, Stevan, ed. (2005). *Ways of Being Ethnic in Southwest China (Studies on Ethnic Groups in China)*. Seattle: University of Washington Press. [**Harder than the other texts, but interesting.**]

Online readings: Some texts will be placed on-line in Carmen. Please open a Carmen account if you do not have them. To find Dr. Bender’s website, go to the DEALL homepage under “faculty”

Projects and Presentations: There will be a series of “**hands on**” activities throughout the quarter. Each activity is an opportunity to explore a particular aspect of folklore by actually working through a process of documentation, production, or otherwise experientially engaging a tradition. In some cases the project will be done in class, in other instances, it will be a take home item. Feel free to share ideas and materials with each other, but do your own work.

Class time: Class time will consist of: 1) introductory lectures by the instructor; 2) class discussions on readings; 3) workshop project activities; 4) multi-media presentations and discussions; 5) in-class presentations

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

Weekly Schedule:

Week I (March 27-31): Folklore in East Asia: Theoretical and Historical Perspectives

Films: excerpts from Dr. Bender’s videos

Class activity: virtual ethnography

Readings: excerpts from Greenwood Encyclopedia of World Folklore and Folklife (Vol. Two); Sims, Chapter One

On-line take-home quiz project: 1) Go on-line and find one or more “useful” sources about any **three** of these cultures: Miao (in Southeast Guizhou province); Dong (Gaem); Yi (get info

about these two groups: Sani and Nuosu, and the Ten Month Solar Calendar in Chuxiong); Bai (Minjia, Min-chia); Naxi (Na-khi); Moso (also look under Mosuo, Na-zhe, Na); Tibetan (in Shangrila, Yunnan); 2) Select out relevant paragraphs, images, etc. to communicate what you feel is basic information about each culture; 3) make a small binder that includes your basic information; 4) include a simple map showing approximate location of all of the groups listed above. **Note:** it may help in some searches if you type the word “nationality” or “ethnic group” after each name (Miao nationality, for instance). **Due: Thursday April 6.**

Week II (April 3-7): Looking at Folk Culture in East Asia

Japan and South Korea

Films: T: “As Iwate Goes: Is Culture Local?”; footage of National Folklore Museum, Seoul; Korean “living museum” folk village; Th: “Iyomante”; “Ainu Song and Dance”; talchum drama; shaman rituals; South Korea

Class activity: discussions of films; “framing” exercise

Readings: excerpts from Greenwood Encyclopedia of World Folklore and Folklife (Vol. Two); Sims, Chapter Six; read Chapter One of *Leaving Mother Lake: A Girlhood on the Edge of the World*

Take-home quiz due on Thursday April 6.

Week III (April 10-14): Song Traditions of the Miao and Dong

Miao and Dong Traditions

Films: Dr. Bender’s videos; tba

Class activity: antiphonal singing (*Butterfly Mother*)

Readings: Sims, Chapter Five; passages from *Butterfly Mother*; Dong (Gaem) folksongs; other handouts; continue reading *Leaving Mother Lake: A Girlhood on the Edge of the World*

Week IV (17-21): Dancing with Ashima

Sani Traditions

Films: “Dancing with Ashima”

Class activity: Sani folk dance

Readings: Swain (2000); continue reading *Leaving Mother Lake: A Girlhood on the Edge of the World*; read Chapter One of *The Superhuman Life of King Gesar* (read regularly – finish by Week 8)

Week V (April 24-28): Folk Costume Project

Bai Traditions, Naxi and Moso, Yi Traditions (Nuosu and Chuxiong area), Miao and Dong traditions

Class activity: 1) examine and draw an object of clothing in class; 2) examine and design an item of folk costume to make and wear (**the detailed design or actual costume is due last week of class**)

Films: Dr. Bender's videos

Readings: Sims, Chapter Three; *Seventh Sister and the Serpent* (Bender web-site); excerpts from *Mountain Patterns*; other handouts

Take-home quiz: This quiz will include a 500 word response to *Leaving Mother Lake*; a 250 word synopsis of *Seventh Sister and the Serpent*; a 250 word synopsis of the first chapter of *Gesar*. **Handed out on T April 25. Due: Thursday May 4.**

Week VI (May 1-5): Social Institutions and Opening the West

Naxi and Moso Traditions

Films: T: "Beyond the Clouds"; TH: "A World Without Fathers of Husbands"

Class activity: discussions T and TH of *Leaving Mother Lake: A Girlhood on the Edge of the World*

Quiz due: Thursday May 4.

Week VII (May 8-12): Tibetan Tradition(s) and Gesar

Tibetan Traditions in Yunnan and Other Areas

Films: "Perfection of Wisdom"; "Tibetan Wedding"; tba

Class Activity: discussions T and TH of *The Superhuman Life of King Gesar*

Readings: Sims, Chapter Four; *The Superhuman Life of King Gesar* (remaining)

Week VIII (May 15-19): Tourism and Ethnic Folk Culture

Films: Dr. Bender's film clips

Class Project: Tourism Development Focus Groups; summing up

Readings: Tim Oakes (1997)

Week IX (May 22-26): Project Preparation

In-class office hours (tba individually)

Week X (May 29-June 2): Class Presentations

Schedule tba

Selected Bibliography (some are listed here as suggested readings)

Aku Wuwu and Mark Bender, ed. (2006). *Tiger Traces: Selected Nuosu and Chinese Poetry of Aku Wuwu*. Columbus, Ohio: Foreign Language Publications.

Bender, Mark (2006). *Butterfly Mother: Miao (Hmong) Creation Epics from Guizhou, China*. **(to be published in September 2006)**

_____ (2006). "China Overview." William E. Clements, ed. *The Greenwood Encyclopedia of World Folklife*. Vol. Two. Westport, Connecticut: Greenwood Press, pp. 211-233. [In same volume see articles on folklife in Japan; Ainu people, and Korea]

_____ (2003). *Plum and Bamboo: China's Suzhou Chantefable Tradition*. Urbana: University of Illinois Press. (will appear Summer 2003)

_____ and Su Huana, trans. (1984). *Daur Folktales*. Beijing: New World Press.

_____ (1982). *Seventh Sister and the Serpent: A Narrative Poem of the Yi People*. Beijing: New World Press. **(see Dr. Bender's website under "Ethnopoetics")**

Cai Hua (2001). *A Society without Fathers or Mothers: The Na of China*. New York: Zone Books.

Davis, Sara (2005). *Songs and Silence: Ethnic Revival on China's Southwest Borders*. New York: Columbia University Press.

Du, Shanshan (2002). *Chopsticks Only Work in Pairs: Gender Unity and Gender Equality Among the Lahu of Southwest China*. New York: Columbia University Press.

Foley, John Miles (2002). *How to Read an Oral Poem*. Urbana: University of Illinois Press.

Harrell, Stevan, ed. (2004). *Ethnic Encounters on China's Southwest Borders*. Seattle: University of Washington press.

_____ (2005). *Ways of Being Ethnic in Southwest China (Studies on Ethnic Groups in China)*. Seattle: University of Washington Press.

Hsu, Francis L.K. Hsu (1949). *Under the Ancestor's Shadow, Chinese Culture and Personality*. London: Routledge and Kegan Paul Limited.

Goldstein, Melvyn (1997). *The Snow Lion and the Dragon: China, Tibet, and the Dalai Lama*. Berkeley: University of California Press.

Kawai, Hayao (1988). *The Japanese Psyche: Major Motifs in the Fairy Tales of Japan*. Dallas, Texas: Spring Publications.

Kayano, Shigeru (1994). *Our Land was a Forest: An Ainu Memoir*. Boulder: Westview Press

MacDonald, Margaret Read, ed. (1999). *Traditional Storytelling Today: An International Sourcebook*. Chicago: Fitzroy Dearborn Publishers.

Morioka, Heinz and Miyoko Sasaki (1990). *Rakugo: The Popular Narrative Art of Japan*. Harvard: Harvard University Press.

Mueggler, Eric (2001). *The Age of Wild Ghosts: Memory, Violence, and Place in Southwest China*. Berkeley: University of California Press.

Oakes, Tim (1997). "Ethnic Tourism in Rural Guizhou: A Sense of Place and the Commerce of Authenticity." In *Tourism, Ethnicity, and the State in Asian and Pacific Societies*, eds. M. Picard and R. Wood. Honolulu: University of Hawaii Press, 35-70. [on-line]

Oppitz, Michael and Elizabeth Hsu, ed. (1998). *Naxi and Moso Ethnography: Kin, Rites, Pictographs*. Switzerland: Volkerkundemuseum Zurich

Ortolani, Benito (1990). *The Japanese Theatre, from Shamanistic Ritual to Contemporary Pluralism*. Princeton: Princeton University Press.

Park, Chan E. (2003). *Voices from the Straw Mat: Towards an Ethnography of Korean Story Singing*. Honolulu: University of Hawaii Press.

Pihl, Marshall R. (1994). *The Korean Singer of Tales*. Harvard: Council on East Asian Studies.

Philippi, Donald (1982). *Songs of Gods, Songs of Humans*. Berkeley: North Point Press.

Rees, Helen (2000). *Echoes of History: Naxi Music in Modern China*. Oxford: Oxford University Press.

Schein, Louisa (2000). *Minority Rules: The Miao and the Feminine in China's Cultural Politics*. Durham: Duke University Press.

Swain, Margaret (2000). "The Yi of China." In Leslie E. Sponsel, ed. *Endangered peoples of Southeast and East Asia: Struggles to Survive and Thrive*. Westport, Connecticut: Greenwood Press.

Walker, Anthony, ed. (1995). *Mvuh Hpa Mi Hpa: Creating Heaven and Earth*. Bangkok: Silkworm Press.

Ye Dabing (1993), *The Bridal Boat: Marriage Customs of China's Fifty-five Ethnic Minorities*. Trans. Mark Bender and Shi Kun. Beijing: New World Press.

Topics for group or individual projects

Here is the checklist for your small group or individual projects. You may form a small group or you may pursue the project individually.

- 1) Form a group (minimum=1; maximum 3) _____
- 2) Choose a topic (may include several small topics) _____
- 3) Submit the project topic form at the bottom of the page to Prof. Bender _____
- 4) Do the project _____
- 5) Write up the project, describing the process in folklore terms. Use illustrations and video tape, if desirable. 8-10 double-spaced typed pages _____
- 6) **Each member** must write an additional 3-5 pages describing **their** individual contribution to the project and discuss what and how they learned about the particular topic. _____

7) Present findings of topic in class _____

Possible list of projects (you are encouraged to think up your own):

following original patterns to make an elaborate article of clothing (like in-class project)

build a detailed model of a traditional style house and courtyard (if applicable)

forge or cast a traditional metal object(s) from one of the cultures

make paper

make traditional style baskets, nets, traps, etc.

experiment with natural dyes to dye cotton or ramie cloth

learn a storytelling style and perform a 5-10 minute section of story

put on a folk drama (10-15 minutes)

respectfully make a Manchu shaman's drum and or costume

learn to sing a series of traditional songs or ballad (solo or antiphonal)

make and play a traditional instrument (make an orchestra)

make traditional style silver jewelry

do an extensive paper-cuts or paper folding project

make a video of an East Asian folk event in Columbus or elsewhere

make a poster display on a particular subject

do a foodways project (fieldwork in local markets and restaurants)

make and explain a "mangus" ogre costume

make a set of masks for Korean Talchum drama

make a model SW China ethnic minority wooden crossbow and quiver

Pokemon, Tekken, or anime project

Others projects: Use your imagination

*Note: Please use common sense and safety precautions in making or doing these projects.