

**English 367.05: The U.S. Folk Experience  
Insider/Outsider: The Dynamics of Community  
Summer 2011**

**Instructor:** Cassie Patterson

**Class meets:** 3:30pm – 5:18pm Tuesdays & Thursdays

**Location:** Hagerty Hall 0042

**Office hours:** 2:00pm-3:30pm Tuesdays and Thursdays

**Location:** Dulles Hall 308

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**Course Number:** 21067

**GOALS AND LEARNING OUTCOMES FOR THE GENERAL EDUCATION CURRICULUM**

**Writing and Related Skills**

**Goals:**

Writing courses across the disciplines develop students' skills in writing, reading, critical thinking, and oral expression.

*Second Writing Course*

**Expected Learning Outcomes:**

1. Through critical analysis, discussion and writing, students extend their ability to read carefully and express ideas effectively.
2. Students further develop basic skills in expository writing and oral expression.
3. Students develop skills in effective communication and in accessing and using information analytically

**Social Diversity in the United States**

**Goals:**

Student's understanding of the pluralistic nature of institutions, society and culture in the United States is enhanced.

**Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance and the equality of others.

**Course Description:** English 367.05, The U.S. Folk Experience, focuses on the experience, traditions, expressive and material culture of common Americans from a wide range of groups and subcultures. We will spend time examining a range of academic, literary, ethnographic, scientific and folkloric texts. The course is organized around a range of topics and genres, paying particular attention to how "the folk" are framed and discussed from a folklorist's orientation. The course is also committed to developing your skills as an analytical writer, engaged reader and critical thinker. Writing instruction and development is of primary import to our course work. We will develop our writing skills in various modes of descriptive, narrative, expository, persuasive and research writing.

The focus of this particular version of 367.05 is on the concept of community. Throughout the course, students will formulate and refine notions of community based on readings and personal experience.

**Required Texts:**

*They Say/I Say: The Moves That Matter in Academic Writing*

**Required articles to be accessed via the OSU library journal system:**

Crowder, Linda Sun. "Chinese Funerals in San Francisco Chinatown: American Chinese Expressions in Mortuary Ritual Performance." *Journal of American Folklore* 113.450 Holidays, Ritual, Festival, Celebration, and Public Display (Autumn, 2000): 451-463.

Gordon, Beverly. "Embodiment, Community Building, and Aesthetic Saturation in 'Restroom World,'

a Backstage Women's Space." *Journal of American Folklore* 116.462 (Autumn, 2003): 444-464.

Kruckemeyer, Kate. "'You Get Sawdust in Your Blood': 'Local' Values and the Performance of Community in an Occupational Sport." *Journal of American Folklore* 115.457/458 (Summer – Autumn, 2002): 301-331.

Other primary texts for the course will be provided via Carmen in the form of word documents, PDF files, hyperlinks, streaming videos etc. You are expected to access and read materials in advance of our class meeting. Bringing a hard copy of the day's reading(s) to class is essential to your ability to participate. Please print the readings in advance making your own marginal notes as you read. You may bring your laptop to class if you prefer in lieu of printing the articles, but be sure to have your OSU wireless account set up in advance. A tentative schedule is included in the syllabus, but be alert for modifications, additions, changes etc. I will make these changes well in advance to give you plenty of time to be prepared for class.

### **Assignments & Expectations:**

We are first and foremost a community of readers, writers, and life-long learners. All voices will be treated with respect for differing opinions and common courtesies of fairness, tolerance, and civility will be observed at all times. The most fundamental skill required for a good writer is to be a good reader. We will seek to improve our reading and writing efforts as we become acquainted with folklore in its many forms.

#### *Carmen Posts (8 total) (10%)*

Students are required to post to Carmen 8 times throughout the quarter in order to receive credit. Responses should reflect on the readings and should be posted no later than 9pm the night prior to discussion. Students are encouraged to engage with one another in their responses, though doing so is not required. There is no minimum or maximum length requirement for posts, but they should be thoughtful and ought to engage critically with the readings and others' responses. I reserve the right to impose a length minimum if posts are not sufficiently substantive.

#### *In-Class Participation (10%)*

Participation in class discussions will not only be solicited, but an integral part of the course work. Obviously, informed participation is the key to a successful discussion, and will represent a significant percentage of your course grade. It is absolutely crucial that you come to class having read the assigned reading(s) for the day. Active listening, reading and questioning are important components of participation.

#### *Individual/Group Presentation (10%)*

Students will have the ability to choose whether they would prefer to work individually or as a group to present on one course reading. The individual or group is required to (1) write a short (2-3 sentence) description of the main point of the article/chapter, (2) define key terms with examples to illustrate their meaning, (3) and offer two discussion questions for the class. Presentations should run between 20-25 minutes total, including 10 minutes devoted to the discussion questions. Presenters are required to provide a handout that clearly identifies the three requirements, and the handout should be no longer than one double-sided page. Presenters are required to email their completed handouts by 9am the night before the presentation so that I can photocopy and distribute the handout in class. This presentation fulfills the oral communication requirement for the course.

*Fieldwork & Writing Assignments (70%)*

Writing assignments for this course are intended to build upon one another, so that the skills acquired in earlier assignments help the execution of the final paper. Students will have plenty of opportunities to revise their work through drafting, peer-review, and teacher-student conference processes.

All writing assignments must be typed in 12 point times new roman font, double spaced, and conform to MLA style as set forth in the *MLA Handbook for Writers of Research Papers Seventh Edition*.

*Research Proposal: Identify and Describe Research Community (5%)*

(1) Identify a community that you belong to and write a short description (no longer than ½ a page) describing the contours of affiliation using the criteria of the network model discussed in class. (2) Using the terms from the network model (intensity, frequency, etc.), draw a visual representation of the community network you have identified. (3) Pose 3 research questions that will guide your research, and 5 interview questions that you plan to ask your informants. A final grade will be assigned holistically, considering both the draft and final proposal.

*Fieldwork: "They Say" (10%)*

Interview 3 individuals from your chosen community for at least 30mins each. Using the techniques discussed in *FieldWorking* and in class, (1) compose interview questions, (2) set up an interview, (3) check out equipment at the DMP, and (4) conduct the interview. Also, answer these questions yourself, so that you are your 4<sup>th</sup> informant. This assignment prompt is forthcoming.

Listen over your interviews and attempt to identify patterns of similarity and difference. How do individuals define the community similarly or differently? What are the markers of belonging? What are the obligations that belonging to this community entail? How are members identified? How do concepts of space and time affect the informant's conception of the community? Once patterns have been identified, choose 6 illustrative quotes from your audio material and transcribe them. After each quote, explain, in no more than half a page, why this quote illustrates the informant's concept of this community and how it is either similar or different from that of your other informants.

Students are required to submit an archival cover sheet, collector consent form, and informant consent form with their fieldwork project. These documents can be found on the archives section of the CFS website: <http://cfs.osu.edu/archives/forms>.

*Annotated Bibliography: "They Say" (10%)*

Create an annotated bibliography for 3 sources of either article or chapter length. Use the library tab on our Carmen site to guide your academic research, and use the reading from Part 1 of *They Say/I Say* to guide your summary. Each annotation should be no longer than 250 words. A final grade will be assigned holistically, considering both the draft and final annotated bibliography.

*Create a Conversation: "I Say" (5%)*

This is a three-part assignment, the whole upon which you will be graded. The first portion will be completed during an in-class activity; the second portion involves a conference; the third portion is written. Choose examples, concepts, questions, and frameworks from both your interviews and annotated bibliography to create a conversation about your chosen community. Consider convergent and divergent views about the community and the terms of these agreements and disagreements. Sketch the contours of the conversation in a form that is most helpful to you, and then present the

information to me during our conference. After our conference, write a short, one page paper that illustrates the conversation you've identified. Use the conversation techniques and prompts offered up in the "I Say" section of *They Say/I Say*.

*Thesis Statement: "Tying it All Together" (5%)*

Create a thesis statement that puts forth the major argument of your paper. Bring your thesis statement, and previous assignments to class for a thesis statement workshop. Identify at least 2 further questions that you can bring up in the conclusion of your paper.

*Draft of Analytical Research Paper (15%)*

Write a 3-page draft of your ARP that includes (1) a thesis statement, (2) quotes from both your fieldwork and academic secondary sources, (3) and questions for completion and revision of the paper. Bring the paper to class for peer review.

*Final Analytical Research Paper (20%)*

Write a formal analytical research paper (5-6 pages). The final paper should show significant revision from the draft stage, and should incorporate and improve upon the requirements of the ARP draft. Students will be graded on the strength of the thesis statement, execution of summary and quote integration, conclusion and further research questions, the use of MLA format throughout the document and in the bibliography, the use of evidence to support claims, and overall organization and coherence.

*Extra Credit (Graded Acceptable or Unacceptable, 1/3 letter grade on ARP)*

Write a short response (no longer than 1 page) explaining how you would plan to revise your ARP if given the chance. Focus on one aspect of revision, such as organization, quote integration, thesis statement, conclusion, etc. Your aspect of revision must either be different from or significantly improve upon feedback that I give you on your final draft.

**Course Policies:**

**Attendance** is important to the success of this class and to your development as a writer and reader. Therefore, each unexcused absence after two will result in the lowering of your final grade by a third of a grade. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade. Please understand that all absences are deemed unexcused absences unless documentation is provided to support an excused absence. This documentation must be provided within one week of the original absence. Please contact me via e-mail in the event of any absence.

**Tardiness** is disruptive to the classroom environment, and prevents you from fully participating and assimilating the information and materials discussed in class. Excessive tardiness will lower your participation grade.

**Plagiarism** is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Please remember that at no point during our course work should the work of others be presented as your own. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed;

illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Student Work** must be completed and submitted on time. All assignments should be turned in according to the assigned due date. Late assignments will receive a third of a letter grade deduction (For example an A- would be lowered to a B+) for each day that it is late. After three days the assignment grade will be forfeited if prior arrangements for an extension have not been made.

The grade will not be affected when a draft or final graded assignment is late for reasons that would result in an excused absence. Students who know they will miss the deadline when the assignment is due must contact the instructor as soon as possible in advance of the deadline to arrange for submission of the assignment at a later time. This is to be used for emergencies only please.

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

**Class Cancellation Policy:** In the unlikely event that class must be canceled due to an emergency, I will contact you via email and request that a note on department letterhead be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting. Cancellations will occur primarily at the discretion of the college. If OSU closes the campus then please assume that our class will not meet.

#### **Resources:**

**The OSU Writing Center** is available to provide free, professional writing tutoring and consultation. You may set up an appointment by calling 688-4291 or by dropping by the center at 475 Mendenhall Laboratories. If you are interested in on-line writing advice, visit the OWL (On-Line Writing Lab) at [www.cstw.osu.edu](http://www.cstw.osu.edu).

*The Writing Center offers the following free services:*

Help with any assignment (ranging from lab reports to dissertations) at any stage of the writing process (brainstorming, thesis development, revising, etc.). Face-to-face tutorials by appointment at their main location in 475 Mendenhall Lab (50-minute tutorials, scheduled by appointment only): M-F 8:30 a.m. - 5:30 p.m.. Online tutorials via the chat function on Carmen. Walk-in tutorials at our

satellite location at the Science and Engineering Library, Third Floor (20-minute tutorials, walk-in only): M-W 1:30-3:30 and 5:30-7:30 p.m.. Online appointment scheduling is available 24/7.

**The Ombudsman of the Writing Programs**, Matthew M. Cariello, mediates conflicts between instructors and students in English 110 and 367. His Summer 2011 Walk-in Office Hours: Monday, Wednesday, Thursday & Friday 11-3. Other times are available by appointment. All conversations with the Ombudsman are confidential.

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

**Equipment Loans:** You can borrow digital recorders from the Digital Media Project (DMP) in Denney 324. These recorders are available on a first-come-first-serve basis, so be sure to plan ahead and reserve the recorders ahead of time. For more information, visit <http://dmp.osu.edu>. You can also borrow recorders from Classroom Services, located on the bottom floor of Central Classrooms. For more information, visit <http://classroom.osu.edu/equipment/>. Please note that you will need me to sign a permission form before you are able to borrow these recorders. This form is available on the website.

### Tentative Schedule / Timeline: (Subject to Changes)

<b>Week 1: Introductory Material – What is folklore and who are the folk?</b>	
<b>Tuesday June 21—Day 1</b> Course Introduction – Overview of Syllabus and Class Expectations Sign up for presentations Survey: Research and Writing Skills Discussion: What do you think/know about folklore? Note: Begin thinking about research community	<b>Thursday June 23—Day 2</b> AFSNET What is Folklore? What Do Folklorists Do? (link on CARMEN) Funk & Wagnell's "21 Definitions of Folklore" (on CARMEN) Dundes' "Who Are the Folk?" (on CARMEN) Toelken's "Folklore and Cultural Worldview" (on CARMEN)
<b>Week 2: Concepts for Thinking About Community: Empirical Networks, Imagined Communities, Recognition, Obligation, Boundary Work, Performance, Space, Resistance, Ritual, and Necessity</b>	
<b>Tuesday June 28—Day 3—Class Conducted Online</b> Selections from <i>100 Years of Folklore Studies</i> : Bronner, Freund, Girder, Wiggins, Cunningham, McCarl, and Kalcik (AFSNET)	<b>Thursday June 30—Day 4</b> Andrew Mason's "The Nature of Community" in <i>Community, Solidarity and Belonging</i> (on CARMEN) Glassie's "Ballymenone" and "Carrying On" in <i>The Stars of Ballymenone</i> (on CARMEN) Overview: "Group" by Dorothy Noyes Discussion: Central concepts and terms, How do we define community?, and How does community differ from other terms like identity, culture and nation?
<b>Week 3: Fieldwork</b>	
<b>Tuesday July 5—Day 5</b> Selections from <i>FieldWorking</i> : 233-242, 280-282, 297 Fieldwork research workshop (DMP, audio equipment demo) Discussion: Research communities & questions	<b>Thursday July 7—Day 6</b> TS/IS: Ch 1 & 2 Portelli's "Introduction," "Research as an Experiment in Equality," and "What Makes Oral History Different" in <i>The Death of Luigi Trastulli</i> (on

<i>Due: Research Proposal</i>	CARMEN)
<b>Week 4: Places and Spaces of Community</b>	
<b>Tuesday July 12—Day 7</b> Basso’s “Stalking With Stories” from <i>Wisdom Sits in Places</i> (on CARMEN) Gordon’s “Embodiment, Community Building, and Aesthetic Saturation in ‘Restroom World’” (JSTOR)	<b>Thursday July 14—Day 8</b> <i>TS/IS: Ch 3</i> <i>FieldWorking: “Freewriting”</i> Library research workshop What is MLA format? <i>Due: Fieldwork</i>
<b>Week 5: Initiation and Display</b>	
<b>Tuesday July 19—Day 9</b> Noyes’ “Convivência and Representation,” “The Gaze and the Touch” and “The Techniques of Incorporation” in <i>Fire in the Praça</i> (on CARMEN) Review “Group” Activity: Identifying patterns in fieldwork research	<b>Thursday July 21—Day 10</b> <i>TS/IS: Ch 4 &amp; 5</i> Crowder’s “Chinese Funerals in San Francisco” (JSTOR) Activity: Evidence versus Claims, “10 on 1” <i>Due: Annotated Bibliography</i>
<b>Week 6: Community (Literacies) as Resource</b>	
<b>Tuesday July 26—Day 11</b> Moss’s “Creating a Community” in <i>Literacy Across Communities</i> (on CARMEN) Activity: Creating a Conversation	<b>Thursday July 28—Day 12</b> Weinstein-Shr’s “From Mountaintops to City Streets” in <i>Literacy Across Communities</i> (on CARMEN) <i>Due: Create a Conversation</i>
<b>Week 7: Voluntary Associations</b>	
<b>Tuesday August 2—Day 13</b> Fine’s “Community and Boundary” (JSTOR) “Making a Thesis Statement Evolve” in <i>Writing Analytically</i> (on CARMEN) Activity: Identifying a Thesis Statement; Thesis Statement Revision <i>Due: Thesis Statement</i>	<b>Thursday August 4—Day 14</b> <i>TS/IS: Ch 6 &amp; 7</i> Kruckemeyer’s “‘You Get Sawdust in Your Blood’” (JSTOR) Activity: From Thesis Statement to Draft
<b>Week 8: Community Politics</b>	
<b>Tuesday August 9—Day 15</b> Appalachian Regional Commission website’s “The Appalachian Region” & “About ARC” Watch (in class): <i>Harlan County U.S.A.</i> <i>Due: Draft of ARP</i>	<b>Thursday August 11—Day 16</b> <i>TS/IS: Ch 8 &amp; 9</i> Portelli’s “Harlan, Kentucky, United States” in <i>The Death of Luigi Trastulli and Other Stories</i> (on CARMEN) Cable’s “From Fussin’ to Organizing” in <i>Fighting Back in Appalachia</i> (on CARMEN)
<b>Week 9: Writing About the U.S. Folk Experience</b>	
<b>Tuesday August 16—Day 17</b> <i>Bring: ARP revised drafts for peer review</i> <i>Optional: Draft Conferences this week</i>	<b>Thursday August 18—Day 18</b> <i>TS/IS: Ch 10</i> <i>FieldWorking: “Culture on the Page: Revising, Editing, and Polishing”</i>
<b>Finals Week</b>	
No official class meeting is scheduled for finals week. Optional: One-on-One Conferences <i>Due August 25<sup>th</sup>: Final Analytical Research Paper</i>	