

**FALL 2018**

Course/Section	Instructor	Days Met	Start Date	End Date	Start Time	End Time
AMST 51	Willis, R.	MW	8/21/2018	12/5/2018	11:15 A.M.	12:30 P.M.

**Course Title:** Navigating America  
**Course Description:** This seminar is designed to teach students how to navigate new intellectual terrain and process unfamiliar information from a variety of disciplinary perspectives with an emphasis on discussion, field study, and documentation. Each student will plan, implement, and document an individual short journey. This voyage of discovery on the campus or in the surrounding community will be chronicled with a documentary journal and presented to the class in a multi-media format that conveys the individual's perspective, journey, and discoveries. Additionally, the class will collaboratively plan, implement, and document a common full day journey. This required field study will be a core aspect of the experiential education connection for the course. Gen Ed: SS, CI, EE-Field Work

AMST 55H	Marr, T.	T-TH	8/21/2018	12/5/2018	11:00 A.M.	12:15 P.M.
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**Course Title:** Birth and Death in the United States  
**Course Description:** This course explores birth and death as essential human rites of passage impacted by changing American historical and cultural contexts. Since both remain defining life events beyond experiential recall, studying them in interdisciplinary ways opens powerful insights into how culture mediates the construction of bodies and social identities. Readings and assignments are designed to study changing anthropological rituals, medical procedures, scientific technologies, and ethical quandaries. We will also explore a variety of representations of birth and death in literary expression, film, and material culture as well as in hospitals, funeral homes, and cemeteries. Gen Ed: PH, CI, US.

AMST 59	Tone-Pah-Hote, J.	T-TH	8/21/2018	12/5/2018	12:30 P.M.	1:45 P.M.
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**Course Title:** Native Am. Art in 20th century  
**Course Description:** This course connects American Indian art to vital conversations in American Indian studies such as colonialism, identity, gender, modernity, modernism, sovereignty, and representation. We will also address the following questions: How Native people and others have constructed and contested the idea of the American Indian Art? How have Native artists engaged with modernism in their works? Additionally, we will examine how artists have engaged with and at times resisted the markets for their work and their influence on Native art. Over the course of the semester students will complete formal and informal writing and will produce at least ten pages of writing during the semester. Gen Ed: VP, CI, US.

AMST 101	Holland, S.	MW	8/21/2018	12/5/2018	12:20 P.M.	1:10 P.M.
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**Course Title:** Emergence of Modern America  
**Course Description:** What is this thing called "America"? How do we define the emergence of a region, a nation, and yes, a culture? Are we shaped by what divides us or makes us whole? This course will take students on a journey through some of the key moments in "American" culture – what we will call from now on, "U.S. culture" – that have shaped who we are, or at least who we think we are. The work in this course proceeds thematically rather than chronologically; this means that at any point in our studies we could be in 1960 and 1861, so be prepared to shift temporal locations as we think through the vocabularies of and topics in American Studies. Whenever possible, this course will take advantage of the strengths we have in the Department of American Studies (American Indian and Indigenous Studies, Folklore, Digital Humanities, Global American Studies and Southern Studies) and of our regional space in general. Our work is necessarily interdisciplinary, so materials will be pulled from history, literature, film, visual culture, and philosophy, among others. Gen Ed: HS, NA

AMST/HIST 110	Cobb, D.	MW	8/21/2018	12/5/2018	1:25 P.M.	2:15 P.M.
<b>Course Title:</b> Intro to the History and Cultures of Native North America						
<b>Course Description:</b> "Introduction to the Histories and Cultures of Native America" surveys American Indian history from the period before European contact to the present. We will learn about the diverse and oftentimes surprising ways in which the peoples indigenous to North America negotiated dramatic changes in their lives. To meet this challenging goal, we will learn how to think ethnohistorically and ethnomethodologically. In other words, we will draw insights from multiple disciplines, including history, archaeology, anthropology, sociology, literature, and material culture, to understand how people made sense of the worlds in which they lived. In so doing, we will explore the complexity of Native and non-Native cultures, investigate federal policies and local adaptations, and interrogate systems of domination and the arts of resistance. Gen Ed: HS, NA, US. Includes section on Thursday or Friday.						

AMST 175	Beck, E. (TBA)	MWF	8/21/2018	12/5/2018	3:35 P.M.	4:25 P.M.
<b>Course Title:</b> Introduction to Food Studies: From Science to Society.						
<b>Course Description:</b> This course introduces students to a wide range of topics covering food studies taught by faculty across the UNC campus as well as from Duke, NC State and outside of an academic setting. This course is a project of UNC's academic theme, Food for All: Local and Global Perspectives. The overall objective of this course is to provide an overview of how individuals, communities, and societies produce, distribute, and eat food. This inter-disciplinary course will examine cultural, political, economic, environmental, and geographic approaches to food within local, national, and global contexts. Topics include food politics, food in the arts, land use, how we eat through time, culture and religious food values as well as a basic understanding of physiological concepts of nutrition. Among other topics, students will explore: <ul style="list-style-type: none"> <li>• how people ate prior to agriculture;</li> <li>• where, why and how farming and plant and animal domestication came about, as well as how the adoption of agriculture affected human health;</li> <li>• the complex interactions between food and culture;</li> <li>• food history in the American South;</li> <li>• how food can be used as a political tool as well as how policies can transform our production and consumption of food;</li> <li>• and an overview of micronutrient and macronutrient metabolism</li> </ul>						

AMST 201	STAFF	T-TH	8/21/2018	12/5/2018	3:30 P.M.	4:45 P.M.
<b>Course Title:</b> Approaches to American Studies						
<b>Course Description:</b> This course provides an overview of the interdisciplinary methods of American Studies and contemporary approaches to the study of American society and culture, with an emphasis on literary works. Gen Ed: LA, NA, US.						

AMST 259	Marr, T.	TR	8/21/2018	12/5/2018	3:30 P.M.	4:45 P.M.
<b>Course Title:</b> Tobacco & America						
<b>Course Description:</b> This interdisciplinary APPLES course examines a plant of great local importance to focus on changing histories of land use, social rituals, gendered leisure, commercial marketing, public health, and global capitalism. We will explore different cultures of tobacco in America ranging from traditional Native American ceremony, to the economy of the South, up to recent battles in the courts over public exposure and regulation. The course will consider diverse perspectives from agriculture, epidemiology, literature, popular music and film, folklore, labor and legal history, advertising and material culture. Please note that the central learning in this course will emerge from an engaged long-term service project with a community institution addressing key tobacco-related issues in North Carolina today. Gen Ed: HS, CI, US, EE.						

<b>AMST 276</b>	<b>Englehardt, E.</b>	<b>MW</b>	<b>8/21/2018</b>	<b>12/5/2018</b>	<b>3:35 P.M.</b>	<b>4:50 PM</b>
<b>Course Title:</b> Food and American Society						
<b>Course Description:</b> Polenta or grits? Spaghetti or udon? Pancakes, crepes, or galettes? Biscuits, cornbread, tortillas or sourdough? Regardless of what we call them, individual ingredients, recipes, and food choices tell stories of race, class, ethnicity, gender, and region in the United States. Thanksgiving dinner at grandma's house, fast food from the drive-through, a slow food meal harvested from the community garden, or five-star haute cuisine at this month's hippest restaurant? Where we eat, how much we pay for it, and who labors to create it tell us about capital, nation, and connections between global and local economies. This class will explore diverse American food cultures from a humanities perspective. Along with scholarship in the new field of food studies, we will use cookbooks, novels, poetry, photographs, songs, documentaries, and oral histories to investigate the past and present of American food communities. Gen Ed: CI, US.						

<b>AMST 284</b>	<b>Herman, B.</b>	<b>MW</b>	<b>8/21/2018</b>	<b>12/5/2018</b>	<b>3:35 P.M.</b>	<b>4:50 P.M.</b>
<b>Course Title:</b> Visual Culture						
<b>Course Description:</b> We live in a time and place that is saturated with images. We cannot walk down the street, turn on a television, log onto the internet, open a book, order a meal, text a friend without an unrelenting barrage of images. There are so many images that we encounter in every waking moment of every day that we tend not to think of them, letting the visual world wash over us without reflection or criticism. Of course, if we tried to account for every visual moment and every visual element, we'd all be crazy. Thus, not only do we live in a visual world, we constantly edit it through a process of selective awareness and cultivated blindness. Visual Culture investigates the ways in which we express and grasp meaning through images. We cross boundaries looking at objects ranging from the fine arts to advertising to film to comics to websites and much more. This course provides the critical tools to scrutinize, navigate, and understand the visual worlds we inhabit. Gen Ed: VP. Includes a section on Thursday or Friday.						

<b>AMST 317</b>	<b>Sawin, P</b>	<b>MWF</b>	<b>8/21/2018</b>	<b>12/5/2018</b>	<b>10:10 A.M.</b>	<b>11:00 P.M</b>
<b>Course Title:</b> Adoption in America						
<b>Course Description:</b> How are children to be raised and provided for when their biological parents are absent, dead, unfit, or otherwise unable? What are the rights and responsibilities of adopted children and adoptive parents? The provisions a society makes for the welfare of children regarded as "unparented" serve as a powerful lens into that culture's values and attitudes toward childhood, race, class, gender, reproduction, parenthood, and family. In this course we will take an interdisciplinary approach to the history and current state of adoption and related practices in the United States, emphasizing:						
<ul style="list-style-type: none"> <li>• varying conceptions of the role of the adopted person in the new family—as a source of spiritual renewal, physical labor, or emotional benefit;</li> <li>• changes in the sources of children whom adults are allowed or encouraged to adopt; • a shift from regarding adoption as something shameful to promoting it as something to be celebrated; · changing perceptions of the particular needs of adopted children; • and the relationship of all these changes to developments in United States internal politics (access to birth control; the rights of women, ethnic and racial minorities, LGBTQI people, working people in general and child care workers in particular; political groups militating for or against certain forms of adoption) and international politics (wars and other forms of intervention in the affairs of other nations and tribes; the global movement of people, money, and goods; United Nations policies on children and adoption). We will draw upon work by historians, anthropologists, psychologists, and legal scholars as well as memoirs, films, and fictional depictions. Gen Ed: HS, US.</li> </ul>						

AMST 337	Cobb, D.	MWF	8/21/2018	12/5/2018	9:05 A.M.	9:55 A.M.
<p><b>Course Title:</b> Beyond Red Power (American Indian Activism since 1900)</p> <p><b>Course Description:</b> This course seeks to understand how American Indian individuals and communities survived a century that began with predictions of their disappearance. To answer that question, we take a broad view of politics and activism, exploring everything from the radical protest to art and everyday forms of resistance. This course begins with three questions: What is political? What is activism? and What is Red Power? From there we will explore the liminal space in which Native political action takes place and investigate case studies that will broaden our conception of when, where, and how politics and activism happen. In so doing, we will move across the late nineteenth, twentieth, and early twenty-first centuries, giving systematic attention to multiple social groups, including different American Indian nations and Euro-American society. We will conclude with a discussion of the globalization of the indigenous rights movement. I find the “Discovery Paradigm” to be a compelling model for enhanced learning and have adopted it in this course. This approach is driven by the idea of the “student as scholar.” My objective is to situate you as the discoverers of knowledge—sometimes in the context of critically reflecting on readings that I assign but more often through your own research and writing. Indeed, the research component of the course will afford an opportunity to gain an introduction to historical methods, to apply those methods, and to communicate what you have learned with your colleagues. Throughout the semester, you will also have several opportunities to engage with other learners by working in small groups inside and outside of class. Gen Ed: HS, US.</p>						

AMST 398	Ripp, A.	M	8/21/2018	12/5/2018	3:35 P.M.	6:35 P.M.
<p><b>Course Title:</b> Service Learning in America: Performance in Public(s).</p> <p><b>Course Description:</b> It is easy to think of performances as distinct and autonomous—this dance, that concert, this play. Yet no art exists apart from the venue in which it is presented, the people who consume it, nor the society in which it is made and shown. Whether as a monologue seen by one person in a tiny room or a musical seen by thousands in a huge amphitheater, performance is in part constructed by what and who surround it. This course will teach how to “read” performing arts within these broader public dynamics. We will consider how art and artists -- in theaters as well as at unconventional sites -- diversely engage audiences and utilize space. Throughout, we examine the political implications of these aesthetic choices. Gen Ed: CI, EE-Service Learning.</p>						

AMST 420	Holland, S.	W	8/21/2018	12/5/2018	3:35 P.M.	6:35 P.M.
<p><b>Course Title:</b> Theory in American Studies</p> <p><b>Course Description:</b> This course will move through prevalent theories in American studies to familiarize students with theoretical concepts and to ascertain both the advantages and pitfalls of theoretical landscapes. Students will become familiar with critical race (postcoloniality and settler-colonialism, for example), feminist, "queer" theories, historical materialism, political economy, postcolonialism, and bio-power.</p>						

AMST 439	Tone-Pah-Hote, J.	T-TH	8/21/2018	12/5/2018	3:30 P.M.	4:45 P.M.
<p><b>Course Title:</b> Indigenous Art. &amp; Marketplace</p> <p><b>Course Description:</b> This course examines how Indigenous artists have negotiated, shaped, and pursued markets and venues of display ranging from “fine” art markets, galleries, and museums to popular markets associated with tourism. This course delves into the roles of artists, collectors, and mediators within the art market. Students will explore how colonialism has influenced the spaces and places that Indigenous art has been exchanged, collected, and exhibited. We will also investigate how artists and communities have challenged colonial discourses and practices through their art. Students will consider how the arts connect to the politics of Indigenous sovereignty. We will read academic monographs, articles, and view Indigenous art as part of the course. This course will include a final exam, at least 10 pages of writing, and regular discussions. Gen Ed: VP, CI, GL</p>						

AMST 460	Willis, R.	W	8/21/2018	12/5/2018	2:30 P.M.	5:30 P.M.
<b>Course Title:</b> Rising Waters: Strategies for Resilience to the Challenges of Climate and the Built Environment						
<b>Course Description:</b> This service-learning seminar examines water threats to port cities and low-lying areas from sea-level rise, extreme weather, and inadequate infrastructure. The focus is on the Americas, small and barrier islands, and high hazard regions including the SE US and Gulf communities. The APPLES project will focus on NC resilience strategies. Gen Ed: SS, CI, EE-APPLES						

AMST 475H	Allen, R.	W	8/21/2018	12/5/2018	3:35 P.M.	6:35 P.M.
<b>Course Title:</b> Documenting Communities						
<b>Course Description:</b> This offering of Documenting Communities invites students to learn from and participate in the work of the new Community Histories Workshop (CHW). Launched in July 2016, works with local communities to recover, preserve, and share the memories, stories, and materials that reflect the multi-layered histories of iconic sites. By helping to connect past to present we believe that communities can envision more just, inclusive, and democratic futures. The CHW's approach is interdisciplinary and deeply collaborative—with organizations and units within and beyond the university. It might be best described as community-engaged public history and public humanities. The CHW's statement of principles is informed and inspired by the international sites of conscience movement.						
The undergraduate enrollment in the course is limited to third and fourth year students. Graduate students in any UNC degree program or level of study; graduate students at other Triangle-area universities; and UNC staff are welcome. HOWEVER, the highly participatory, project-based, and experiential character of the course is best expressed in a small-class setting. <i>Enrollment is thus limited.</i>						
Enrollment is handled through the Honors Office (225 Graham Memorial), with Honors Program students receiving priority early registration. American Studies undergraduate majors, AMST PHD students, and Folklore graduate students will also receive priority. Graduate students, staff, and other undergraduates should contact Professor Robert Allen ( <a href="mailto:rallen@email.unc.edu">rallen@email.unc.edu</a> ) for permission. Gen Ed: SS, CI, EE-Field Work.						

AMST 485	Herman, B.	TH	8/21/2018	12/5/2018	3:30 P.M.	6:30 P.M.
<b>Course Title:</b> Folk, Self-Taught, Vernacular, and Outsider Arts						
<b>Course Description:</b> Folk, vernacular, self-taught and outsider are terms applied to a large body of aesthetic work that occupies and contests the borderlands of contemporary art. Our course examines current conversations with this often hotly debated and deeply conflicted field. Among the themes we will discuss are anxieties of authenticity, the connoisseurship of dysfunction, creative and critical inscription and erasure, aesthetic and identity transgressions, and the representation of outsiders in popular and documentary media. The class will visit collections and exhibitions. Among the artists to be discussed are the works of Charles Benefiel, Malcolm Mckesson, Thornton Dial, Sr., Mary Lee Bendolph, Ronald Lockett, Martin Ramirez, Irene Williams, and James Castle. Genres addressed include works on paper, artists' books, quilts and fiber arts, sculpture and "found" constructions, performance pieces, and installations. The seminar will also include working with the artist Lonnie Holley during his weeklong residency, exploring the Souls Grown Deep Archive in the Southern Folklife Center, and planning an exhibition and programming on the art of African-American South scheduled for the Ackland Art Museum in Fall 2020. Gen Ed: VP.						

<b>AMST 510</b>	<b>Richotte, K</b>	<b>MW</b>	<b>8/21/2018</b>	<b>12/5/2018</b>	<b>3:35 PM</b>	<b>4:50 P.M.</b>
<b>Course Title:</b> Federal Indian Law and Policy						
<b>Course Description:</b> This class will engage in an in-depth study of the federal government's legal and political interactions with tribal nations and peoples from the founding through the present day. Often couched as, the "Indian problem," this class examines how the federal government has sought to solve the "problem" through treaties, legislation, litigation, and other political and legal means. By the end of the course, students will have a thorough understanding of the major policy eras and movements in the field of federal Indian law, the major pieces of legislation that have defined the field, and the major court cases that have shaped the law, as well as other political and legal efforts that have defined the relationship between the federal government, the states, and tribal nations and peoples.						

<b>AMST 671</b>	<b>Whisnant, A.</b>	<b>M</b>	<b>8/21/2018</b>	<b>12/5/2018</b>	<b>3:35 P.M.</b>	<b>6:50 P.M.</b>
<b>Course Title:</b> Introduction to Public History						
<b>Course Description:</b> Introduces the theory, politics, and practice of historical work conducted in public venues (museums, historic sites, national parks, government agencies, archives), directed at public audiences, or addressed to public issues.						

<b>AMST 691H</b>	<b>Berlinger ,G</b>	<b>TH</b>	<b>8/21/2018</b>	<b>12/5/2018</b>	<b>6:00 P.M.</b>	<b>8:30 P.M.</b>
<b>Course Title:</b> AMST & Asian Studies Honors Theses 15						
<b>Course Description:</b> AMST 691H is a research and methods course designed to help senior American Studies and Asian Studies majors research and write an honors thesis. Our objectives are to review some major issues in Asian and American Studies and interdisciplinary area studies in general, investigate how each student's research topic fits into these larger debates, review the writing conventions of the appropriate discipline and field, and help students produce innovative, insightful, and articulate research essays. EE.						
Students who complete and successfully defend an honors thesis will graduate with honors. American Studies and Asian Studies students will also participate in the senior colloquium in the spring, where each student will give a short presentation summarizing their thesis research. Completed theses will be entered into the Carolina Digital Repository. Students writing an honors thesis will be enrolled in AMST 691H and ASIA 691H by the department once their thesis applications have been approved. Gen Ed: EE-Mentored Research.						

<b>AMST 700</b>	<b>Richotte, K</b>	<b>W</b>	<b>8/21/2018</b>	<b>12/5/2018</b>	<b>5:30 P.M.</b>	<b>8:30 P.M.</b>
<b>Course Title:</b> History & Practices of AMST						
<b>Course Description:</b> The History and Practices of American Studies will acquaint students with the development of American Studies as an interdisciplinary field from its earliest days as an academic discipline to the present. The course will trace the emergence of American Studies as a discrete discipline within the academy and its subsequent radical reinventions as it engaged with central questions of American identity and exceptionalism. Readings will consist of roughly chronological scholarly works that provide an understanding of American Studies as it has grown from its beginnings as well as more popular works that both speak to questions of American identity and exceptionalism and that are often studied by American Studies scholars. Graduate students from American Studies are required to take this course in their first semester, however graduate students from other disciplines are especially invited to join in the conversation as well.						

<b>AMST 902</b>	<b>Robinson, M.</b>	<b>M</b>	<b>8/21/2018</b>	<b>12/5/2018</b>	<b>3:35 P.M.</b>	<b>6:35 P.M.</b>
<p><b>Course Title:</b> Ph.D. Seminar</p> <p><b>Course Description:</b> This course is designed to 1) Provide time, a supportive structure, and regular peer feedback to help graduate students to prepare their professional portfolio and dissertation proposal; 2) Provide a range of professionalization opportunities, often through visits from guest speakers; and 3) Apply our emerging expertise as scholars to discuss contemporary issues as presented in the work of public intellectuals.</p>						
<b>FOLK 429</b>	<b>Aragon, L.</b>	<b>T-TH</b>	<b>8/21/2018</b>	<b>12/5/2018</b>	<b>12:30 P.M.</b>	<b>1:45 P.M.</b>
<p><b>Course Title:</b> Culture and Power in Southeast Asia</p> <p><b>Course Description:</b> The formation and transformation of values, identities, and expressive forms in Southeast Asia in response to forms of power. Emphasis on the impact of colonialism, the nation-state, and globalization.</p>						
<b>FOLK 481</b>	<b>Berlinger, G</b>	<b>T</b>	<b>8/21/2018</b>	<b>12/5/2018</b>	<b>3:30 P.M.</b>	<b>6:30 P.M.</b>
<p><b>Course Title:</b> Changing Lives of Jewish Objects</p> <p><b>Course Description:</b> What makes an object "Jewish"? This seminar examines how we think about, animate, repurpose, and display "Jewish" objects in contemporary life -- the public realm, cultural institutions, religious spaces, and the home. We consider how makers and users negotiate objects' various meanings within the domains of prayer, performance, entertainment, and exhibition. Gen Ed: VP, EE-Field Work, US. Same as: JWST 481.</p>						
<b>FOLK/ANTH 370</b>	<b>Hinson, G.</b>		<b>8/21/2018</b>	<b>12/5/2018</b>	<b>2:00 P.M.</b>	<b>3:25 P.M.</b>
<p><b>Course Title:</b> Southern Legacies (ANTH enrolls)</p> <p><b>Course Description:</b> This research-intensive class explores the legacy of racial terrorism in N.C.—searching archival sources to discover the family histories of lynching victims, tracing those families to the present, interviewing their descendants, and working with communities to build public awareness of—and perhaps public memorials to—the victims of racial violence.</p>						
<b>FOLK 670</b>	<b>Seidman, R.</b>	<b>W</b>	<b>8/21/2018</b>	<b>12/5/2018</b>	<b>3:35 P.M.</b>	<b>6:05 P.M.</b>
<p><b>Course Title:</b> Introduction to Oral History</p> <p><b>Course Description:</b> The purpose of this course is to introduce students to the pleasures and challenges of creating and using oral history interviews in historical research. We will consider not only how such interviews can be used to explore what happened in the past but also how memories of the past are constructed in the present as people give meaning to their lives through story and in dialogue with others.</p> <p>In Part I of the course, we will read selections from a large and varied interdisciplinary literature on oral history theory and method, survey the interviews in the SOHP archives, and practice our interviewing skills. We will also read scholarship that employs oral history research. In particular, we will focus on the life history interview technique. We'll discuss the benefits and challenges of this particular form of interviewing, and evaluate examples of historical work from celebrated scholars whose oral history research has employed the life history interview technique.</p> <p>In Part II, you will put what you learn in Part I into practice. You will design your own oral history project, conduct two oral history interviews, interpret oral history evidence, assess that evidence in relationship to published and archival records, and present your new knowledge and understandings to an audience of your peers. Some interviews may be selected for the Southern Oral History Program's collection, but all interviews will be prepared for contribution to an archive and given to the interviewees.</p> <p>This process will demand and strengthen a wide range of skills: active listening, close reading, analytic thinking, self-awareness, and teamwork. It will ask you to develop responsible, respectful, and mutually productive relationships with people and to conduct your work in such a way that it will be of value to other scholars and to the people who share their stories with you.</p>						

<b>FOLK 790</b>	<b>Hinson, G.</b>	<b>T-TH</b>	<b>8/21/2018</b>	<b>12/5/2018</b>	<b>11:00 A.M.</b>	<b>12:45 P.M.</b>
<p><b>Course Title:</b> Public Folklore</p> <p><b>Course Description:</b> This graduate seminar addresses the world of public folklore, exploring theory and praxis in public sector cultural work. Focusing on the ways that cultural workers (folklorists and others) bring their understandings to broader publics, and the ways that we can convey these understandings in full collaboration with the communities being represented, this course explores broad issues of representation, cultural politics, touristic display, and culturally-based economic development. While so doing, it remains eminently pragmatic, drawing participants into conversation with public folklorists, inviting them to attend (and assess) public folklore events, and charting the ways that public cultural outreach translates in the 21st century. At the seminar's close, each participant will have written a fundable proposal for a public folklore project.</p>						
<b>FOLK 850</b>	<b>Sawin, P.</b>	<b>W</b>	<b>8/21/2018</b>	<b>12/5/2018</b>	<b>3:35 P.M.</b>	<b>6:25 P.M.</b>
<p><b>Course Title:</b> Approaches to Folklore Theory</p> <p><b>Course Description:</b> Folklore is not a single, determinate object, but rather a category of cultural analysis and a way of looking at our cultural world. It was developed as part of the project of European Modernity and has had significantly different definitions and impacts in succeeding eras, with a distinctly progressive motivation for at least half a century. Indeed, the "problem" with folklore (in the sense of both a practical challenge and a fascinating intellectual question) is that folklore has been and often still is taken to stand for so many different, partially overlapping or even contradictory objects. What, then, might it mean or entail to study "folklore" in the 21st century? This course is designed to:</p> <ul style="list-style-type: none"> <li>• Provide one relatively systematic overview of many of the major issues and perspectives that have characterized the study of folklore over two centuries.</li> <li>• Require students to apply selected theories to bodies of data in order to understand the continuous process whereby theory illuminates data and data inform new theory.</li> <li>• Model a way of thinking historically about the discipline, recognizing how definitions of the folk and folklore and consequent ideas about the social role of folklore and what questions one might productively ask of such material have emerged from the political and social developments of various periods.</li> <li>• Challenge students to develop a form of folklore study that responds progressively to the realities of the global culture and the contentious and polarized political climate in which we now operate.</li> </ul>						