

**FOLK STUDIES 562: FOLKLORE AND EDUCATION
SPRING SEMESTER 2011, Monday 1:50-4:35**

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Office Hours: Wednesday 1-3, Tuesday and Thursday 9:30-10:30, or by appointment

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In a broad sense, almost everything folklorists do is education. This class focuses on, but is not limited to, the K-12 curriculum. Teacher training, folk artists in the schools, the preparation of guides and curricula, the development of educational programming at museums, and the use of folklore to teach writing, multiculturalism and other skills is an important and rapidly expanding part of folkloristics. This class will survey the field of Folklore and Education, considering a variety of publications, lesson plans, audiovisual materials, web pages and other resources. Goals for students include familiarity with resources and the development of practical skills. We will also explore the relevance of folkloristics in the current trend toward test-oriented education, with an emphasis on the Kentucky curriculum. This class is experimental and collaborative in nature.

COURSE REQUIREMENTS

1. Class participation (20% of final grade). Participation is essential in a graduate seminar, especially this one. To participate, you must keep up with the readings and other assignments.
2. Oral and written review of a web site or other educational product (15%). Websites and products may be chosen from a list to be handed out in class, but other sites and products will be considered. They will be carried out in pairs; more details will be presented in class.
3. K-12 lesson plan, thematic in focus (35%). Written materials should be easily adaptable to a website. Oral presentations should include actual classroom activities. More details will be presented in class.
5. Final examination (30% of final grade). An open book, open note essay exam, possibly take-home.

READINGS

TO BE PURCHASED AT CAMPUS BOOKSTORE (or online):

Archibald, Jo-Ann. *Indigenous Storywork: Educating the Heart, Mind, Body and Spirit*. Vancouver: University of British Columbia Press, 2008.

Congdon, Kristin G. *Community Art in Action*. Worcester, MA: Davis Publications, 2004.

Heath, Shirley Brice. *Ways With Words: Language, Life and Work in Communities and Classroom*. Cambridge, UK: Cambridge University Press, 1996.

MacDowell, Marsha, and LuAnne Kozma. *Folk Arts in Education: A Resource Handbook II*. East Lansing, MI: Michigan State University Museum, 2008. Readings from this resource are marked **FAE** on the class schedule. **Note:** Available as a free download at <http://www.folkartsineducation.org/index.php>, or for purchase as a disk or hard copy at <https://secure.museum.msu.edu/MTAPStore/category.asp?time=104523&category=FFAE>.

Simons, Elizabeth Radin. *Student Worlds, Student Words: Teaching Writing Through Folklore*. Portsmouth, NH: Boynton/Cook, 1990. **Note:** This book is out of print and unavailable at the WKU bookstore, but used copies can be easily found online.

Sunstein, Bonnie Stone and Elizabeth Chiseri-Strater. *Fieldworking: Reading and Writing Research*. Boston: Bedford/St. Martin=s, 2006. Third edition. **Note:** This book has a supplementary website, <http://bcs.bedfordstmartins.com/fieldworking3e/>. You will need to register to use it.

READINGS from the Journal of American Folklore (JAF) or the Journal of Folklore Research (JFR) can be accessed on campus computers, via PROJECT MUSE or JSTOR. The entire run of JAF is available on JSTOR; PROJECT MUSE starts with 2001. You can access articles available on PROJECT MUSE by googling them on a campus computer; the texts should come right up. For JSTOR, you will need to go to the WKU library website, click on Aatabases,@ scroll down to JSTOR, click on it, then search for the article. From off campus, you can go to the WKU library webpage, click on Aatabases,@ put in your WKU email address and password, scroll down to PROJECT MUSE or JSTOR, and search for the article.

BLACK BOARD: All short readings not from JAF can be found on the class blackboard site. If anyone has problems accessing online materials, please talk to Prof. Evans. Readings available at the Blackboard site are marked **BB** on the class schedule.

IN ADDITION, students should familiarize themselves with the *Local Learning Network*,

<http://locallearningnetwork.org/>, with the *Folklife Resources for Educators* database, <http://www.loc.gov/folklife/teachers/index.html>, and with the glossaries of K-12 education terms at <http://www.ascd.org/Publications/Lexicon-of-Learning/Lexicon-of-Learning.aspx> and <http://www.teach-nology.com/glossary/>.

ONLINE: Many other readings and resources will be accessed online; see the selected websites at the end of the syllabus.

SCHEDULE OF CLASSES

1/24. Introduction.

1/31. Folklore and Education: Encompassing the Field.

Paddy Bowman, "Standing at the Crossroads of Folklore and Education," *Journal of American Folklore* 119:471, 2006. FAE.

Barbara Morgan-Fleming, "Folklore in Schools: Connections Between Folklore and Education," from *Inside the Classroom (and Out): How We Learn Through Folklore*, ed. Kenneth L. Untiedt. Denton, TX: University of North Texas Press, 2005. BB.

Browse through the resources listed in FAE.

A Teacher's Guide to Kentucky Folklife, downloaded from the Kentucky Folklife Program website, http://history.ky.gov/pdf/Education/Folklife_Guide_Feb04.pdf.

Familiarize yourself with the **Local Learning Network** and the **Folklife Resources for Teachers Database**.

2/7. Visit by Jan Rosenberg.

Jan Rosenberg, "From Me to We: Folklore and Education in the Work of Three Early Twentieth Century Educators," BB.

Diane E. Sidener, "Standards for Folklife Education," Pennsylvania Alliance for Arts Education, 1997. BB.

Jan Rosenberg, "A Bibliography of Works in Folklore and Education Published between 1929 and 1992." BB.

Familiarize yourself with **Kentucky Core Content** materials. They will be made available in the Morgan room, or can be downloaded from the Kentucky Department of Education website, <http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.1/> (or get on the Kentucky Department of Education webpage, click on "Core Content", then click on "Core Content for Assessment 4.1").

2/14. Folk Arts.

Rita Moonsammy, "Passing It On," Auctioneering Lesson Plan, FAE.

Debra Kodish and William Westerman, "Negotiating Pitfalls and Possibilities," BB.

Kristin Congdon, *Community Art in Action*.

City Lore and Folklife in the Schools, Northwest Folklife, FAE.

Familiarize yourself with the **Louisiana Voices** and **Wisconsin Folks** websites (both accessible from FAE).

2/21. Writing.

Simons, *Student Worlds, Student Words*.

Spurrin' the Words excerpts, FAE and BB.

Familiarize yourself with the **Folkwriting** and **Montana Heritage Project** websites.

2/28. Student Reports on Products and Web Sites.

3/4. Visit by Gregory Hansen (Friday)

Lynne Hamer, "Folklore in Schools and Multicultural Education: Toward Institutionalizing Noninstitutional Knowledge," Journal of American Folklore 113:447, 2000. BB.

Judith Haut, "How Can Acting Like a Fieldworker Enrich Pluralistic Education," from *Putting Folklore to Use* (ed. M.O. Jones). BB.

Gregory Hansen, "Folklore in Education," chapter eight from *A Florida Fiddler*. BB.

3/7. Spring break

3/14. Education and Community, pt. 1.

Mark Wagler et al, *Kids' Guide to Local Culture*, and *Teachers' Guide to Local Culture*, download from <http://csumc.wisc.edu/cmct/HmongTour/howwedidit/index.htm>.

Laurie Sommers, *The Florida Music Train*, excerpt. FAE and BB.

Familiarize yourself with the **Oregon Folklife Program** and **Center for the Study of Upper Midwestern Cultures** websites.

3/21. Education and Community, pt. 2.

Heath, *Ways With Words*.

3/28. Multiculturalism, Immigrant/refugee.

Dia Cha et al, *Field Guide to Hmong Culture*, download from <http://csumc.wisc.edu/cmct/HmongTour/howwedidit/index.htm>.

Nelda Ault, "Folk Just Means People," selections. **BB**.

Familiarize yourself with the **Hmong Cultural Tour** website, <http://csumc.wisc.edu/cmct/HmongTour/>.

Sample from *Texas Folklife: Powwow in the Schools*, **FAE**.

Grade 7 Module: Walking on Solid Ground. Can be downloaded from <http://www.folkloreproject.org/programs/education/index.php>.

Check out the webpage of Philadelphia's Folk Arts and Cultural Treasures Charter School, <http://www.factschool.org/>.

4/4. Place, the Built Environment, Historic Preservation.

C.A.R.T.S. Newsletter, "Sense of Place." Volume 6, 2002.

<http://locallearningnetwork.org/library/articles/>.

Nancy Solomon, *Long Island Traditional Architecture, 1600-1870: A Teacher Resource Guide*, excerpts. Long Island Traditions, 2006. **BB**.

Masters of the Building Arts: Activity Guide. Smithsonian Center for Folklife and Cultural Heritage. Can be downloaded from

http://www.folklife.si.edu/education_exhibits/resources/masters.aspx.

Sample from *Hispanic Folk Arts and the Environment*, **FAE**.

Familiarize yourself with the **Promise of Place, Center for Understanding the Built Environment** and **National Park Service Teaching with Historic Places** websites.

4/11. Visit by Marsha MacDowell and Kurt Dewhurst

TBA

4/18. Human Rights.

Nancy Flowers and David A. Shiman, "Teacher Education and the Human Rights Vision," from *Human Rights Education for the Twenty-First Century*, edited by George J. Andreopoulos and Richard Pierre Claude. Philadelphia: University of Pennsylvania Press, 1997. **BB**.

bell hooks, *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994. chapters 2 and 3. **BB**.

Three selections from *Putting the Movement Back into Civil Rights Teaching: A Resource Guide for K-12 Classrooms*, edited by Deborah Menkart, Alana D. Murray and Jenice L. View.

Teaching for Change, 2004. Selections by Herbert Kohl ("The Politics of Children's Literature"), Irene McGinty and Monica Larenas ("The Power of Language and Literacy"), and Debora Kodish and Teresa Jaynes ("Big Shoes to Fill"). **BB**.

Meredith Martin, "Folklore, Human Rights Education Theory, and Social Justice Annotated Bibliography." **BB**.

Familiarize yourself with the **Teaching Tolerance** website, and with **Civilrightsteaching.org**.

4/25. Indigenous Knowledge, Film/Radio.

Archibald, *Indigenous Storywork*.
Indians of Northwest California, FAE.
To Honor and Comfort, FAE and download from
<http://nmai.si.edu/subpage.cfm?subpage=education&second=pub>.
Matthews and Patterson, *Learning from Your Community*, FAE.
Richman, *Teen Reporter Handbook*, FAE.
Sound Portraits, FAE and <http://soundportraits.org/education/> (including “Ghetto Life Study Guide”).
Portraits of Oregon, FAE and <http://www.ohs.org/education/folklife/Portraits-of-Oregon.cfm>.
Familiarize yourself with **Alaska Native Knowledge Network**

5/2. Ethnography and Higher Education, Foodways.

Sunstein and Chiseri-Strater, *Fieldworking*.
C.A.R.T.S. newsletter: Foodways issue. Volume 11, 2010.
<http://locallearningnetwork.org/library/articles/>.
North Country Folklife Online: Good Food, Served Right, FAE and
<http://www.northcountryfolklore.org/goodfood/index.html>.

5/9. Final Exam.

SELECTED FOLKLIFE IN EDUCATION WEB SITES

4-H Fishing Program. <http://www.4hfishing.org/>. Based in Colorado, with a folklore emphasis.

Alaska Native Knowledge Network. <http://ankn.uaf.edu>. A huge online network. For K-12 teacher resources, click on Acurriculum resources@ on the home page. Of particular note are the lesson plans which use indigenous knowledge and learning methods to teach science and math, but the site contains links to many other resources. And the spiral chart is cool!

American Folklife Center, Library of Congress. <http://www.loc.gov/folklife>. In addition to online publications such as ATeacher=s Guide to Folklife Resources@ and AFolklife and Fieldwork,@ contains thousands of photographs, recording and documents, many of which could easily be used in education projects. See also the Veteran=s History Project <http://www.loc.gov/folklife/vets>, the Local Legacy sites, which give information on culturally important sites and events in each state, <http://www.loc.gov/folklife/roots/ac-home.html>, the Teachers= Guide to Folklife Resources, <http://www.loc.gov/folklife/teachers/index.html>, and StoryCorps, <http://www.loc.gov/folklife/storycorpsfaq.html>.

American Folklore Society. <http://afsnet.org>. Includes links to the Education and Public Programs sections, and many other resources.

American Folklore Society, Folklore & Education section. <http://www.afsnet.org/?page=FolkloreEd>. Includes information, links, and the online newsletter. Students can join the Education section (\$10) without paying full society dues.

Arizona Heritage Project. <http://www.azhp.org/>. Engages students in collecting stories from Arizona veterans.

Bluegrass in the Schools. <http://www.ibma.org/events.programs/schools/index.asp>. Lesson plans, inexpensive resources and grants for teachers, from the Foundation for Bluegrass Music.

Center for the Study of Upper Midwestern Cultures. <http://csumc.wisc.edu>. Based out of Wisconsin, the CSUMC offers a wealth of excellent web-based materials for exploring local cultures, including cultural tours, curriculum guides, podcasts, films, and student projects. Click on the various categories under AEducation and Outreach@. The AField Guide to Local Culture@ and the AHmong Cultural Tour@ are outstanding; also of note are the ADane County Cultural Tour@ and AWisconsin Weather Stories,@ various other tours, and the materials from ESL classes.

Center for Understanding the Built Environment. <http://www.cubekc.org>. A great website on teaching about the built environment in the K-12 classroom. Includes lesson plans and resources that relate this topic to many parts of the curriculum.

City Lore. <http://www.citylore.org>. With a focus on the folklife of New York City, this organization also works with teachers nationally. Click on “Education”; many other parts of this website are well worth exploring.

Civil Rights Teaching. <http://www.civilrightsteaching.org>. Developed as a companion to Menkart, Murray and View=s book *Putting the Movement Back Into Civil Rights Teaching: A Resource Guide for Classrooms and Communities*, this site provides access to wealth of materials on teaching civil rights.

Colorado: The Ties That Bind. <http://www.coloarts.org/programs/education/folkarts/index.htm>. Folklife curriculum for Colorado schools, from the Colorado Arts Council.

Digital Traditions. <http://www.digitaltraditions.net>. From the McKissick Museum in South Carolina, this site offers resources and lesson plans on related to South Carolina (sea grass baskets, African-American celebrations, etc.), and many links to related sites.

East Mims Oral History Project. <http://pegasus.cc.ucf.edu/~cha/mims/welcometomims.html>. An oral history webpage created via a student project to document a historically African-American area in central Florida.

Educational Cyberplayground. <http://www.edu-cyberpg.com/>. Contains many resources and links for teaching about oral traditions, especially music.

FieldWorking. <http://bcs.bedfordstmartins.com/fieldworking3e/>. Website to accompany the book *Fieldworking* by Elizabeth Chiseri-Strater and Bonnie Sunstein. You will need to register to use this site.

Florida Cultural Heritage Alliance. <http://www.folkvine.org>. A fun and innovative website dedicated to Florida folk artists and to using folklore in Florida classrooms.

Folkstreams. <http://www.folkstreams.net> is a video-streaming site built as a national preserve of American folk culture documentaries and offers users extensive background materials for each film. Lesson plans and other educational materials are available for many of the films; click on “Educators Portal” on the left side of the main page.

Folkwriting. <http://www.valdosta.edu/folkwriting> provides comprehensive lessons on place, heritage, and traditions based on the premise that students write best when they write what they know.

Hispanic Folk Arts & the Environment: A New Mexican Perspective. <http://www.edu-cyberpg.com/>. Lesson plans and other materials on new Mexican Hispanic material culture and folklife.

Iowa Folklife Program.

<http://www.iowaartscouncil.org/programs/folk-and-traditional-arts/resources.shtml>. The website includes two excellent K-12 curriculum guides, *Iowa Folklife*, <http://www.uni.edu/iowaonline/folklife/intro/index.htm>, and *Iowa Folklife* volume 2, http://www.uni.edu/iowaonline/folklife_v2/.

Kentucky Department of Education. <http://www.education.ky.gov/>. Click on Core Content to access the Kentucky state curriculum (the “Combined Curriculum Document 2006,” including the Core Curriculum and the DOK – Depth of Knowledge supplements), lesson plans, information on testing, and other resources.

Kentucky Educational Reform Act (KERA). <http://www.wku.edu/library/keram/index.htm>. A WKU webpage with information about KERA and its various updates and supplements.

Kentucky Educational Television. <http://www.ket.org/education/guides.htm>. Links to a number of teacher’s guides, mostly free, from KET.

Kentucky Folklife Program. <http://history.ky.gov/sub.php?pageid=77§ionid=15>. Includes links for the Kentucky Folklife Festival and school programs. If you click on Folklife in the Schools, you can download the Teacher’s Guide to Kentucky Folklife.

Library of Congress: Teachers’ Page. <http://www.loc.gov/teachers/>. Contains many lesson plans, thematically organized, utilizing the huge collection of online historical resources from the Library of Congress. Of particular note is the “Culture and Folklife” section.

Local Learning Network. <http://locallearningnetwork.org/>. Web site of the National Network for Folk Arts in Education, with many links to national and local resources. This is the best general website for Folklore & Education resources. An extensive collection of articles (including some used in class) can be found by clicking on “Library” and then on “The Archive”.

Long Island Traditions. <http://www.longislandtraditions.org>. Click on Programs and Services. Includes a lot of excellent educational materials. Especially noteworthy is the material on architecture.

Louisiana Voices: An Educator’s Guide to Exploring Our Communities and Traditions. <http://www.louisianavoices.org>. Written for Louisiana classrooms, this large and outstanding guide can serve as a model for any region.

Michigan Traditional Arts Program. <http://museum.msu.edu/s-program/mtap/>. Affiliated with the Michigan State University Museum. Click on Info for Educators. Includes Folkpatterns (4-H), Michigan Voices, and many other useful resources.

Mississippi: Crossroads of the Heart. <http://www.arts.state.ms.us/crossroads/main.html>.

Interesting classroom materials on Mississippi folklife.

Montana Heritage Project. <http://www.montanaheritageproject.org/>. An excellent writing program for teachers and students, with an emphasis on place, community and folklore.

Museum of International Folk Art. <http://www.moifa.org/eventsedu/curricula.html>. Includes a number of curriculum guides related to online folk art exhibits, with lesson plans and activities.

National Council for Preservation Education (NCPE). <http://www.ncpe.us/>. The main site for historic preservation education. Geared toward higher education rather than K-12, but contains many useful links to websites and resources. Also the place to go for historic preservation internships.

National Endowment for the Arts. <http://www.nea.gov/pub/imagine.pdf>. *Imagine! Introducing Your Children to the Arts*, a guide for parents to be used with children ages 3-8, can be downloaded.

National Museum of the American Indian. <http://www.nmai.si.edu>. Provides online teaching guides, bibliographies of student resources, and virtual exhibits. Click on Aeducation.@

National Park Service, Teaching With Historic Places. <http://www.cr.nps.gov/nr/twhp/>. Excellent website containing lesson plans and other materials for teaching about historic architecture, landscapes and preservation.

National Trust for Historic Preservation. <http://www.preservationnation.org/>. Contains information on National Trust programs and many useful links.

NEH Edsitement. <http://edsitement.neh.gov/>. This National Endowment for Humanities site includes links to many useful websites in humanities education.

Oregon Folklife Program. <http://ohs.org/education/folklife/index.cfm>, has in the past had several sites of interest, including classroom units on various aspects of Oregon folklife, online student magazines, student made ethnographic films and other products. At the time this syllabus was made, the only links were AMexican American Folklife in Oregon,@ and AMasters of Ceremony,@ which contains lessons based on the work and lives of four immigrant artists. The site may be transferred to the Oregon Arts Council.

Philadelphia Folklore Project. <http://www.folkloreproject.org/programs/education/index.php>. Contains a number of excellent lesson plans dealing with human rights, immigrant cultures and other topics, and information on the Folk Arts and Cultural Treasures Charter School, the only folklore charter school (as far as I know).

Promise of Place. <http://www.promiseofplace.org/>. A network of place-based educational

materials.

Public Broadcasting System. <http://www.pbs.org>. Click “teachers.” Resources include online lessons such as *River of Song* (www.pbs.org/riverofsong) with lessons on traditional music along the Mississippi; *The New Americans* (www.pbs.org/kcet/newamericans) on immigration; *Africans in America* (www.pbs.org/wgbh/aia); *Ken Burns= Jazz* (www.pbs.org/jazz/classroom/); *American Roots Music* (<http://www.pbs.org/americanrootsmusic/>); *The Blues* (<http://www.pbs.org/theblues/classroom.html>); *Eyes on the Prize* (www.pbs.org/wgbh/amex/eyesonthepize), about the Civil Rights movement; and many others.

Radio Diaries. <http://www.radiodiaries.org/>. A private nonprofit affiliated with the Corporation for Public Broadcasting. Works with people to document their own lives for public radio: teenagers, seniors, prison inmates and others whose voices are rarely heard. Includes the Teen Reporter Handbook, a very useful guide for creating youth radio, and various human rights related projects.

Rock & Roll Library. <http://www.rocklibrary.com> is dedicated to recognizing the historical and cultural significance of popular music and weaving popular music and culture into the fabric of educational curriculum. Find lesson plans, lyrics, student work. Folklorist Jon Lohman wrote a lesson for making murals and writing poetry inspired by John Lennon's "Imagine".

Rural School and Community Trust. <http://www.ruraledu.org> promotes student engagement in community based work. Includes units on rural poetry and many other topics. The August 2003 issue of *Rural Roots* includes articles on folklore.

Rural Voices Radio. <http://www.nwp.org/cs/public/print/doc/programs/rvr.csp> is the first spoken work production of the National Writing Project. The stories feature original writings by students and teachers from diverse rural regions throughout the U.S.

Smithsonian Center for Folklife and Cultural Heritage. <http://www.folklife.si.edu/>. Click on “Education & Exhibits” and then on “Resources.” Offers many resources including online curricular materials (e.g., *Borders and Identity* about the U.S./Mexican border, *Discovering Our Delta*, etc.), educational kits to order, and guidelines for doing oral histories and creating exhibits in the classroom. Click on “The Folkways Collection Podcast” for a huge archive of free downloadable recordings, mostly folk and traditional music.

Sound Portraits. <http://www.soundportraits.org/about/>. A private nonprofit organization dedicated to telling stories that bring neglected American voices to a national audience via radio, print or the web. Among other things, Sound Portraits directs Story Corp in collaboration with the American Folklife Center, and Youth Portraits, a program in which incarcerated young adults create radio documentaries about their lives. Click on “Education.”

Streetplay. <http://www.streetplay.com/>. Dedicated to urban folk games.

Teaching Tolerance. <http://www.teachingtolerance.org>. An outstanding website maintained by the Southern Poverty Law Center. Includes resources on teaching tolerance and combating prejudice in the classroom. Also offers access to the journal *Teaching Tolerance*, which includes articles on using folklore in the classroom in the Fall and Spring 2002 issues.

Texas Folklife Resources. <http://www.texasfolklife.org>. Clicking on AInformation and Resources@ will bring up links to a number of interesting curriculum packets including several on music; see especially APowwow in the Schools.@

Traditional Arts in Upstate New York. <http://tauny.org/pages/14/3/north-country-folklore-online>. Contains lesson plans tied into several of TAUNY's programs, including *Good Food Served Right* and The Registry of Very Special Places.

Turkey Maiden Computer Game.
<http://www.digitalethnography.dm.ucf.edu/tmgameoutline.html>. The only online folklore & education videogame (as far as I now).

Vermont Folklife Center. <http://www.vermontfolklifecenter.org>. The VFC has developed many cutting edge educational materials, children=s books, etc. Click on "Education." Also, see the online lessons on doing fieldwork, and the link to "Youth Radio Vermont."

Western Folklife Center. <http://westernfolklife.org>. Lots of material on cowboy poetry including lesson plans, and many other interesting resources.

What Kids Can Do. <http://www.whatkidscando.org>. A national nonprofit connecting school reform, youth development, community development, service learning, and school-to-work. Find model projects and compelling community-based student work.

Wisconsin Folks. <http://www.wisconsinfolks.org>. An impressive multimedia webpage for schools, focusing on Wisconsin traditional artists.