FALL 2017: Meets Wednesdays starting August 23, 2017 to December 13, 2017 from 5:00 pm to 7:40 pm in room: Hamilton Library 3G

Instructor: Nyla Fujii-Babb
Voicemail: cell: 391-4446
Email: kokopea@gmail.com preferred (or nylaf@hawaii.edu)
Office & Office hours: By appointment only. The instructor is not available on campus except during class hours. You are expected to contact her via email or by phone for questions and/or to make an appointment.

Course Description

This course does not intend to make the student into a folklorist, rather it will introduce the student to notable works, names, and theories in the field of folklore study as a means of assisting the student to create a criteria for selecting superior as opposed to inferior translations and re-tellings of folklore for inclusion in a basic collection.

The course will introduce students to basic reference sources in this field, including several on Hawaii and the Pacific Islands.

This course will provide an introduction to the early traditions of oral narration (storytelling) around the world with special emphasis on the history of storytelling in libraries to provide the student with justifications for the inclusion of the art of storytelling in the school curriculum and in the program planning of public libraries.

The course will provide practical methodology for selecting, learning, and telling a story for classroom or public library performance.

This course will also examine some issues in storytelling such as copyright, public domain of material, cultural and ethnic sensitivity in adapting works from folklore, and other issues engendered from the student's readings.

Prerequisite: None

Student Learning Outcomes Addressed

SLO5: Cultures: Engage with diverse communities and/or indigenous cultures.

Professional Expectations

All students in the program are expected to become familiar with and adhere to the Professional Expectations policies found at https://www.hawaii.edu/lis/resources/professional-expectations/
Course Objectives
The student will be able to:

- Articulate knowledge of basic theories and reference sources in this field, including several on Hawaiian and Pacific Regional Folklore;
- Articulate critical thinking particularly in examining issues such as censorship, ethnic and cultural sensitivity to folk narratives, and the adaptation of folk material; selection criteria for traditional literature; and other concerns to the profession;
- Articulate and advocate for program justification, planning, implementation, and evaluation;
- Critically evaluate and communicate knowledge about research in the field of folklore and oral narration in an articulate and creative fashion
- Tell a story and read aloud a picture book applying principles of critique for performances as a means of promoting the reading of traditional literature and folklore in the classroom and in the library setting;
- Select, build, maintain, and defend a basic collection of folklore and traditional literature.

Evidence for these objectives will be documented through:

- Participation in class discussion and in performance critiques.
- Creation of response logs to readings and guest speakers
- Creation of a critically annotated bibliography on specific topics, themes, or cultural folk groups and their narratives.
- Creation of a written summary of specific folk group research identifying cultural markers and issues of cultural sensitivity.
- Creation of an essay that addresses issues of challenged material in the field of folklore preservation and/or oral narration advocacy.
- Design and implementation of a short program integrating the folk group research with a performance of oral narration (storytelling) and picture book read-aloud that targets a specific audience.

Teaching Philosophy and Method
In this course emphasis is on inquiry-driven learning and the practical application of theory to practice; therefore, in addition to traditional lectures the following strategies will be incorporated into the course:

- Interactive discussions
- Cooperative learning activities
- Reflective and analytical writing
- Creative and persuasive student presentations with peer and instructor feedback
- Guest speakers augmented by student or teacher-lead discussions

Research Methods
While formal research methodologies are not part of the major assignments in this course, students focus on an important element that is crucial in literary research, i.e., the ability to critically analyze selected literature using multiple lenses including historical, social, cultural, and linguistic perspectives.
Requirements
The Instructor as Adjunct Faculty is not on campus full time and so cannot accept Incompletes (INC) for this course. All work must be completed on time as posted on the posted Course Schedule.

Course Text and Readings
REQUIRED TEXTS:
The texts are available from the UH Bookstore. Assigned readings from the texts are on the Course Schedule.

Additional required readings:
- Are listed on the Course Schedule and will be posted in the LIS 685 Laulima Course Homepage in RESOURCES.
- May also be accessed in the University of Hawaii or Hawaii State Public Library System’s online EBSCO periodical database.
- For your Oral and Written Presentation it is **STRONGLY** recommended you make use of the resources of the Hawaii State Public Library System as the University’s mission does not encompass purchasing a large collection of folklore for children and for youth.

To access the resources of the Hawaii State Public Library System:
- Visit your nearest public library -- see [http://www.librarieshawaii.org](http://www.librarieshawaii.org) website for information on the locations, open hours, and to access the catalog and databases.
- To get a library card -Bring identification with a local mailing address
- Or if your identification does not include a correct and current local mailing address, ALSO bring in an item with your current, correct, local mailing address such as a utility bill with your name on it, a rent receipt, a postmarked and cancelled letter sent to you, etc.
- Allow at least a WEEK or more when placing a hold on a title you need for class. Reserving a book is free at the public library but fines are charged if you do not pick it up on time.

If you are going to call upon a librarian in the public library system to assist you with your bibliographic resources or with your program presentation, please understand that they are very busy.
- Do call first and make an appointment.
- Allow the librarian at least a day to pull together the resources that you need.
  If you just walk-in you will be probably competing with class visits, or reference desk duties. The librarian will not be able to assist you as fully as he/she would like.

The course bibliography and bibliographies completed by the other members of the class are supplemental, though some of the materials may be examined during class.

Students are encouraged to use the LIS Laulima Course Homepage, email, and other technology to share their final bibliographies with the class and to turn in papers to the instructor.
Students are encouraged to make use of any or all bibliographic materials in the preparation of their oral and written presentations, as well as, in their response logs and essays.

Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Class discussion &amp; Critiques</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Written Presentation and Bibliography</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>One Response Log</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>One Essay</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Letter Grades for the Course

- A+ 97-100
- A 94-96
- B+ 87-90
- B 84-86
- C+ 77-80
- C 74-76
- A- 91-93
- B- 81-83
- C- 71-73

Due Dates

One point (1) will be deducted each day for late presentations and written assignments. If you miss class you are responsible for obtaining notes and handouts from classmates and the instructor. Points will be deducted if you are not present to hear the student presentations and subsequently are unable to hand-in a critique.

Full points will be awarded only if all participation requirements are met.

10 All assignments are handed in on time, frequent constructive contributions to class discussions, encouraging the participation of others in discussion, a satisfactory to outstanding completion of oral presentation(s) and full participation in a positive critique of other presentations. Perfect attendance.

9 All assignments are handed in on time, frequent constructive contributions to class discussions, encouraging the participation of others in discussion, completion of oral presentation(s) and participation in a positive critique of other presentations. Near perfect attendance.

8 All assignments are handed in, occasional constructive contributions to class discussions, completion of oral presentation(s) and participation in a positive critique.

7 All assignments are handed in, contributing once or twice to class discussions, poorly prepared but completed oral presentation(s) and occasional participation in a positive critique of other presentations. Near perfect attendance.

6 Incomplete or unsatisfactory assignments are handed in, no contribution to class discussions, unexcused lateness or poorly prepared but completed oral presentation(s) and no participation in the critique of other presentations. Two absences.
0-5 Three or more absences, no contribution to discussions, incomplete or unsatisfactory assignments, incomplete or unsatisfactory oral presentations, and no participation in critique.

Technology Requirements
-- Post and respond to messages via email
-- Send attachments
-- Produce reports on PC or MAC word processing programs
-- Use various databases including library online catalogs for the University of Hawaii and for the Hawaii State Public Library System and their shared databases for periodical research
-- Access Internet and search for online information

This course requires you to use a computer to produce all of the written assignments. PCs and MACs are available in the LIS and UH computer labs, but you must bring your own paper to print. If you have a computer, email access, and modem at home, obtain a handout for remote access to the Hamilton Library Information Desk or to the Hawaii State Public Library System.

Expectations and Assignments:

| I. 20% of the grade will be determined by a student's participation in class discussions and in critique |

Objectives:
- To exchange perceptions, interpretations, and questions about materials read.
- To develop a standard of critique to evaluate storytelling performances in the library.

Tasks:
- Students are required to participate in the general discussions of issues in class. In order to promote thoughtful consideration of the issues, students are expected to have read through their assignments in advance and to discuss the readings without flipping through the articles looking for the text. They may, however, tag relevant or meaningful points in the text during their reading and may refer to the marked text during discussion.
- Students are required to critique fellow classmates' oral presentations. For the student presentations, a critique form is included AT THE END of this syllabus. Fellow students will take notes and make positive constructive observations on folder paper using the critique form as a guide for each presenter.
- These notes:
  - will be signed
  - turned in to the instructor who will read them.
  - be given points for each critique “turned in” not for content.
  - and collated for the presenter to keep.

Extra Credit may be earned for excused absences and/or for critiques missed -- by attending one or more professional or library storytelling event(s) and turning in a written critique of a storyteller for each in-class critique missed. Some of the Spring storytelling events on Oahu will be posted in class.

Criteria for Assessment:
• Demonstrate familiarity with the works read and ability to summarize ideas and personal perceptions in ongoing discussion in the classroom setting.
• Demonstrate ability to analytically observe an oral narration presentation and to provide positive and helpful feedback in the context of basic oral narration methodology and skills.

**Expectations and Assignments Continued**

| II. | 25% of the grade will be determined by an Oral presentation |

Each student will be required to do one (minimum 20-30 minute) oral presentation which will include a prepared storytelling piece identified for lower or for upper elementary or for secondary or for adult audiences. This oral presentation will be accompanied by a written summary and annotated bibliography as described below:

In addition each student will be required to do a picture book read-aloud on their topic for a target audience -- preschool, early elementary, upper elementary, etc.

Objective:
• To effectively promote resources from the folk traditions, to examine cultural markers from the folk traditions and to apply the principals of basic oral narration.

Task:
• To design and deliver a minimum of a 30 to 45 minute presentation which will include a memorized story to be told in any oral narration style of your choice and an introduction to the folk traditions from which the story is taken. And one picture book read-aloud.
• Oral Presentation Content:
  • Select a "folk" group for your presentation. Your choice of "folk" group should be turned in by the second week of class. Should there be two with the same selection we will decide together how to break the tie!
  • Research your folk group and find a story to tell from its traditions.
  • Introduce your story by summarizing its origins, cultural markers, and indicate the type of story and/or any significant motifs that are contained within it.
  • Include a brief statement about your recommendations for use (age/group, collection, program planning).
  • This is an oral presentation you should **not** be reading from your written summary!
  • Tell your story (**no notes!**) in any oral narrative style of your choosing.
  • Read-aloud a selected picture book on the same topic using the techniques for public performance picture book reading discussed in class.
  • Participate in the class discussion and critique.
• Extra points for grades and extra credit will not be given for presentations using Powerpoint, or other technology in this presentation. The objective of the presentation is to have practical experience in the “plain” art of storytelling (oral narration) and public presentation without use of current computer technology. No points will be detracted if a student chooses to add a media component. If the media detracts and does not enhance the “storytelling” performance, however, points may be deducted. Please talk with the instructor first if you choose to add a media component to your presentation.
Criteria for assessment:
- Clearly communicate the cultural information of the folkgroup
- Design a program that is appropriate and appealing to the identified intended audience
- Clearly apply the basic principals of oral narration so that the delivery is smooth and effective. (Reviewing the Critique form included in this syllabus is a good starting point to insuring a good presentation)

### Expectations and Assignments Continued

| III. 25% of the grade will be determined by a Written presentation and an annotated bibliography based on your Oral presentation topic |

Objectives:
- To research and evaluate a range of folklore resources on your selected folkgroup.
- To effectively share this research in order to have a number of basic folklore units prepared for new librarians who can use them to build and promote folklore collections in their libraries.

Task:
- Prepare a single page cover-sheet (250 to 500 words) which summarizes your research about the "folk" or people and the culture from which the stories or collections of stories in your bibliography are derived. Your oral introduction to your tale is taken from this coversheet.
- Prepare an annotated bibliography -This should be a practical bibliography which must be made available to your classmates. While the bibliography (not including the cover-sheet) should be no shorter than 2 pages, (double spaced between entries, single spaced within entries), length is not nearly as important as selection. You should be looking at works which can be included whenever possible in a basic folklore collection, and storytold or picture-book-read to the appropriate age level.

Format of bibliography:
- There should be complete bibliographic citations for each entry using any style manual of your choice.
- There should be complete annotations for each entry. Annotations should be brief and succinct
  - no more than 100 words and
  - include description, critique, and recommendations for appropriate age groups and collections.
- Annotations may include a summary of content and must identify the entry's major strengths and/or weaknesses based on several of the criteria listed below:
  -- Curriculum relevance
  -- Appropriateness and appeal to age group
  -- Accuracy and authenticity to the cultural group represented
  -- Handling of sensitive issues (stereotyping, racism, gender-bias, violence, etc)
  -- Literary merit
  -- Language and storytelling style
Sample annotated bibliographic citation


Exquisitely illustrated by Leo and Diane Dillon, this award-winning collection of stories by noted African-American author Virginia Hamilton includes a wide-selection of folktales that grew out of the slave traditions. From the humorous antics of Brer Rabbit to the deeply moving stories of freed slaves, this collection with its extensive notes, glossaries, and bibliography will be a tellable and readable collection enjoyed by children, as young as 8-years-old, and their elders!

Criteria for Assessment:
- Clearly articulate the main ideas from your research into the culture of the folk.
- Present a bibliography of material that is selected from the best of what is available for your intended audience.
- Include useful descriptive and analytical information in the annotations to assist librarians looking for a select list of folklore to include from your selected folkgroup.

Expectations and Assignments Continued

IV. 15% of the grade will be determined by one Essay

Due anytime during the semester but no later than November 22.

Objectives:
- To examine new ideas,
- To clarify thought
- To present logical arguments
- And to communicate perspectives to a lay audience in an imaginary possible case scenario.

Task -- Please choose one of the following topics:
- From your readings on the subject defend the inclusion of folklore, mythology and traditional literature in a library collection with a limited budget. Cite your sources.
- OR
- From your readings and experience defend the inclusion of storytelling as a necessary component in children's services in either a school or public library. Cite your sources.

While arguments for both topics may overlap, there are distinct rationales for the benefits of storytelling as a method of instruction which can be distinguished from justifications for the inclusion of folklore in a library collection. Try to look at the distinctions and make your justifications for whatever topic you choose uniquely strong and persuasive.
• Please address your essay as if you are writing to an actual person or group. Create or imagine a setting and address their problem.

Some examples:
***an administrator who doesn't want you to waste time on storytelling programs;
***an irate community group of woman's rights advocates who are angry with the inclusion of sexist literature (Cinderella) in your collection
***or perhaps a well-meaning but worried parent who doesn't want the neighborhood children exposed to those "Satanic books" with dragons and ogres and other mythological creatures.
***Maybe try a testimony to an imaginary school board who wants to include only factual books in the school libraries and do not see the need for folklore, etc.

Be as creative as you desire (have fun with it) BUT do identify your audience as if answering a real challenge. (Hint-- Be convincing, persuasive using facts and research -- try not to be argumentative, combative, or defensive.)

Format:
• The essay is 250 to 500 words and may be in the form of a letter or testimony.
• Include a complete bibliographic citation of resources (in any style manual of your choice)
• Spelling, grammar, and layout will count.

Criteria for assessment:
• From your research, clearly and concisely present a case for folklore or storytelling in an articulate manner
• Present a case that is not defensive but understandable to a lay audience.
• Organize ideas in a cohesive, logical, and profession presentation.

Expectations and Assignments Continued

V. 15% of the grade will determined by one Response Log

Due anytime during the semester but no later than November 22.

Objectives:
• To examine new information, clarify values and thinking,
• And to communicate personal perspectives in a logical and articulate manner.

Task:
• Create a response log to any one of the readings or to one of the guest speakers. See the Course Schedule and Assignments.

Format:
• The log is 250 to 500 words
• It should include a complete bibliographic citation of sources (in any style manual of your choice)
• It should include a summary of the main points (no more than 1/3 of the log)
• It should include a personal response to the main points (2/3rd of the log.)
• Your responses are not restricted but please address at least one of these aspects: personal insights or perspectives gained, relevance to your own work or teaching, new questions generated.

Example of Format to Use


Mr. Lester addressed his thoughts on what it means to storytell folktales from cultures and ethnicities who are not of your own personal heritage. . . .

This article made me realize as a teacher that sensitivity to cultural issues is a good thing but may. . . .

Criteria for Assessment:
• Clearly identify the main ideas
• Analyze their implications in terms of insights gained, relevance to my work, and/or new avenues of inquiry raised.
• Organize my response in a cohesive and articulate manner.

Attachment: For use in Critique of Student Storytelling:

**Student Presentation Critique Form**

*On a piece of notebook paper use the following critique questions as a guide to your observations. Do not write on this form. Please sign your critique and turn your evaluation in at the end of class.*

Name of Storyteller:
Title of Story:
Identification of folk culture and appropriate audience age level:

*Find something positive to say about the experience in one or more of the following categories:*

1. **Content and Scholarship:**
   *One thing that I heard in the introduction that was memorable. . . .*

2. **Storytelling Proficiencies:**
   * Fluency - Did the storyteller know the story well?*
   * Communicative-ness - The storyteller engaged my attention by. . . .
   * Visualization - The teller was able to "see" the story clearly and take me there especially during this part of the story. . . .

3. **Technical Skills:**
* Voice - clear, well modulated, natural, audible.
* Body language - intrinsic, natural, adding to the story, clarifying not distracting
* Communion - maintains connectedness to the audience

4. Selection:
* Language - appropriate according to teller's own criteria for audience
* Expressive and appropriate to style of the teller
* Literary and/or folklore merit

5. Picture Book Read-Aloud
* Technical and performance skills: familiarity with text sufficient to make smooth transitions, pacing, viewing of illustrations, voice well modulated and animated, etc.

Full Name of the Observer/Critic:
<table>
<thead>
<tr>
<th>SES #</th>
<th>Date</th>
<th>Topics</th>
<th>Assignment and Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>23-Aug</td>
<td>Course Overview and expectations Introduction/definitions for Folklore</td>
<td>Readings: Log in to: myuh.hawaii.edu and/or to laulima.hawaii.edu Click on LIS-685-311[Fall EXT CRN:1025]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Oral Narration -approaches and styles</td>
<td>From the Sidebar menu open: Resources: Located here are</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-connections to folklore studies</td>
<td>- Syllabus and Course Schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment Explication: How to write annotations.</td>
<td>- Most Required Readings and Links</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answering challenges, creating testimony and thoughts on censorship.</td>
<td>- Viewer Guides to the DVD’s</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In preparation for your projects and for some readings, you will be greatly encouraged use Edna Allyn Room Collection at the Hawaii State Library and to access the Hawaii State Public Library System’s or the Hamilton’s Periodical databases, please sign up for a library card at one or both libraries. Select a &quot;Folk&quot; group for your oral and written presentation and have it ready for class on Session 2 – 30-Aug</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Print out adobe file with “Storytellers’ Sourcebook” instructions by Vicky Dworkin. Bring to class and become familiar with this index to folklore. in Resources:Readings</td>
</tr>
<tr>
<td>Date</td>
<td>Essential Strategies; Storytelling in Libraries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-Aug</td>
<td>Overview of storytelling and other oral narration forms in library programming.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brain development and oral narration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>History of storytelling in libraries and schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finding your own storyteller's voice and style.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Videos: Tell a Story, Make a Friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examining the folk narrative, genre, type, motif and other reference aids to classifying folk narratives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indices and other Resources for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examining the folk narrative, genre, type, motif and other reference aids to classifying folk narratives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indices and other Resources for finding stories in collections Part I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text: Greene &amp; Del Negro, Forward, Preface, Chapters 1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text: Yolen, Tough Magic part I, pp. 13-50 and Gift of Tongues, pp. 73-77 and An Inlet for Apple Pie pp. 79-80</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Brain Facts&quot; A Parent's Guide to Early Brain Development in Resources: Links</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Almon and Miller. The Crisis in Early Education in Resources: Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carey, Benedict. Parents Urged to Limit TV in Resources: Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facing the Screen Dilemma; Young Children, technology and early education in Resources: Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Isbell. R. &quot;Telling and Retelling. Learning Language and Literary&quot; in Resources: Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monke. Lowell. Charlotte's Webpage; Why children shouldn't have the world at their fingertips. in Resources: Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Storytelling a Foundation for Reading. In Resources: Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Print out “The Art of Auditioning and Critique” and be prepared to discuss the selection from: Tell a Story, Make a Friend in Resources: DVD Viewer Guides</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Look for a vocal warm-up to lead the class in (tongue twister, participatory vocalization, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Speaker/Reading</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>3</td>
<td>6-Sep</td>
<td>Authority &amp; the Politics of Culture</td>
<td>Dr. Neal Milner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Storytelling and Folklore Issues</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>13-Sep</td>
<td>Examining the folk narrative, genre, type, motif and other reference aids to classifying folk narratives</td>
<td></td>
</tr>
</tbody>
</table>

**Read for Dr. Milner’s presentation:**

**STORYTELLING**
- Lester, Julius *Authenticity and Storytelling*. in *Resources:Readings*
- Thomason, Dovie *Sharing is not Giving; Respecting Others and their Stories*. in *Resources:Readings*
- Limerick, Patricia *The Startling ability of Culture to bring critical inquiry to a halt*. in *Resources:Readings*

**Readings: FOLKLORE**
- Bosma, *Fairy Tales, Fables, and Myths*, Chapter 1-2 in *Resources:Readings*
- Meade, Michael. *Excerpts from Men and the Water of Life* in *Resource:Readings*
| 5 | 20-Sep | Folklore Theories and Approaches to Folklore studies  
- Campbell, Jung and Robert Bly  
- Functions of Folklore **Part I**  
  
DVD: The Hero with a Thousand Faces on the influence of Joseph Campbell, 48 minutes  
  
* Please note I have included some lesson strategies and classroom idea webs from Bosma's *Fairy Tales, Fables and Myths*. These additional chapters are not required reading for the class discussion but will be helpful for school librarians and classroom teachers looking for ways to incorporate folklore into the curriculum. |

- Print Viewers’ Guide to DVD Hero with a Thousand Faces and prepare to answer questions on the guide. **in Resources: DVD Viewer Guides**

| 6 | 27-Sep | Folklore Theories and Approaches to Folklore studies  
- Campbell, Jung and Robert Bly  
- Functions of Folklore **Part II**  
  
DVD: Dreamweaver – the work of Gerald McDermott, 30 minutes  
  
Storytelling and Folklore Issues re-telling, adapting and using another culture's materials **Part II**  
  
Adapting literary works for storytelling. – some issues to consider Formulating a justification for the inclusion of a folklore collection in libraries and for the promoting of reading this literature. |

- **Draft of your essay may be submitted**  
- Print Viewers’ Guide to DVD “Dreamweaver” Review the questions and be prepared to jot down notes for discussion in class after viewing. **in Resources: DVD Viewer Guides**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4-Oct</td>
<td>Storytelling – Justifying Storytelling and Humanities programming in libraries <strong>PART I</strong>&lt;br&gt;&lt;br&gt;DVD: Whole New Mind 55 minutes</td>
<td>• Excerpts from <em>A Whole New Mind</em> by Daniel Pink <strong>in Resources: Readings</strong>&lt;br&gt;• Kirkby, Faulkner, Perrin. <em>Once there was a...</em> <strong>in Resources: Readings</strong>&lt;br&gt;• <em>The Power of Face-to-Face Communications</em> <strong>in Resources: Readings</strong>&lt;br&gt;• Print Viewers’ Guide to DVD “A Whole New Mind”. Review the questions and be prepared to jot down notes for discussion in class after viewing. <strong>in Resources: DVD Viewer Guides</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Title</td>
<td>Notes</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>-------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>18-Oct</td>
<td>Folklore Collecting; a Modern Perspective</td>
<td>Copies of his book, <a href="#">Marshall Island Legends and Tales</a> will be on sale.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Speaker: Daniel A. Kelin II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Author, Folklore Collector, and Storyteller</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>of <a href="#">Marshall Island Legends and Tales</a>, Daniel is the Director of Drama Education for Honolulu Theatre for Youth and a Teaching Artist on the roster of the Kennedy Center in Washington, DC. He has worked and taught in the Marshall Islands, Pohnpei, Samoa, India and Guam amongst other places. He was a Fulbright Research Scholar in India. He will be bringing copies of his book to sell.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Storytelling techniques - basics of vocal, and movement exercises <a href="#">Part I</a></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>25-Oct</td>
<td>Hawaii and Pacific Island Resources and folklore</td>
<td>Read:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Te-Ara: Encyclopedia of New Zealand: Pacific Migrations: The Lapita People, <a href="#">Resources: Links</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Wayfinders: A Pacific Odyssey: Polynesian History and Origins <a href="#">Resources: Links</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Pacific Migration Seminar Paper by Matisoo-Smith <a href="#">Resources: Readings</a></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>----------</td>
<td></td>
</tr>
</tbody>
</table>
| 10   | 1-Nov | **Successful Strategies for a Profession in the Hawaii State Public Library System**  
Guest Speaker: Matthew Brown, District Administrator for West Oahu and Big Island Libraries  
Formerly the Branch Manager and Youth Services Librarian at Wahiawa Public Library, Matt is a graduate of the LIS-UH Manoa Program. In serving an old established community of local residents and the changing dynamics of military families, Wahiawa’s small and cohesive staff successfully maintained traditional services while developing innovative programs. Matt will provide tips for applying for a job, pitfalls for new employees, and the importance of maintaining professional work ethic. |
|      |      | Picture book read-alouds and other programming techniques |
|      |      | - *Art of the Picture Book for the Group Reader* in Resources: Readings  
- *Is a Children's Picture Book Art? Norman Rockwell Center* in Resources: Links |
| 11   | 8-Nov | Storytelling techniques - basics of vocal, and movement exercise **Part II** |
| 12-16 | 15-Nov to 13 Dec | Student Presentations |
|      |      | **Final Essay and Response Log**  
Due By Nov. 22 before Thanksgiving!  
Written presentations due on the day of your oral presentation with copies sent via email attachment. |