Request Form for General Education Certification:
Humanities Requirement: (Except FYSM, please include a syllabus)

Faculty Member(s): Martine Cuvillier-Hiers
Course Number: CPLT 390
Course Name: Special Topics in Comparative Literature (representative syllabus:
   Central and Eastern European Folklore)
Department of faculty member(s): Comparative Literature
Course Description: Central and Eastern Europe (from the Czech Republic in the
   West, to Russia in the East) is a region of varied peoples and traditions. It is
   therefore home to a fascinating blend of myths and folk tales that reflect both the
   region’s complex history, ethnic diversity and belief systems. The course will
   focus on five Central and Eastern European countries, namely: the Czech Republic,
   Austria, Slovakia, Hungary and Romania. This course in meant to familiarize
   students with this culturally rich part of Europe. It is designed as an exploration of
   the region’s complex history and cultures.

I.   Explain how the proposed course satisfies the following Approval Criteria for
   Humanities:
   1. The primary purpose of the course is the examination of particular expressions of
      human culture in their social, historical, intellectual, aesthetic, or ethical
      dimensions.

      This course will examine the folklore of the region through a variety of authentic
      texts (folktales) and build a framework for situating these texts in their historical,
      intellectual, aesthetic, and ethical background.

   2. The course must analyze how ideas are represented, interpreted, or valued in these
      cultural expressions.

      This course uses analytical approaches from an interdisciplinary perspective:
      ethnological, sociological and/or anthropological in order to demonstrate how
      ideas are represented, interpreted or valued in this form of cultural expression
      (folktales).
3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

Students read the original, authentic works in English translation.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Students write an analytical paper (paper 1 in syllabus).

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome.

An example of a signature assignment for both outcomes is below.

Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture. (List Outcome 1 on Syllabus)

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

Standard At least 80% of students score 3 or 4 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
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</table>
**Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis). *(List Outcome 2 on Syllabus)*

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description: identify and/or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/description is insufficient, ambiguous, lacks detail</td>
<td>Identification/description is accurate, adequately detailed despite omissions</td>
<td>Identification/description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td>Context: situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td>Interpretation: Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student’s insight takes into account the complexities of the primary source.</td>
<td></td>
</tr>
</tbody>
</table>
Example of a signature assignment (Outcomes 1 and 2): analytical paper

**Paper topic:** **Drown Your Sorrows:** myths of water and the flood in the folklore of Eastern Europe.

For this analysis, give the following information:

1. Identify and/or describe the myths.
2. Situate them in terms of time, place, genre, and/or discipline.
3. Explain how the myths represent the notion of violent death for the individual and violent history/future for the ethnic groups which created them.
4. Support your argumentation by contextualization and description.
CPLT 390 : Special Topics in Comparative Literature

Representative syllabus: Central and Eastern European Folklore

Prerequisite: CPLT 200

Course Description:
Central and Eastern Europe (from the Czech Republic in the West, to Russia in the East) is a region of varied peoples and traditions. It is therefore home to a fascinating blend of myths and folk tales that reflect both the region’s complex history, ethnic diversity and belief systems. The course will focus on five Central and Eastern European countries, namely: the Czech Republic, Austria, Slovakia, Hungary and Romania. This course is meant to familiarize students with this culturally rich part of Europe. It is designed as an exploration of the region’s complex history and cultures.

COURSE OBJECTIVES:
In addition to providing students with a basic introduction to Central and Eastern European culture, the course will also:
• Introduce students to the folklore of the region.
• Help students to intellectually engage with these cultures and to make connections between their literary traditions.
• Use analytical approaches from an interdisciplinary perspective: ethnological, sociological and/or anthropological.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES:
This course meets the following General Education requirements for Humanities:
1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
These outcomes will be assessed by one analytical paper (paper 1 in this syllabus).

COURSE REQUIREMENTS:
1. Responsible preparation of all required readings, regular attendance to classes, and active class participation.
2. One typed, double-spaced paper of 5 pages (assessment for Outcomes 1 and 2, 1200 words) and a final paper of 8 pages (2000 words) in length. See the syllabus for due dates. Please note that late papers will not be accepted.
   Example topic: Drown Your Sorrows: myths of water and the flood in the folklore of Eastern Europe.
   For this analysis, give the following information:
   1. Identify and/or describe the myths.
   2. Situate them in terms of time, place, genre, and/or discipline.
   3. Explain how the myths represent the notion of violent death for the individual and violent history/future for the ethnic groups which created them.
   4. Support your argumentation by contextualization and description.
3. The grade of each paper will take into consideration the following elements: The presentation and organization of your ideas, structure of the paper and critical analysis. (see course packet on OAKS)

4. One in-class short oral presentation on a topic of the course. (The instructor will provide students with a sign-up sheet with topics during the first week of class).

5. A course packet will be posted on OAKS and will include excerpts, links to all primary and secondary online sources, a list of literary terms, historical timelines and composition guidelines.

ADDITIONAL INFORMATION:
The preferred style of documentation and citation for literary research papers is that of the MLA Handbook.

Please bear in mind that the syllabus may be modified as the course progresses in order to accommodate the needs and interests of the class. It is students’ responsibility to remain informed about changes in deadlines and assignments.

You are responsible for keeping an electronic and/or printed copy of each written assignment you turn in during the semester.

COURSE READINGS:
Students must read the assigned material for each class and be ready to discuss it. Since this course is designed as an exploration of a culturally diverse region, students are encouraged to expand on the material covered in class through additional research.

REQUIRED READINGS:

Primary Sources: (selected readings from the following anthologies)


Secondary Sources (excerpts):

CPLT 390 GRADE DISTRIBUTION:
The breakdown of the final grade will be as follows:
Class attendance and participation 20%
Test 1 20%
Oral presentation 15%
Paper 1 20%
Final Paper 25%

GRADING SCALE FOR CPLT 390:
96-100 = A 90-95= A- 87-89 = B+ 83-86=B 80-82=B- 77-79=C+
73-76=C 70-72=C- 67-69=D+ 63-66=D 60-62=D- <60=F

College of Charleston Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student

SNAP: If you have a documented disability that may have an impact on your work in this class, be sure to contact an administrator at the Center of Disability Services, located on the first floor of the Lightsey Center, Suite 104, (843) 953-1431 and to talk to me in a timely manner so that your needs can be addressed.

**Weeks 1, 2. Introduction to Course**
Lecture: Situating Central and Eastern Europe in Space and Time:
- Geography of the region.
- Violent history; Communism within a common historical timeframe.

Reading from:
Frucht, Richard. Eastern Europe: An Introduction to the People, Lands and Cultures. (excerpts)
Marcel Cornis-Pop, John Neubauer. History of the Literary Cultures of East-Central Europe. (excerpts)
***, The Routledge Companion to Central and Eastern Europe since 1919. (excerpts)
Movie – “The Way I Spent the End of the World,” 2006 (Romanian movie screened at Cannes Festival about the last years of the communist regime)

**Week 3. Central and Eastern Europe Identities, Cultures and Traditions**
Lecture: Past and present – a comparative approach
- Surviving traditions

Reading from:
Frucht, Richard. Eastern Europe: An Introduction to the People, Lands and Cultures. (excerpts)
Marcel Cornis-Pop, John Neubauer. History of the Literary Cultures of East-Central Europe. (excerpts)
Eminescu, Mihai. The Third Letter. 1881 (Historical ballad, Romania) (online resource)

**Test 1.**

**Weeks 4, 5. Myth and Folklore**
Lecture: General considerations about myth: interpretation of the origins of life, oral traditions, moral codes, social values and national identity
- Myth and language
- Symbolism in Central and East European Folklore

Reading from:
Rosenberg, Donna. Folklore, myths, and legends: a world perspective (excerpts)
Eliade, Mircea. Images and symbols: studies in religious symbolism. (excerpts)
Cornis-Pop, Marcel, John Neubauer. History of the Literary Cultures of East-Central Europe. (excerpts)

Lecture: Creation legends, foundational myths in each culture.
The flood myths: Rusalka, Sadko.
The legend of Master Manole (Valachian region of Romania)

Reading from:
Kononenko, Natalie. Slavic folklore: a handbook. (excerpts)
Simpson, Jacqueline. European Mythology. (excerpts)

Week 8. Myth and the Sacred
Lecture: Religion and superstition
   Predominance of apocalyptic visions as a result of violent history
   Benevolent / Malevolent supernatural beings, spirits of places of power, witches, werewolves, vampires, gods.

Reading from:
Kononenko, Natalie. Slavic folklore: a handbook. (Contd.) (excerpts)
Simpson, Jacqueline. European mythology. (Contd.) (excerpts)

Paper 1 due
Week 9. Journeys – Heroes
Lecture: The journey underworld and the path to death
   Myth of national hero: ex. Dracula/ Vlad Țepes

Reading from: (online resources)
“Youth Without Age and Life Without Death” (Romania)
“Marya” (the Czech Republic)
“Almos and Emese” (Hungary)


Clips from the Romanian movie: Vlad Țepes (1979)

Week 10: Folklore and Morality
Lecture: Morality tales

Reading from: (online resources)
Clever Manka, Intelligence and Luck - Czechoslovakia
A stroke of luck – Hungary
Saint John and the Devil / The Devil’s Bridge- Austria
Baba Yaga – Russia
Salt in Food, Pacala – Romania
Movie – “Pacala” (1974) (RO)

Week 11. Anthropomorphism: Animal myths
Lecture: The firebird, the magic bird (Hungary, Romania)
   The winged horse (Romania)
   The frog (Austria)
Reading from: (online resources)
MIORITA (The Little Ewe) (Romanian pastoral ballad, author unknown) (translated in English on Wikipedia)
Csodaszarvas (Miraculous Deer) (Hungary)

Week 12. Survival of a tradition
Lecture: Traditional Art: costumes, popular/ folkloric music, food.
Traditions practiced in the present

Week 13. La permanence of village pastoral life
Matley, Ian M. “Traditional Pastoral Life In Romania,” The Professional Geographer.
Documentary.

Week 14. ORAL PRESENTATIONS

Final paper due the last day of class