



GOUCHER COLLEGE

Welch Center for Graduate and Professional Studies

Syllabus - Festivals, Events and Performances

Course Number..... CSP 625.001
Credits..... 3
Semester..... FA2018
Instructor:..... Mary Briggs
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Welcome to the Course!

Once, during a long flight the man sitting next to me kept me from my reading and bored me to death by insisting that I hear in detail about his corporate career. At some point too far into the flight, he perfunctorily asked me what I did for a job. I told him that I worked with an array of cultural communities to help them to express their heritage through public performance, exhibitions and festivals. He dismissively commented that it must be fun being a party planner. Well, I had already dumbed down my initial response, so why give this guy a nuanced explanation that I knew he was incapable of “getting?” Book up to my face. Duration of the flight peaceful and quiet. Performances and festivals are part of the nourishment that sustains us as individuals and as cultural communities, and, thus, are worthy of close examination. Unless you happen to be that guy.

Main Course Topics

1. Definitions and Typology
2. Festival Behavior
3. How Celebrations Develop, Endure, Adapt, or Wane
4. Ownership of Cultural Events
5. Outside Cultural Worker as Curator and Producer
6. Practical Application (examining the cultural worth of the seemingly ordinary)

This courses addresses the following MACS Program Outcomes

Outcome 2: Exhibit professional and ethical responsibility in managing partnerships that foster community self-determination and empower community efforts in cultural documentation, preservation, revitalization and social equity. (MACS2 Ethics)

Outcome 4: Devise, implement and evaluate actions that support cultural sustainability such as educational programs, exhibitions, performances, workshops, projects, media productions, websites, festivals and other initiatives that align with community practices. (MACS4 Action)

Learning Objectives

At the conclusion of this course, you will be able to do the following:

1. Recognize the basic elements of a cultural celebration from the perspective of the participants, visitors and organizers.
2. Examine the history of the cultural celebration; it's origins, motivating factors, response to changing norms and needs, multi-vocal meanings, and consequences.
3. Identify issues of ownership, ethics, politics, and place that arise as curatorial dilemmas for the outside cultural worker.
4. Analyze and constructively critique a cultural celebration or performance with its social, historical, organizational and artistic context.

Course Format

- Semester Project in the form of responses to class assignments augmented with supporting research, culminating in a digital presentation to the group via ZOOM;
- During residency, brief daily written response to classroom discussion;
- After residency, an abstract and resource list pertaining to the semester project;
- In class lectures, media presentations, and discussion;
- One guest lecturer;
- One live ZOOM meeting (see above);
- Assigned readings.

Assignment Instructions: (More details can be found on the course website in the relevant module)

Students will be expected to have completed all **assigned reading** and to have identified any passages that they may wish to comment on or question during class discussion.

Each student will be expected to participate in **classroom discussions**.

Daily response assignments will be brief, pointing out and commenting on the student's principal takeaway from the day's activities regarding the course topic. Responses should be thoughtful and relevant to some concept or application that was gained during class time and applicable to the student's Semester Project. These assignments will be submitted electronically by 9:00 am the day following the class. After 9:00 am no submissions will be accepted.

One additional response assignment will be expected during the on line portion of the semester plus a 500 word abstract and resource list pertaining to the student's Semester Project. The readings are meant to reexamine and sum up the main course topics. Therefore a holistic understanding of the material should be evident in the submissions.

A significant portion of the course grade will be based on the successful completion of the dreaded **Semester Project** (see grade breakdown, end of syllabus.)

The Semester Project will be a case study of an actual festival, event, or performance of the student's choosing, but preferably one that is local or that the student will have personal access to. Students will develop their projects throughout the residency and then follow through and complete the work during the last two weeks of the semester. During residency, a portion of each day will be set aside for

discussion regarding individual projects for the purpose of trading ideas, brainstorming, problem solving, etc. Daily response assignments will serve as a road map for students in developing their project.

After residency, progress will be charted via one-to-one student to instructor communication.

All projects should include the use of journalistic and social media, photographic and/or video images, public relations materials, etc., as well as personal narrative where possible. The final presentation will incorporate compiled, edited, annotated work and will be presented to the group via ZOOM meeting using a platform such as PowerPoint, Storify, etc. The final work must refer to all of the theory examined during the semester and include a summation. All sources must be cited. Exact date and time for the ZOOM meeting will be agreed upon by the class during the first day of residency.

Required Readings

All materials, including Joe Wilson's *Folk Festivals*, are available on the class website.

The following are found on the class website:

CHAPTERS AND ARTICLES

- Stoeltje, Beverly J. "Festivals." in *Folklore, Cultural Performances and Popular Entertainments*. Richard Bauman ed. 1992. Oxford University Press.
- Falassi, Alessandro. "Festival: Definition and Morphology." in *Time Out of Time: Essays on the Festival*. 1987. University of New Mexico Press.
- Lawrence, Denise. "Rules of Misrule: Notes on the Doo Dah Parade in Pasadena" in Falassi, Alessandro. *Time Out of Time: Essays on the Festival*. 1987. University of New Mexico Press.
- San Marin M., Juan. "Ritual Conflict (Tinku) and Vindication of Indigenous Rights in Bolivia" from *Mountain Research and Development*, 22(4):394-396. International Mountain Society.
- Romero, Simon. "Ritual Fades Into Blur of Drinking and Fighting" from *New York Times*, Feb.12, 2007.
- Gori, Graham. "Ancient and Bloody Bolivian Ritual Draws a Crowd" from *Los Angeles Times*. July 6, 2003.
- Ryden, Kent C. *Mapping the Invisible Landscape*. 1993. University of Iowa Press. (Pp-40 – 42.)
- Regis, Helen A. and Shana Walton. "Producing the Folk at the New Orleans Jazz and Heritage Festival." *The Journal of American Folklore*.

RESOURCE WEBSITES:

www.aroundvn.com/2013/08/meaning-of-tet-trung-thu.html (Links to an external site.)Links to an external site.

<http://vietnamhereandthere.blogspot.com/2014/09/tet-trung-thu-native-festival-for-kids.html> (Links to an external site.)Links to an external site.

<http://chnm.gmu.edu/cyh/primary-sources/374> (Links to an external site.)Links to an external site.

www.unc.edu/~whisnant/whitetop.htm (Links to an external site.)Links to an external site.

Grading

Course Elements	Percent of Final Grade
Discussion and participation	30%
Daily Response Papers	10%
Response assignments to readings	10%
Final project (all elements including presentation)	50%
TOTAL	100%

Grade Scale

A	93 or more points
A-	90 - 92 points
B+	87 - 89 points
B	83 - 86 points
B-	80 - 82 points
C+	77 - 79 points
C	73 - 76 points
C-	70 - 72 points
D	60 - 69 points
F	59 points and below

Course Policies

Academic Integrity:

All final work products are to be the independent work of each student original to this course and stored in the electronic portfolio. Suspected violations of the Honor Code will be referred to the Academic Honor Board. For a description of the code and what constitutes a violation of the code, refer to Goucher College's [Academic Honor Code](#).

Accessibility Services:

Please inform me of any accommodations you need to participate fully in the course. Goucher College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Accessibility Services (OAS). Because classes change every semester, eligible students must obtain a new accommodation letter from the Disabilities Specialist every semester and review this letter with their professors so the accommodations can be implemented. The Director of OAS is available by appointment to answer questions and discuss any implementation issues you may have. For more information, please visit Goucher College's [Academic Accommodations](#) site.

Communication:

- Faculty will be available at their Goucher email address and will respond to queries within 24-48 hours.
- Course participants are responsible for maintaining continuous involvement with faculty, fellow students and student groups. In particular, participation in all online discussions is required. Ongoing communication allows you to gain deeper insights into the content, activities and assignments in the course. Please give notice of any obstacle that prevents this.
- You are encouraged to ask questions whenever information needs clarifying.
- For questions pertaining to your assignments: send an email directly to the instructor (please do not post personal questions on the discussion board).
- For questions about assignments that may be interesting and helpful to other class members: please use the Ask the Professor Discussion Forum.
- For problems with technical aspects of the course website: chat with [Canvas Support](#).

E2Campus Emergency Notification System:

In an ongoing effort to better disseminate information during emergencies and campus closings, Goucher has implemented the e2Campus Notification System. The notification system will only send information regarding emergencies and campus closings as text messages* to your mobile phone. To receive these messages, you must be registered in the system. Click the following link for information about how to create your [E2Campus account](#).

Inclement Weather:

Online courses will not be cancelled for inclement weather when the college campus is closed. Students and faculty are expected to access their courses just as they would if the campus were open. Each faculty member and student is expected to have a contingency plan for attending online courses in case their primary computer is unavailable or out of service. Additionally, the online component of a residency or hybrid course is not affected when the college campus is closed for inclement weather, although if the residency or hybrid course has a face-to-face meeting scheduled on the closed campus, the meeting will be rescheduled for another day. The course instructor will notify students of the makeup day and time. Only in extreme situations, such as wide spread power outages, may exceptions to this policy be made by the Office of the Provost/Vice President of Academic Affairs. In such severe cases, an official statement concerning online activities will be issued via normal emergency channels.

Late Policy:

For proper graduate student learning to occur, pacing of content mastery is critical. Therefore, assignments are to be completed on time. If extreme circumstances prevent an assignment from being completed in a timely fashion, please notify me **before the assignment is due** so a new date can be negotiated. Only follow-ups completed by the due date can be accepted. Late assignments without such notification will be docked according to the chart above.

Missed Work:

You are responsible for material covered in the course. It is your sole responsibility to obtain any materials missed. You are expected to attend all Zoom meetings and will lose participation points if you miss one, unless you notify the instructor at least 24 hours **in advance**. Advanced notice will allow us to record the meeting for future review.

Nondiscrimination Policy:

Goucher College does not discriminate on the basis of race, color, national origin, ethnicity, sexual orientation, gender identity, religion, sex, age, disability, marital status or genetic information in its programs and activities. The college has adopted a [Nondiscrimination Policy](#). Further details and contact

information for the college's Title IX coordinator can be found on [Goucher's Nondiscrimination Notice and Policy page](#).