



**SURAT KETERANGAN**

Nomor: 701/UN17.14/KP/2021

Dekan Fakultas Ilmu Budaya Universitas Mulawarman dengan ini menyatakan bahwa:

Nama : Jonathan Irene Sartika Dewi Max  
NIP : 199001062019032014  
NIDN : 0006019006  
Jabatan Fungsional : Asisten Ahli

Telah melakukan Pengembangan RPS Folklor dan Mitologi (MBKM) sebagai Dosen Penanggung Jawab Mata Kuliah yang dilaksanakan oleh Fakultas Ilmu Budaya Unmul pada tanggal 12 Juli 2021.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan dengan sebagaimana mestinya.

Samarinda, 31 Desember 2021

Dekan,



**Dr. H. Masrur, M.Hum.**

NIP 196312311989031037



**UNIVERSITAS MULAWARMAN  
FAKULTAS ILMU BUDAYA  
PROGRAM STUDI SASTRA INGGRIS**

**RENCANA PEMBELAJARAN SEMESTER  
TAHUN AKADEMIK 2020-2021**

Kampus Flores Jalan P. Flores No. 1 Samarinda

[www.fib.unmul.ac.id](http://www.fib.unmul.ac.id)



**RENCANA PEMBELJARAN SEMESTER**  
**TAHUN AKADEMIK 2020-2021**  
Kampus Flores Jalan P. Flores No. 1 Samarinda  
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<b>Mata Kuliah:</b> Folklore and Mythology (Folklor dan Mitologi)	<b>Semester:</b> 5	<b>Sks:</b> 2	<b>Kode MK:</b> 17140052W003
<b>Program Studi:</b> Sastra Inggris	<b>Dosen Pengampu:</b> <b><u>Jonathan Irene Sartika Dewi M, S.S., M.Hum</u></b> Email: irenesartika@gmail.com Phone: 081226605660		

<b>Capaian Pembelajaran Matakuliah</b>	In the end of the course, students are able to identify the nature of folklore and mythology, history and its development, the main figures, the related researches and its functions.
<b>Deskripsi Matakuliah</b>	This course is giving an insight to students about the nature of folklore and mythology, history and its development, the main figures, the related researches and its functions.
<b>Capaian Pembelajaran Lulusan</b>	<p><b>Ranah Sikap (S):</b></p> <ul style="list-style-type: none"> <li>a. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain (S5)</li> <li>b. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan (S6)</li> <li>c. Menginternalisasi nilai, norma, dan etika akademik (S8)</li> </ul> <p><b>Keterampilan Umum (KU):</b></p> <ul style="list-style-type: none"> <li>a. Mengkaji pengetahuan dan atau teknologi di bidang keahliannya berdasarkan kaidah keilmuan, atau menghasilkan karya desain/seni beserta deskripsinya berdasarkan kaidah atau metode rancangan baku, yang disusun dalam bentuk skripsi atau laporan tugas akhir (KU2)</li> <li>b. Mempublikasikan hasil tugas akhir atau karya desain/ seni, yang memenuhi syarat tata tulis ilmiah, dan dapat diakses oleh masyarakat akademik (KU3)</li> <li>c. Menyusun dan mengkomunikasikan ide dan informasi bidang keilmuannya secara efektif, melalui berbagai bentuk media kepada masyarakat akademik (KU4)</li> </ul> <p><b>Keterampilan Khusus (KK):</b></p>

	<p>a. Mampu memahami dan mengulas beragam bentuk karya sastra yang meliputi sekurang-kurangnya prosa, drama, dan puisi. Mampu menyediakan layanan kebahasaan dalam bahasa Inggris untuk keperluan khusus dalam dunia kerja.(KK2)</p> <p>b. Memahami teori-teori di bidang bahasa dan sastra, dan mampu menerapkan teori tersebut dalam menghadapi suatu fenomena bahasa dan sastra (puisi, prosa, dan drama) tertentu, atau permasalahan budaya secara umum terutama yang berkaitan dengan kebudayaan tropis. (KK4)</p> <p>c. Mahir berbahasa Inggris dalam hal membaca, menulis, berbicara dan menyimak secara profesional (tingkat advanced). (KK5)</p> <p>d. d. KK7. Memiliki kompetensi sebagai pemerhati bahasa dan sastra yang berintegritas yang berpegang teguh pada nilai-nilai kebenaran yang mampu berperan secara mandiri dan berkelompok untuk melestarikan kebudayaan lokal. (KK7)</p> <p><b>Pengetahuan:</b>  <b>Menguasai teori dan pengaplikasiannya pada bidang kesastraan. (PP1)</b></p>
<b>Refrensi</b>	<ol style="list-style-type: none"> <li>1. Sims, Martha C. &amp; Martine Stephens. 2005. <i>Living Folklore: An Introduction to the Study of People and Their Traditions</i>. Logan: Utah State University Press.</li> <li>2. Garry, Jane &amp; Hasan El-Shamy (ed.). 2005. <i>Archetypes and Motifs in Folklore and Literature</i>. London: ME Sharpe.</li> <li>3. Morford, Mark P.O. &amp; Robert J. Lenardon. 2003. <i>Classical Mythology (7th Edition)</i>. New York: Oxford University Press.</li> <li>4. Leemings, Davi Adam. 1990. <i>The World of Myth: An Anthology</i>. New York: Oxford University Press.</li> <li>5. Propp, Vladimir. 1994. <i>Theory and History of Folklore Vol.5</i>. (Transl. Adriana Y. Martin et al.). Minneapolis: University of Minneapolis Press.</li> </ol>

Meeting	Competence	Specific Competence (Sub-CPMK)	Indicator	Main Material	Learning Method	Learning Experience	Scoring			References
							Type	Criteria	%	
1	Students are able to explain the goal of the course.	-Students understand the class description, reading requirements, activities, and the nature of mythology and folklore.	-Students mention the goal of learnings -Students mention the nature of mythology and folklore.	Course Description, Course Readings, Course Requirements, Course Calendar, Grading, Class activity, Introduction to Course Competence ▪ The nature of Mythology and Folklore	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Pair Work</li> </ul>	-Students are exposed to RPS and class activities -Students are introduced with the nature and mythology by definition and examples -students browse internet for more examples and present to class.			1	3,4
2	Students are able to mention the aspects in the study of myths.	-Students understand the theoretical background of the study of the myth -Students understand the characteristics of myth	-Students mention the theoretical history of the study of myth -Students mention the characteristics if myth	<ul style="list-style-type: none"> <li>▪ Mythology as the study of myths</li> <li>▪ Characteristic of Myth</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Film Viewing</li> <li>▪ Group Discussion</li> </ul>	-Students are introduced with the mythology as the study of the myth by presentation	Oral Test		2	3,4

						-students browse examples from the internet and discuss what characteristic they could find in the chosen myth.				
3	Students are able to the theories related to the study of Mythology and the origins.	-Students have the ability to mention the related theories to mythology -Students are able to explain how theorists trace the origin of mythology	-Student can mention the theories related to the study of mythology -Students can explain the way theories trace the origin of myths	<ul style="list-style-type: none"> <li>▪ Theories related to the study of Mythology</li> <li>▪ Tracing the origin of myths</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Group Discussion</li> <li>▪ Pair Work</li> </ul>	-Students are given the lecturer about theories related to mythology from various experts. -Students hold discussion on the ways theorist trace the origin of myths.			1	3,4
4	Students are able to explain the types of hero and the	-Students recognize the structure of Myths	-Student mention the basic concept of the structure of the myth	The structure of Myths <ul style="list-style-type: none"> <li>▪ Types of Hero</li> <li>▪ Monomyth</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Group Discussion</li> </ul>	-Students are exposed with the types of heroes from	Assig nmet		2	3,4

	concept of monomyth.	-Students recognize the the types of hero -Students understand the concept of monomyth	-Student provide example of the types of hero -Students discover the monomyth			various myths. -Students explore more little of myths to see the aspect of monomyth in myth.				
5	Students are able to identify the motifs in Myths.	-Students differentiate motifs in various myths	-Students enunciate the types of motifs -Students mention examples of the myth according to the motif.	-Mythological Archetypes -Creation myth	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Group Discussion</li> <li>▪ Pair Work</li> </ul>	-Students are exposed to the motifs in classical mythology -Students discuss more motifs from example browsed from the internet.			1	3,4
6	Students are able to identify the archetypes employed in the myths.	-Students identify the archetypes from: 1 Tabu 2 Magic 3 Test 4 The Wise and the Foolish 5 Deception.	-Students shows the archetypes employed in the myth	<ul style="list-style-type: none"> <li>▪ Motifs I</li> <li>1 Tabu</li> <li>2 Magic</li> <li>3 Test</li> <li>4 The Wise and the Foolish</li> <li>5 Deception.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Group Discussion</li> <li>▪ Pair Work</li> </ul>	-Students are given the explanation about the kind of archetypes. -Students explore more example			1	3,4



						from reading sources.					
7	Students are able to identify the archetypes employed in the myths.	-Students identify the archetypes from: 1 Reversal of Fortune 2 Change and Fate 3 Society 4 Reward and Punishment 5 Nature of Life	-Students shows the archetypes employed in the myth	<ul style="list-style-type: none"> <li>▪ Motifs II</li> <li>1 Reversal of Fortune</li> <li>2 Change and Fate</li> <li>3 Society</li> <li>4 Reward and Punishment</li> <li>5 Nature of Life</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Group Discussion</li> <li>▪ Pair Work</li> </ul>	-Students are given the explanation about the kind of archetypes. -Students explore more example from reading sources.	Quiz		2	3,4	
8	<b>MID TEST</b>									30	
9	Students are able to explain the definition and the genres of folklore.	-Students enunciate the definition of folklore. -Students enunciate the genres of folklore. -Students enunciate a brief history of folklore studies.	-Students mention the definition of folklore. -Students explains the genres of folklore. -Students tell the history of folklore studies.	<ul style="list-style-type: none"> <li>▪ Definitions and genres of folklores.</li> <li>▪ A brief history of Folklore Studies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Group Discussion</li> <li>▪ Pair Work</li> </ul>	-Students are given the explanation about folklore and genres. -Students are given the explanation about the history and the developmen			1	3,4	

						t of folklore studies.				
<b>10</b>	-Students are able to identify the aspects of folk group.	-Students are able to identify the characteristics of a folk group. -Students provide explanation about the beliefs and traditions shared in certain folk groups.	-Students mention the way a folk group is formed. -Students shows the aspects forming a folk group.	<ul style="list-style-type: none"> <li>▪ Folk Groups</li> <li>▪ Self-identification and beliefs</li> <li>▪ Traditions (Sharing and Learning)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Group Discussion</li> <li>▪ Pair Work</li> </ul>	-Students are given the explanation on the folk group and its significances. -Students explore what folkgroup they belong to and what makes them so.	Oral Test		2	3,4
<b>11</b>	Students are able to identify the traditions, rituals, and performances as part of folklore.	-Students are able to differentiate among traditions, rituals, and performances.	-Students mention the aspects of tradition. -Students mention the aspects of Rituals. -Students mention the aspects of performances.	Traditions, Rituals, and Performances	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Group Discussion</li> <li>▪ Pair Work</li> </ul>	-Students are given the explanation on traditions, rituals, and performances and the relation to the folklore. -Students explore more examples			1	3,4

						from their knowledge of the society.				
12	Students are able to identify the application of Functionalist and Structuralist approaches in interpreting folklore.	-Students explains the perspective of functionalism in folklore -Students explains the perspective of structuralism in folklore	-Students mention the concept of functionalism -Students mention the concept of structuralism	Approaches to Interpreting Folklore <ul style="list-style-type: none"> <li>▪ Functionalism</li> <li>▪ Sturcturalism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Group Disscussion</li> <li>▪ Pair Work</li> </ul>	-Students are exposed with the theories of functionalism and structuralism. -Students explore more example of the application in online articles/journals.	Assig nmet		2	2
13	Students are able to identify the application of Postmodernist approaches in interpreting folklore.	-Students explains the perspective of postmodernism in folklore	-Students mention the concept of posmodernism	Approaches to Interpreting Folklore <ul style="list-style-type: none"> <li>▪ Postmodernism</li> <li>▪ Interdisiplinary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Group Disscussion</li> <li>▪ Pair Work</li> </ul>	-Students are exposed with the theories of postmodernism -Students explore more example of the application in online			1	2

						articles/journals.				
14	Students are able to associate the method of ethnography in folklore studies.	-Students relates the importance of ethnography in the studies of folklore. 1 Identify folklore 2 Seek out folklore 3 Stages in Filedwork	-Students mention the steps of filedwork in the framework of ethnography.	Fieldwork & Ethnography	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Group Discussion</li> <li>▪ Pair Work</li> </ul>	-Students are exposed with the fieldwork of ethnography . -Students explore more examples from online and reading sources.			1	1,5
15	Students are able to recognize the various projects on follore studies.	-Students are able to identify the Folklore Projects. -Students are able to plan a project of folklore.	-Students create an outline of a project of folklore 1 create a title 2 decide the approaches and methods 3 draw a purpose of their studies	<ul style="list-style-type: none"> <li>▪ Example of Folklore Projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Group Discussion</li> <li>▪ Pair Work</li> </ul>	-Students are given examples of folklore projects -Students create an outline of folklore project.	Quiz		2	1,5
16	<b>FINAL TEST</b>								40	

**Tugas mahasiswa dan penilaiannya:**

- |                                |     |
|--------------------------------|-----|
| 1. Affective                   | 10% |
| 2. The evaluation on Mythology | 10% |
| 3. The evaluation on Folklore  | 10% |
| 4. Mid Test                    | 30% |
| 5. Final Test                  | 40% |

**Mengetahui Ketua Program Studi**



**Singgih Daru Kuncara, S.S., M. Hum**

**Samarinda, 2 Agustus 2021**

**Dosen Pengampu/Penanggung Jawab MK**



**Jonathan Irene Sartika Dewi M., S.S., M. Hum**

## Modul Pembelajaran MK Foklor dan Mitologi MBKM

Jonathan Irene Sartika Dewi Max, S.S., M.Hum, Sastra Inggris, FIB, Universitas Mulawarman

<https://spadadikti.id/courses/8690/preview>

The screenshot displays a web browser window with the URL <https://spadadikti.id/courses/8690/preview>. The browser tabs include 'Item submission', 'Sustainability of Indigeneous Music', and 'SPADA Dikti'. The course title is '191402602W042 FOLKLOR DAN MITOLOGI'. A 'Share Course' button is visible in the top right corner.

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- Module 5  
Meeting 5-Theories Related to The Study of Mythology
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Meeting 6-Characteristics, Types, and Functions of Myth
- Module 7  
Meeting 7-Creation Myth
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**Welcome to Folklore and Mythology course!**

Check this pdf below to see what we are going to learn throughout the semester.

The material arrangement will be different from what's in the syllabus booklet but the topics are made for the same purpose.

Thank you.

Created by JONATHAN IRENE SARTIKA DEWI MAX at 28/07/21 12:03 Updated by JONATHAN IRENE SARTIKA DEWI MAX at 16/08/21 08:16

**Silabus Folklor dan Mitologi**

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**FOLKLORE  
& MYTHOLOGY**

**JISD Max**

**MERDEKA BELAJAR  
INDONESIA JAYA**

# **FOLKLORE & MYTHOLOGY**

## **Syllabus**

**Written by JISD Max**

**MULAWARMAN UNIVERSITY**

Ministry of Education and Culture



## **A. Course Description:**

This course is giving an insight to students about the nature of folklore and mythology, history and its development, the main figures, the related researches and its functions.

## **B. Course Goal**

This course is giving an insight to students about the nature of folklore and mythology, history and its development, the main figures, the related researches and its functions.

## **C. General Activities**

- Reading
- Discussion
- Student Presentation
- Lecturing

## D. References

Sims, Martha C. & Martine Stephens. 2005. *Living Folklore: An Introduction to the Study of People and Their Traditions*. Logan: Utah State University Press.

Garry, Jane & Hasan El-Shamy (ed.). 2005. *Archetypes and Motifs in Folklore and Literature*. London: ME Sharpe.

Morford, Mark P.O. & Robert J. Lenardon. 2003. *Classical Mythology (7th Edition)*. New York: Oxford University Press.

Leemings, Davi Adam. 1990. *The World of Myth: An Anthology*. New York: Oxford University Press.

Propp, Vladimir. 1994. *Theory and History of Folklore Vol.5*. (Transl. Adriana Y. Martin et al.). Minneapolis: University of Minneapolis Press.

Bronner, Simon J. 2007. *The Meaning of Folklore: The Analytical Essays of Alan Dundes*. Utah State University Press.

McElroy. 2020. *A Handbook of Folklore, Myths, and Legends from around the world*. New York: Wellfleet Press.

Segal, Robert A. 2004. *Myth: A Very Short Introduction*. New York: Oxford University Press.

Endraswara, Suwardi. 2009. *Metode Penelitian Folklor: Konsep, Teori, dan Aplikasi*. Yogyakarta: Media Pressindo.

# F. Syllabus

## Meeting 1

### **Specific Competences:**

Students understand the class description, reading requirements, activities, and the nature of mythology and folklore

### **Indicators:**

- Students mention the goal of learnings
- Students mention the nature of mythology and folklore.

### **Topics:**

- Course Description, Course Readings, Course Requirements, Course Calendar, Grading, Class activity
- Introduction to Course Competence
- The nature of Mythology and Folklore

### **Learning methods:**

- Interactive Lecturing
- Independent reading
- Watching Selected Videos (Youtube: Crash Course: World Mythology)

### **Learning Experiences:**

- Students are exposed to Syllabus and class activities
- Students are introduced to nature and mythology by definition and examples
- Students browse the internet for more examples and present them to class

### **Book References:**

- Morford, Mark P.O. & Robert J. Lenardon. 2003. Classical Mythology (7th Edition). New York: Oxford University Press.
- Leemings, David Adam. 1990. The World of Myth: An Anthology. New York: Oxford University Press.
- McElroy. 2020. A Handbook of Folklore, Myths, and Legends from around the world. New York: Wellfleet Press.

## Meeting 2

### Specific Competences:

- Students understand the theoretical background of the study of the myth
- Students understand the characteristics of myths.

### Indicators:

- Students mention the theoretical history of the study of myth
- Students mention the characteristics of a myth.

### Topics:

- Mythology as the study of myths
- Characteristic of Myth
- Theories related to the study of Mythology
- Tracing the origin of myths

### Learning methods:

- Independent reading
- Watching Selected Videos (Youtube: Crash Course: World Mythology)

### Learning Experiences:

- Students are introduced with the mythology as the study of the myth by the presentation
- Students browse examples from the internet and discuss what characteristics they could find in the chosen myth.

### Book References:

- Morford, Mark P.O. & Robert J. Lenardon. 2003. Classical Mythology (7th Edition). New York: Oxford University Press.
- Leemings, David Adam. 1990. The World of Myth: An Anthology. New York: Oxford University Press.
- Segal, Robert A. 2004. Myth: A Very Short Introduction. New York: Oxford University Press.
- McElroy. 2020. A Handbook of Folklore, Myths, and Legends from around the world. New York: Wellfleet Press.

## Meeting 3

### Specific Competences:

- Students understand the theoretical background of the study of the myth
- Students understand the characteristics of myth
- Students have the ability to mention the related theories to mythology
- Students are able to explain how theorists trace the origin of mythology
- Students recognize the structure of Myths
- Students recognize the types of hero
- Students understand the concept of the monomyth

### Indicators:

- Student can mention the theories related to the study of mythology
- Students can explain the way theories trace the origin of myths

### Topics:

- Theories related to the study of Mythology
- Tracing the origin of myths

### Learning methods:

- Interactive Lecturing
- Independent reading
- Watching Selected Videos (Youtube: Crash Course: World Mythology)

### Learning Experiences:

- Students are introduced with the mythology as the study of the myth by the presentation
- Students browse examples from the internet and discuss what characteristics they could find in the chosen myth.

### Book References:

- Morford, Mark P.O. & Robert J. Lenardon. 2003. Classical Mythology (7th Edition). New York: Oxford University Press.
- Leemings, David Adam. 1990. The World of Myth: An Anthology. New York: Oxford University Press.
- Segal, Robert A. 2004. Myth: A Very Short Introduction. New York: Oxford University Press.
- McElroy. 2020. A Handbook of Folklore, Myths, and Legends from around the world. New York: Wellfleet Press.

## Meeting 4

### Specific Competences:

- Students recognize the structure of Myths
- Students recognize the types of hero
- Students understand the concept of the monomyth

### Indicators:

- Students mention the basic concept of the structure of the myth
- Students provide an example of the types of hero
- Students discover the monomyth

### Topics:

- The structure of Myths
- Types of Hero
- Monomyth

### Learning methods:

- Interactive Lecturing
- Independent reading
- Watching Selected Videos (Youtube: Crash Course: World Mythology)

### Learning Experiences:

- Students are exposed to the types of heroes from various myths.
- Students explore more titles of myths to see the aspect of the monomyth in myth.

### Book References:

- Morford, Mark P.O. & Robert J. Lenardon. 2003. Classical Mythology (7th Edition). New York: Oxford University Press.
- Leemings, David Adam. 1990. The World of Myth: An Anthology. New York: Oxford University Press.
- Segal, Robert A. 2004. Myth: A Very Short Introduction. New York: Oxford University Press.
- McElroy. 2020. A Handbook of Folklore, Myths, and Legends from around the world. New York: Wellfleet Press.

# Meeting 5

## Specific Competences:

- Students differentiate motifs in various myths

## Indicators:

- Students enunciate the types of motifs
- Students mention examples of the myth according to the motif.

## Topics:

- Mythological Archetypes
- Creation myth

## Learning methods:

- Independent reading
- Watching Selected Videos (Youtube: Crash Course: World Mythology)

## Learning Experiences:

- Students are exposed to the motifs in classical mythology
- Students discuss more motifs from example browsed from the internet.

## Book References:

- Morford, Mark P.O. & Robert J. Lenardon. 2003. Classical Mythology (7th Edition). New York: Oxford University Press.
- Leemings, David Adam. 1990. The World of Myth: An Anthology. New York: Oxford University Press.
- McElroy. 2020. A Handbook of Folklore, Myths, and Legends from around the world. New York: Wellfleet Press.

# Meeting 6

## Specific Competences:

- Students differentiate motifs in various myths

## Indicators:

- Students enunciate the types of motifs
- Students mention examples of the myth according to the motif.

## Topics:

Motifs I

- 1 Tabu
- 2 Magic
- 3 Test
- 4 The Wise and the Foolish
- 5 Deception.

## Learning methods:

- Independent reading
- Watching Selected Videos (Youtube: Crash Course: World Mythology)

## Learning Experiences:

- Students are exposed to the motifs in classical mythology
- Students discuss more motifs from example browsed from the internet.

## Book References:

- Morford, Mark P.O. & Robert J. Lenardon. 2003. Classical Mythology (7th Edition). New York: Oxford University Press.
- Leemings, David Adam. 1990. The World of Myth: An Anthology. New York: Oxford University Press.
- McElroy. 2020. A Handbook of Folklore, Myths, and Legends from around the world. New York: Wellfleet Press.



# Meeting 7

## **Specific Competences:**

Students identify the archetypes from:

- 1 Reversal of Fortune
- 2 Change and Fate
- 3 Society
- 4 Reward and Punishment
- 5 Nature of Life

## **Indicators:**

- Students show the motifs employed in the myth

## **Topics:**

Motifs II

- 1 Reversal of Fortune
- 2 Change and Fate
- 3 Society
- 4 Reward and Punishment
- 5 Nature of Life

## **Learning methods:**

- Independent reading
- Watching Selected Videos (Youtube: Crash Course: World Mythology)

## **Learning Experiences:**

- Students are given an explanation about the kind of archetypes.
- Students explore more examples from reading sources.

## **Book References:**

- Garry, Jane & Hasan El-Shamy (ed.). 2005. Archetypes and Motifs in Folklore and Literature. London: ME Sharpe.
- Sims, Martha C. & Martine Stephens. 2005. Living Folklore: An Introduction to the Study of People and Their Traditions. Logan: Utah State University Press.
- McElroy. 2020. A Handbook of Folklore, Myths, and Legends from around the world. New York: Wellfleet Press.

# Meeting 8 Mid Test

Essay Questions Will be given on Google Form

## Meeting 9

### Specific Competences:

- Students enunciate the definition of folklore.
- Students enunciate the genres of folklore.
- Students enunciate a brief history of folklore studies.

### Indicators:

- Students mention the definition of folklore.
- Students explain the genres of folklore.
- Students tell the history of folklore studies.

### Topics:

- Definitions and genres of folklores.
- A brief history of Folklore Studies.

### Learning methods:

- Interactive Lecturing
- Independent reading
- Watching Selected Videos

### Learning Experiences:

- Students are given an explanation about folklore and genres.
- Students are given an explanation about the history and the development of folklore studies.

### Book References:

- Madden, April. 2019. History of Folklore, Fairytales, and Monsters. London: Future Publishing Ltd. Digital Edition.
- Garry, Jane & Hasan El-Shamy (ed.). 2005. Archetypes and Motifs in Folklore and Literature. London: ME Sharpe.
- Sims, Martha C. & Martine Stephens. 2005. Living Folklore: An Introduction to the Study of People and Their Traditions. Logan: Utah State University Press.

## Meeting 10

### Specific Competences:

- Students are able to identify the characteristics of a folk group.
- Students provide explanations about the beliefs and traditions shared in certain folk groups.

### Indicators:

- Students mention the way a folk group is formed.
- Students show the aspects of forming a folk group.

### Topics:

- Folk Groups
- Self-identification and beliefs
- Traditions (Sharing and Learning)

### Learning methods:

- Interactive Lecturing
- Independent reading
- Watching Selected Videos

### Learning Experiences:

- Students are given an explanation of the folk group and its significances.
- Students explore what folk groups they belong to and what makes them so.

### Book References:

- Madden, April. 2019. History of Folklore, Fairytales, and Monsters. London: Future Publishing Ltd. Digital Edition.
- Garry, Jane & Hasan El-Shamy (ed.). 2005. Archetypes and Motifs in Folklore and Literature. London: ME Sharpe.
- Sims, Martha C. & Martine Stephens. 2005. Living Folklore: An Introduction to the Study of People and Their Traditions. Logan: Utah State University Press.

## Meeting 11

### Specific Competences:

- Students are able to differentiate among traditions, rituals, and performances.

### Indicators:

- Students mention the aspects of tradition.
- Students mention the aspects of Rituals.
- Students mention the aspects of performances.

### Topics:

- Traditions, Rituals, and Performances

### Learning methods:

- Independent reading
- Watching Selected Videos

### Learning Experiences:

- Students are given an explanation of traditions, rituals, and performances and their relation to folklore.
- Students explore more examples from their knowledge of society.

### Book References:

- Madden, April. 2019. History of Folklore, Fairytales, and Monsters. London: Future Publishing Ltd. Digital Edition.
- Garry, Jane & Hasan El-Shamy (ed.). 2005. Archetypes and Motifs in Folklore and Literature. London: ME Sharpe.
- Sims, Martha C. & Martine Stephens. 2005. Living Folklore: An Introduction to the Study of People and Their Traditions. Logan: Utah State University Press.

## Meeting 12

### Specific Competences:

- Students explain the perspective of functionalism in folklore
- Students explain the perspective of structuralism in folklore

### Indicators:

- Students mention the concept of functionalism
- Students mention the concept of structuralism

### Topics:

Approaches to Interpreting Folklore

- Functionalism
- Structuralism

### Learning methods:

- Interactive Lecturing
- Independent reading
- Watching Selected Videos

### Learning Experiences:

- Students are exposed to the theories of functionalism and structuralism.
- Students explore more examples of the application in online articles/journals.

### Book References:

- Sims, Martha C. & Martine Stephens. 2005. Living Folklore: An Introduction to the Study of People and Their Traditions. Logan: Utah State University Press.
- Bronner, Simon J. 2007. The Meaning of Folklore: The Analytical Essays of Alan Dundes. Utah State University Press.
- Endraswara, Suwardi. 2009. Metode Penelitian Folklor: Konsep, Teori, dan Aplikasi. Yogyakarta: Media Pressindo.

## Meeting 13

### Specific Competences:

- Students explain the perspective of postmodernism and the Interdisciplinary approach to folklore

### Indicators:

- Students mention the concept of postmodernism
- Students mention the concept of the interdisciplinary approach

### Topics:

Approaches to Interpreting Folklore

- Postmodernism
- Interdisciplinary approach

### Learning methods:

- Interactive Lecturing
- Independent reading
- Watching Selected Videos

### Learning Experiences:

- Students are exposed to the theories of postmodernism and interdisciplinary approach
- Students explore more examples of the application in online articles/journals.

### Book References:

- Sims, Martha C. & Martine Stephens. 2005. Living Folklore: An Introduction to the Study of People and Their Traditions. Logan: Utah State University Press.
- Bronner, Simon J. 2007. The Meaning of Folklore: The Analytical Essays of Alan Dundes. Utah State University Press.
- Endraswara, Suwardi. 2009. Metode Penelitian Folklor: Konsep, Teori, dan Aplikasi. Yogyakarta: Media Pressindo.

## Meeting 14

### Specific Competences:

Students relate the importance of ethnography in the studies of folklore.

- Identify folklore
- Seek out folklore
- Stages in Fieldwork

### Indicators:

- Students mention the steps of fieldwork in the framework of ethnography.

### Topics:

- Fieldwork
- Ethnography

### Learning methods:

- Interactive Lecturing
- Independent reading
- Watching Selected Videos

### Learning Experiences:

- Students are exposed to the fieldwork of ethnography.
- Students explore more examples from online and reading sources.

### Book References:

- Sims, Martha C. & Martine Stephens. 2005. Living Folklore: An Introduction to the Study of People and Their Traditions. Logan: Utah State University Press.
- Bronner, Simon J. 2007. The Meaning of Folklore: The Analytical Essays of Alan Dundes. Utah State University Press.
- Endraswara, Suwardi. 2009. Metode Penelitian Folklor: Konsep, Teori, dan Aplikasi. Yogyakarta: Media Pressindo.



## Meeting 15

### Specific Competences:

- Students are able to identify the Folklore Projects.
- Students are able to plan a project of folklore.

### Indicators:

Students create an outline of a project of folklore

- create a title
- decide the approaches and methods
- draw a purpose of their studies

### Topics:

- Folklore Projects

### Learning methods:

- Interactive Lecturing
- Independent reading
- Watching Selected Videos

### Learning Experiences:

- Students are given examples of folklore projects
- Students create an outline of the folklore project

### Book References:

- Sims, Martha C. & Martine Stephens. 2005. Living Folklore: An Introduction to the Study of People and Their Traditions. Logan: Utah State University Press.
- Bronner, Simon J. 2007. The Meaning of Folklore: The Analytical Essays of Alan Dundes. Utah State University Press.
- Segal, Robert A. 2004. Myth: A Very Short Introduction. New York: Oxford University Press.
- Endraswara, Suwardi. 2009. Metode Penelitian Folklor: Konsep, Teori, dan Aplikasi. Yogyakarta: Media Pressindo.

# Meeting 16 Final Test

## Folklore Infographic Poster Project

- Students design a poster about specific folklore from their hometown
- Students create the poster explaining the aspects of the chosen folklore
- Students submit the poster to google drive (link will be given in the meantime)

## Content guideline

- Title
- Origin
- The society
- A brief story
- The effects on society's behavior
- Photograph or Illustration

## Suggested tools:

- Canva
- Adobe Illustrator

## Size:

- Ratio 5:4 with the most suitable pixels for Instagram posts
- Can be made into several pages/slides

## Note:

- Pay attention to the images and the composition of the words
- Avoid using copyrighted images

