

**FLR 250 (CRN 13338), INTRODUCTION TO FOLKLORE LECTURE
FALL 2013, 12:00-12:50 MWF, 129 MCK**

Professor: Dr. Lisa Gilman

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Office Hours: Tuesdays at 2:30 -3:30 pm, Wednesdays at 2:00-4:00 pm, and by appointment.

Office: 447 PLC

Discussion Section schedule and GTF leaders

Wed. 4-4:50 (353 PLC) & 5- 5:50 (240b MCK)—GTF Sanna Parikka email: sannakat@uoregon.edu

Thurs. 8-8:50 (240b MCK) & 9-9:50 (123 MCK) GTF Emily Ridout email: eridout@uoregon.edu

Thurs. 3-3:50 (471 MCK) & 5-5:50 (101 VIL) GTF Vanessa Cutz email: vcutz@uoregon.edu

Communication. Email is the preferred method of communication between instructors and students, though students should use phone as necessary. Allow 24 hours for instructors to respond to emails.

Course Description: This course introduces students to the central concepts, vocabulary, theories, and methods of the discipline of folklore. We explore how folklore forms operate within specific groups of people who identify themselves along regional, ethnic, racial, occupational, gender, political and/or class lines in order to elucidate the role of folklore in the construction and negotiation of identities. We consider different types of folklore forms, the meanings they have for people involved, how they function, and relationships between folklore and social issues. Through lecture, discussions, readings, and assignments, students will strengthen critical thinking and research skills as well as their ability to communicate orally and in writing.

Required Readings: Be sure to do the readings before the class for which they are assigned.

All readings are available electronically on Blackboard.

1. Login to FLR 250 through your Blackboard account [<https://blackboard.uoregon.edu>]
2. Click on "Course Documents," then "Assigned Readings"
3. The readings are listed in the order they are assigned by author(s). In a few cases, a reading consists of more than one file. Be sure to read all files.

Grading and Course Requirements:

- **Discussion Grade (25% of final grade):** Details will be distributed in discussion section syllabus.
- **Midterm (25% of grade, 10/30):** short-answer/essay midterm covering the first half of class.
- **Interview Projects (25% of grade, Due Week 8 in Discussion Sections):** Each student will conduct one or more recorded interviews with one person who is very involved in a particular type of folklore behavior. Students transcribe interview and write an 8-10 page paper describing and analyzing the person's involvement with folklore using class themes. Students will deposit the recording, transcription, and paper in the Randall V. Mills Folklore Archives. (Guidelines to be distributed in class)
- **Final Exam (25% of grade, Dec 10 at 10:15 am – 12:15 pm, 129 Mck):** short-answer/essay exam over the whole term.

Tests and papers will be graded on a 100% scale:

90-100% =A 80-89%=B 70-79%=C 60-69%=D 0-59%=F

Academic Honesty/Plagiarism

All work submitted must be your own and produced exclusively for this course. We (your professor and GTFs) will not tolerate any dishonesty or plagiarism. The use of sources (ideas, quotations, paraphrases from books, articles, websites, archives, interviews etc.) must be properly acknowledged and documented. Violations will be taken seriously and are noted on student disciplinary records. For information about plagiarism and how to avoid it, see: <http://libweb.uoregon.edu/guides/plagiarism/students/>. If you are in doubt regarding any of these issues, please consult with the GTF or the instructor before you complete any relevant requirements. For information about consequences of academic dishonesty, see UO Student Conduct Code:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

Attendance

- Class periods (lecture and discussion sections) are used for discussions, lectures, small group assignments, writings, and other activities. Attendance is mandatory and fundamental to your success.
- If you have to miss class, it is your responsibility to obtain notes and materials. If your absence is due to excusable circumstances, you may meet with your GTF or instructor (either during office hours or a scheduled appointment) to review missed materials.
- Excusable circumstances include: death in the family, serious illness, ill children, observance of a religious holiday, and other university recognized conflicts. Be prepared to provide documentation.
- If excusable circumstances prevent your attendance at an exam or your turning in an assignment on time, inform your GTF or the professor **before** or **within 24 hours after** the exam via e-mail, telephone, or a dated note in the professor's mailbox (this requirement will be lifted in extreme circumstances).
STUDENTS CANNOT MAKE-UP EXAMS DUE TO UNEXCUSED ABSENCES. LATE PAPERS (not due to excusable circumstances) WILL DROP ONE LETTER GRADE EACH DAY THEY ARE LATE.

Respectful Learning Community

This is a very large class, and we will work together to maximize everyone's learning experiences. We address some controversial and sensitive issues, so it is important that we all contribute to creating an environment in which everyone feels free to express their opinions while simultaneously respecting a plurality of perspectives. In order to ensure that everyone is free from unnecessary distractions and disruptions, it is imperative that all students and instructors follow the following rules:

- Arrive to class before class begins.
- Turn off cell phones (no answering phones or text messaging during class).
- Put computers away (see instructor if you have special needs that require you to use computer).
- Listen, speak, and pay attention respectfully to others (no private conversation during class time).
- Come prepared: do assigned reading **before** the class period in which it will be discussed.
- Wait until the end of class and whoever is talking has finished before putting books/papers away.
- Do not leave until class is finished.

Students who fail to comply will be given one warning, after which they may be asked to leave the class.

Special Needs/Disability: We will do everything possible to assist those with special needs. Please meet with me and/or your GTF in the first week of class to discuss how we can accommodate you.

SCHEDULE OF CLASS READINGS, ASSIGNMENTS, AND TESTS

WEEK 1: WHO ARE THE FOLK AND WHAT IS FOLKLORE?

Monday 9/30: Introduction

Wednesday 10/02: Who are the folk and what is folklore?

Readings:

- Georges, Robert and Michael Owen Jones. 1995. Introduction: Folklore and Its Study. In *Folkloristics: An Introduction*, 1-27. Bloomington: Indiana University Press.
- Follow the link and read "What is Folklife" on the website of The American Folklife Center <http://www.loc.gov/folklife/> and browse the website to familiarize yourself with the types of materials that interest folklorists.

Friday 10/04: The folklore of students

Reading: Bronner, Simon. 1995. Remember the Tests. In *Piled Higher and Deeper*, pp. 27-70. Little Rock: August House Publishers, Inc.

WEEK 2: THE STORIES WE TELL (AND READ)

Monday 10/07: Tale types and variants: the case of "Cinderella"

Readings: Selections from: Dundes, Alan, ed. 1982. *Cinderella: A Folklore Casebook*. New York: Garland Publishing, Inc. [listed as "Cinderella Readings" on Blackboard]

- Perrault, Charles. Cinderella, or the Little Glass Slipper.
- Grimm, Jacob and Wilhelm. Ash Girl (Aschenputtel)
- Jameson, R.D. Cinderella in China.
- Bascom, William. Cinderella in Africa.

Wednesday 10/09: Morphology of the folktale

Readings:

- Propp, Vladimir. 1968. Chapter 3: The Functions of Dramatis Personae. In *Morphology of the Folktale*, pp. 25-65. Austin: University of Texas Press.
- Grimm, Jacob and Wilhelm (collection of) (1963 [1886]). The Twelve Brothers. *Household Stories* by the Brothers Grimm, pp. 56-61. New York: Dover Publications, Inc.
- Grimm, Jacob and Wilhelm (collection of) (1963 [1886]). The White Snake. *Household Stories* by the Brothers Grimm, pp. 93-97. New York: Dover Publications, Inc.

Friday 10/11: Narratives of Oregon

Readings:

- Ramsey, Jarold W. 1989. The Wife Who Goes Out Like a Man, Comes Back as a Hero: The Art of Two Oregon Indian Narratives. In *Folk Groups and Folklore Genres: A Reader*. Logan: Utah State Univ. Press.
- Jones, Suzi. 1977. Storytelling. In *Oregon Folklore*, pp. 53-68. Eugene, OR: Randall V. Mills Archives of Northwest Folklore.

WEEK 3: STARTING FIELDWORK PROJECTS

Monday 10/14 Folklore fieldwork ***Guidelines for interview project distributed***

Reading: Sims, Martha C. and Martine Stephens. 2005. Chapter 7: Fieldwork and Ethnography. In *Living Folklore: An Introduction to the Study of People and their Traditions*. Logan: Utah State Univ. Press.

Wednesday 10/16: Folklore fieldwork in Oregon

Video: [Spirits in the Wood : The Chainsaw Art of Skip Armstrong.](#)

Friday 10/18: Fieldwork workshop day: class time used to initiate fieldwork projects. GTFs are available during class time in their offices to troubleshoot, answer questions, and otherwise help you get started.

WEEK 4: CONTEMPORARY LEGENDS

Monday 10/21: Contemporary legends and the things we fear

Readings: Selections from Brunvand, Jan Harold. 1981. *The Vanishing Hitchhiker: American Urban Legends and their Meanings*. NY: W.W. Norton & Co. Chapter 1: New Legends for Old and Chapter 3: "The Hook" and Other Teenage Horrors.

Wednesday 10/23: Rumors, contemporary legends, and social divisions

Readings:

- Turner, Patricia A. 1992. Ambivalent Patrons: The Role of Rumor and Contemporary Legends in African-American Consumer Decisions. *The Journal of American Folklore* 105 (418): 424-41.
- Langlois, Janet L. 2005. "Celebrating Arabs": Tracing Legend and Rumor Labyrinths in Post-9/11 Detroit. *Journal of American Folklore* 118(468): 219-36.

Friday 10/25: Legend trips

Readings:

- Lindahl, Carl. 2005. Ostensive Healing: Pilgrimage to the San Antonio Pilgrimage Site. *Journal of American Folklore* 118 (468): 164-85.
- YouTube: After reading the article, search for clips about the San Antonio train track legend and watch <http://www.youtube.com/watch?v=fVMZC2mllsQ&feature=related>. (link on blackboard)

WEEK 5: MIDTERM/HALLOWEEN

Monday 10/28: Midterm Review

Wednesday 10/30: Midterm

Friday 11/1: Halloween

Readings:

- Santino, Jack. 1983. Halloween in America: Contemporary Customs and Performances. *Western Folklore* 42(1): 1-20.
- Hall, Stephanie. 1990. Monsters and Clowns: A Deaf American Halloween. *Folklore Annual* 122 -131.

WEEK 6: MATERIAL CULTURE/QUILTING

Monday 11/4: Quilting, kinship, and aesthetics

Reading: Roach, Susan. 1985. The Kinship Quilt: An Ethnographic Semiotic Analysis of a Quilting Bee. In *Women's Folklore, Women's Culture*, eds. Rosan A. Jordan and Susan J. Kalcik, pp. 54-64. Philadelphia: University of Pennsylvania Press.

Video: *Kathleen Ware: Quiltmaker* by Sharon Sherman

Wednesday 11/6: Quilting in the lives of African American quilters

Reading: Turner, Patricia A. and Kyra E. Hicks. 2009. *Crafted Lives: Stories and Studies of African American Quilters*. Jackson, MS: University of Mississippi Press. [SELECTION]

Friday 11/8: The Names Project and the stigma of HIV/AIDS

Reading: Ruskin, Cindy. 1988. *The Quilt: Stories from the Names Project*, pp. 9-39. New York: Pocket Books.

WEEK 7: FESTIVALS AND REGIONAL IDENTITY IN THE U.S.

Monday 11/11: Powwows

Readings:

- Toelken, Barre. 1991. Ethnic Selection and Intensification in the Native American Powwow. In *Creative Ethnicity: Symbols and Strategies of Contemporary Ethnic Life*, eds. Stephen Stern and John Allan Cicala, pp. 137-56. Logan: Utah State University Press.
- Woodside, Jane Harris. 1995. "I Want to Show these Young People What We Used to Do": A Cherokee Revivalist Remembers: an Interview with Walker Calhoun. In *Communities in Motion: Dance, Community, and Tradition in America's Southeast and Beyond*, eds. Susan Eike Spalding and Jane Harris Woodside, pp. 137-40. Westport, CN: Greenwood Press.

Wednesday 11/13: Latino festival

Reading: Cadaval, Olivia. 1991. Making a Place Home: The Latino Festival. In *Creative Ethnicity: Symbols and Strategies of Contemporary Life*, eds. Stephen Stern and John Allan Cicala, pp. 204-22. Logan, Utah: Utah State University Press.

Friday 11/15: Mardi Gras

Reading: Gaudet, Marcia. 2001. "Mardi Gras, Chic-a-la-Pie:" Reasserting Creole Identity Through Festive Play. *The Journal of American Folklore* 114 (452): 154-74.

Video: *Dry Wood* by Les Blank

WEEK 8: DANCE, AUTHENTICITY, AND ISSUES OF REPRESENTATION

*****INTERVIEW PROJECTS DUE IN DISCUSSION SECTIONS THIS WEEK*****

Monday 11/18 : Hula and tourism in Hawaii

Reading: Desmond, Jane C. 1997. Invoking "The Native": Body Politics in Contemporary Hawaiian Tourist Shows. *Theater Drama Review* 41(4): 83-109.

Wednesday 11/20: Hula in California

Video: *American Aloha: Hula Beyond Hawai'i* by Lisette Flanary and Evann Siebens

Friday 11/22: Lecture and discussion about *American Aloha*

WEEK 9: FOLKLORE AND DISABILITY/THANKSGIVING

Monday 11/25: Abilities and contact improvisation in Eugene

Reading: Albright, Ann Cooper. 2001. Strategic Abilities: Negotiating the Disabled Body in Dance. In *Moving History/Dancing Cultures*, eds. Ann Dils and Ann Cooper Albright, pp. 56-66. Middletown, CN: Wesleyan University Press.

Wednesday 11/27: Thanksgiving and regional foodways

Reading: Long, Lucy. 2007. Green Bean Casserole and Midwestern Identity: A Regional Foodways Aesthetic and Ethos. *Midwestern Folklore* 33(1): 29-44.

Friday 11/29: *NO CLASS. THANKSGIVING BREAK*****

WEEK 10: WHAT DO FOLKLORISTS DO?

Monday 12/2: Public folklore – guest lecture by Riki Afanador, Executive Director, Oregon Folklife Network

Reading: Baron, Robert and Nicholas R. Spitzer. Introduction. In *Public Folklore*, ed. Baron and Spitzer, pp. 1-16. Washington: Smithsonian Institution Press.

Wednesday 12/4: Folklore and organizational management

Reading: Jones, Michael Owen. 1994. A Folklorist's Approach to Organizational Behavior (OB) and Organizational Development (OD). In *Putting Folklore to Use*, ed. Michael Owen Jones, pp. 162-86. Louisville: The University of Kentucky Press.

Friday 12/6: Wrap-up

FINAL EXAM

Tuesday DEC 10 AT 10:15-12:15 pm in 129 MCK