FLR 418/518 (CRN 38854/38855): FOLKLORE AND GENDER
SPRING 2014, T/H 8:30-9:50 AM, 246 GER

Professor: Dr. Lisa Gilman
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Office Hours: 10:30 am-noon Mondays and Tuesdays, and by appointment  Office: 447 PLC

Required texts for FLR 418/518:
• All other readings accessible on Blackboard.

Additional text for graduate students (FLR 518):

Course Description: Students will use theories from folklore, feminism, and gender studies to analyze folklore forms (such as urban legends, jokes, material culture, games, and performance) that are used to create and celebrate various manifestations of gender identities, contribute to gender conflict, and contest gender oppression. Focusing primarily on examples from the United States, we will examine how folklore relates to ideas of multiple femininities and masculinities to engage ways in which gender, class, race, ethnicity, and religion intersect in the manifestation of gender identities in the United States. In engaging contemporary scholarship on gender, especially recent writings on folklore and masculinity, students will consider the current state of the study of folklore and gender and discuss possibilities for future directions in the field.

Course Objectives:
1. Identify, explain and apply basic concepts in Folklore scholarship associated with gender, feminism, socialization, performance, and resistance.
2. Identify, explain, and analyze diverse folklore forms related to gender in relationship to the historical, cultural, and social contexts in which they are performed, employing appropriate theoretical and methodological approaches.
3. Identify, explain, and critically analyze the role of folklore in community constitution, identity formation, and conflict negotiation for diverse groups of people in the United States

Academic Honesty/Plagiarism: All work submitted in this course must be your own and produced exclusively for this course. I 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 noted on student disciplinary records. To learn more about plagiarism and how to avoid it, consult the UO library's guide on plagiarism: http://libweb.uoregon.edu/guides/plagiarism/students/. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult me before you complete any relevant requirements. For the consequences of academic dishonesty, consult the UO Student Conduct Code: http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx
FLR 410 GRADING AND COURSE REQUIREMENTS FOR UNDERGRADUATE STUDENTS:

- **Proposal (due 4/15, 10% final grade):** 2-page proposal explaining your topic and research plan for term paper. (Guidelines to be distributed in class)

- **Folklore Example (5% of final grade, May 1, May 22, and June 3):** Students will be divided into groups. On the assigned day for their group, each student in the group will present one or more examples of folklore relevant to the day’s topic and lead a short discussion.

- **Attend lecture or relevant event (5% of final grade):** Announcements about relevant lectures and events will be made throughout the term. Students are required to attend one and submit a short 1-page paper about the event that includes: name and date of the event, a short 1-paragraph description, and a short 1-paragraph analysis applying one course concept to the event.

- **Midterm exam (5/6, 30% of final grade):** short answer and essay exam.

- **Term Paper (5/29, 30% of final grade):** 10-page paper on some aspect of folklore and gender. (Guidelines to be distributed in class).

- **Final exam (due 5:00 pm, 6/9, 20% of final grade):** take home essay exam

FLR 510 GRADING AND COURSE REQUIREMENTS FOR GRADUATE STUDENTS:

- **Additional Readings (expect a midterm and final exam question on essays in this text):** Radner, ed. Feminist Messages: Coding in Women’s Folk Culture.

- **Term Paper Proposal (due 4/15, 5% final grade):** 2-page proposal explaining your topic and research plan for term paper. (Guidelines to be distributed in class)

- **Folklore Example (5% of final grade, May 1, May 22, and June 3):** Students will be divided into groups. On the assigned day for their group, each student in the group will present one or more examples of folklore relevant to the day’s topic and lead a short discussion.

- **Attend lecture or relevant event (5% of final grade):** Announcements about relevant lectures and events will be made throughout the term. Students are required to attend one and submit a short 1-page paper about the event that includes: name and date of the event, a short 1-paragraph description, and a short 1-paragraph analysis applying one course concept to the event.

- **Midterm exam (5/6, 30% of final grade):** short answer and essay exam.

- **Term Paper (6/9, 40% of final grade):** 15-20-page paper on some aspect of folklore and gender. (Guidelines to be distributed in class).

- **Final exam (due 5:00 pm, 6/9, 15% of final grade):** take home essay exam

**Attendance**

- Class periods are used for discussions, lectures, small group assignments, writing, and other activities. Attendance is therefore mandatory and fundamental to your success in this course.

- 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 me (either during office hours or a scheduled appointment) to review missed materials.

- Excusable circumstances include: a death in the family, a serious illness with a doctor’s note, ill children, observance of a religious holiday, and other university recognized conflicts. Be prepared to provide documentation.

- If excusable circumstances prevent your attendance at a test or your turning in an assignment on time, inform your 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). LATE PAPERS (not due to excusable circumstances) WILL DROP ONE LETTER GRADE FOR EACH DAY THEY ARE LATE.

**Respect:** It is imperative that we create a classroom environment where everyone feels free to express opinions while simultaneously respecting the plurality of perspectives of others.

**Disability:** I will do everything to assist those with special needs. Please meet with me in the first week of class to discuss how I can accommodate you.
SCHEDULE OF CLASS READINGS AND ASSIGNMENTS

Week 1: Folklore and Performance

Tuesday, April 1:
What is Folklore? /What is gender?

Thursday, April 3:
Folklore and performance:

Week 2: Gender and the Performance Approach to the Study of Folklore

Tuesday, April 8:
- Shuman: “Gender and Genre.” FTSF

Thursday, April 10:
- Documentary film: Venom in a Jar by Gretchen Stoeltje and Linda Adams

Week 3: Folklore and Gender Socialization

Tuesday, April 15:
****Term Paper Proposals Due in Class****
- Hughes: “‘You have to do it with style’: Girls’ Games and Girls Gaming.” FTSF

Thursday, April 17:

Week 4: Humor, Legends, Identification, and Differentiation

Tuesday, April 22:
Thursday, April 24:

Week 5: Humor, Gender, and Women in Politics

Tuesday, April 29:

Thursday, May 1: Folklore Example Day
- **Group #1:** Each student in Group #1 brings one or more examples of humorous folklore that uses gender to shape perceptions of male or female political figures.

Week 6: Midterm/Folklore and negotiation and contestation

Tuesday, May 6: ****Midterm Exam****

Thursday, May 8:
- Lawless, Elaine J. "Access to the Pulpit: Reproductive Images and Maternal Strategies of the Pentecostal Female Pastor." FTSF

Week 7: Folklore and the Performance of Multiple Gendered Identities

Tuesday, May 13:

Thursday, May 15:
Week 8: The Internet and the Performance of Gendered identities

Tuesday, May 20:

Thursday, May 22: Folklore Example Day

Group #2: Each student in Group #2 bring one or more examples of folklore that exemplify the multiplicity of gender identities and/or the role of the Internet in the expression of alternate gender or sexual identities

Week 9: Expressing Violence and Healing from Gender Trauma

Tuesday, May 27:

Thursday, May 29: ****TERM PAPER DUE FOR UNDERGRADUATES****

Week 10: Violence and Healing from Gender Trauma through Performance

Tuesday, June 3: Folklore Example Day
- Group #3: Each student in Group #3 brings one or more examples of folklore related to the expression of or healing from trauma.

Thursday, June 5:
- Course Wrap-up
- Discussion: The role of folklore in sustaining gender inequities versus its role in social change

JUNE 9, 5 PM IN MY OFFICE
ALL STUDENTS: TAKE HOME FINAL EXAM DUE
GRADUATE STUDENTS: TERM PAPERS DUE