FLR 370 (CRN 36141), FOLKLORE AND SEXUALITY
SPRING 2015, 14:00-15:20am TR, 146 HED

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Office Hours: Mondays 10-11 am, Thursdays 10 am – 12 pm, and by appointment.
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Course Description: The central question that will guide class discussions and assignments is what does contemporary folklore suggest/reveal about sexuality (attitudes, behaviors, identities) in Eugene and the U.S. in 2015? We will examine a wide range of folklore forms that comprise explicit and implicit sexual content as our entry point for exploring how normative and transformative ideas about sexuality are constituted, perpetuated, and resisted among and between various groups in the United States. Central themes include folklore and heteronormative sexuality, multiplicities of sexual identities, relationships between sexuality and other categories of identity, sexuality and violence, and resistance and transformation.

Required Texts:

- Whatley, Mariamne H. and Elissa R. Henken. 2000. *Did You Hear About the Girl Who…?: Contemporary Legends, Folklore, and Human Sexuality.* New York: New York University Press. (Available at UO Bookstore and on reserve at Knight Library)
- ***All other readings are available electronically on Blackboard.***
  - Login to FLR 370 through your Blackboard account. [https://blackboard.uoregon.edu]
  - Click on "Control Panel" then "Course Documents" then "Assigned Readings"
  - The readings are listed in the order that they are assigned by author(s)'s last name. In a few cases, a reading consists of more than one file. Be sure to read all files.

Learning Outcomes

1. Strengthen skills in written and oral communication and critical thinking.
2. Identify, explain and apply terminology and concepts in folklore scholarship related to gender and sexuality.
3. Augment critical understanding of how folklore forms operate to reinforce and resist normative ideas about sexuality.
4. Explore how folklore is used to create interactional spaces for alternate sexual identities and practices.

Assignments: [*Graded on a 100% scale: 90-100% A/80-89 B/70-79 C/60-69 D/0-59 F]*

- **Attend lecture or event (5% of final grade):** Each student attends one lecture or event outside of class (announcements will be made in class and email) related to folklore and sexuality. Students submit a 1-page paper briefly describing the event and analyzing its relevance to class themes.
- **Folklore and Sexuality Example (5% final grade):** Students will be divided into 4 groups. On assigned day, each individual in the group brings an example of folklore relating to sexuality. Each shares the example (individually) and discusses the social significance of the example. (4/16, 4/23, 5/14, 5/28)
- **Quizzes (45% of final grade, 15% each):** Three short answer/essay quizzes will test students on terms and readings. (4/21, 5/12, 6/2)
- **Folklore and Sexuality Journal Project and Analytical Paper (45% of final grade). *Guidelines will be distributed in class* (WRITTEN PORTIONS DUE 6/2):**
  - **Folklore and Sexuality Journal Entries (30% final grade)**
  - **5-page analysis paper** (analyzing material collected in journal) (**10% of final grade**)
  - **Presentation of Journal Project (Week 10, 5% final grade):** Each student will make a brief presentation about the journal project during the last week of class.

Respect: We will address many personal and controversial topics in this class. Each one of us will find certain discussions and materials difficult. It is essential that we work together to create a classroom environment where everyone feels free to express their opinions while simultaneously respecting the plurality of experiences and perspectives of others so that we can productively engage with critical social issues.

Special Needs/Accessibility: I will do everything possible to assist those with special needs. Please meet with me in the first week of class to discuss how I can accommodate you.

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 are 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 the instructor before you complete any relevant requirements. To learn about the consequences of academic dishonesty, consult the UO Student Conduct Code:
http://studentlife.uoregon.edu/programs/student_judi_affairs/conduct-code.htm.

Attendance
- Class periods are used for discussions, lectures, presentations, small group activities, writings, 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, 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 quiz or your turning in an assignment on time, inform your professor **before** or **within 24 hours after** the quiz or deadline 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 ASSIGNMENTS OR EXAMS DUE TO UNEXCUSED ABSENCES. LATE PROJECTS (not due to excusable circumstances) WILL DROP ONE LETTER GRADE EACH DAY (including weekend days) THEY ARE LATE.**

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SCHEDULE OF CLASS READINGS, ASSIGNMENTS, AND EXAMS

WEEK 1: FOLKLORE, LEGENDS, AND SEXUALITY

Tuesday, 3/31, Course overview

Thursday, 4/2
Reading:
- Chapters 1, 2 & 3, Whatley and Henken.
- McNeil, Lynn. 2013. Ch. 1 *What is Folklore? In Folklore Rules: A Fun, Quick, and Useful Introduction to the Field of Academic Folklore Studies, pp. 1-19.* Logan: Utah State Univ. Press.
- Shlasko, G. D. 2005. Queer (v.) Pedagogy. *Equity & Excellence in Education* 38 (2) 123 — 25. [YOU ONLY NEED TO READ PAGES 123-25. FEEL FREE TO READ ALL]

WEEK 2: FOLKLORE, LEGENDS, AND SEXUALITY cont.

Tuesday, 4/7
Readings:
- Chapters 4, 5 & 6, Whatley and Henken.
- Fine, Gary Alan and Patricia A. Turner. 2001. The Wages of Sin: Stories of Sex and Immorality. In *Whispers on the Color Line: Rumor and Race in America*, pp. 147-66. Berkeley: University of California Press.

Thursday, 4/9
Readings: Chapters 7, 8 &9 Whatley and Henken.

WEEK 3: FOLKLORE AND SEX EDUCATION

Tuesday, 4/14

- Chapter 10, Whatley and Henken
- Abraham, Laurie. 2011. Teaching Good Sex: A Frank, Fearless Approach to the Birds and the Bees. *The New York Times Magazine*, November 20.

Thursday, 4/16 ***FOLKLORE EXAMPLES: GROUP #1***

WEEK 4: FOLKLORE, SEX, AND FAIRYTALES: THE CASE OF LITTLE RED RIDING HOOD

Tuesday, 4/21 ****QUIZ #1****

Readings:

- Perrault, Charles. 1989. Little Red Riding Hood. In *Little Red Riding Hood: A Case Book*, ed. Alan Dundes, pp. 3-6. Madison: The University of Wisconsin Press.
- Grimm, Jakob and Wilhelm. 1989. Little Red Cap (Rotkäppchen). In *Little Red Riding Hood: A Case Book*, ed. Alan Dundes, pp. 7-12. Madison: The University of Wisconsin Press.
- Zipes, Jack. 1993. The Trials and Tribulations of Little Red Riding Hood. In *The Trial and Tribulations of Little Red Riding Hood*, pp. 17-88 . New York: Routledge.

Thursday, 4/23 * FOLKLORE EXAMPLES: GROUP #2*****

Reading:

- Beckett, Sandra L. 2001-2002. Who's Afraid of Little Red Riding Hood? Play, Parody, and Political Correctness in Contemporary Retellings*. CREArTA* 2(2): 30-43.

WEEK 5: FOLKLORE, GENDER VIOLENCE, AND ACTIVISM

Tuesday 4/28

Reading:

- Lawless, Elaine. 2011. Introduction: Gathering Stories. In *Women Escaping Violence: Empowerment through Narrative*, pp. 1-20. Columbia: University of Missouri Press.
- Reger, Jo. 2014. Micro-Cohorts, Feminist Discourse, and the Emergence of the Toronto SlutWalk. *Feminist Formations* 26(1): 49-69.

Thursday 4/30: Students encouraged to attend Take Back the Night event in the evening

Readings:

- **TBA**
- Smith, Jenn. 2000. Take Back the Night: Postmodern Theory Turns into Action. *Off Our Backs* 30(1):14, 29.

WEEK 6: FOLKLORE AND QUEER SPACES

Tuesday 5/5:

- Goodwin, Joseph. 1989. It Takes One to Know One: Communication and Identification in the Gay Subculture. In *More Man than You'll Ever Be: Gay Folklore and Acculturation in Middle America,* pp. 11-28. Bloomington: Indiana University Press.
- Gilley, Brian. 2005. Two-Spirit Powwows and the Search for Social Acceptance in Indian Country. In *Powwow*, eds. Clyde Ellis, Luke Eric Lassiter, and Gary H. Dunham, pp. 224-40. Lincoln: University of Nebraska Press.
- Badruddoja, Roksana. 2008. Queer Spaces, Places, and Gender: The Tropologies of Rupa and Ronica. *NWSA Journal*. 20 (2): 156-88.

Thursday 5/7: Guest Lecture Jenee Wilde *The Zine That Your Lover Warned You About!*

Reading:

- Jenkins, Henry with John Campbell. 2000. "Out of the Closet and into the Universe": Queers and Star Trek. In *Fans, Bloggers, and Gamers: Exploring Participatory Culture,* by Henry Jenkins, pp. 89-112. New York: New York University Press, 2006.

Week 7: FOLKLORE, SEX, AND FEMININE IDENTITIES

Tuesday, 5/12 ********QUIZ #2********

Readings:

- Banks, Ingrid. 2000. Splitting Hairs: Power, Choice, and Femininity. In *Hair Matters: Beauty, Power, and Black Women's Consciousness*. New York: New York University Press.
- Pitts, Victoria L. 2003. Reclaiming the Female Body: Women Body Modifiers and Feminist Debates. In *In the Flesh: The Cultural Politics of Body Modification,* pp. 49-86. Macmillan: Palgrave.
- Castro, Rafaela. 1988. Mexican Women's Sexual Jokes. *Perspectives in Mexican American Studies* 1: 129-43.

Thursday, 5/14 * FOLKLORE EXAMPLES: GROUP #3*****

WEEK 8: FOLKLORE, SEX, AND MASCULINE IDENTITIES

Tuesday, 5/19

Video: *The Bro Code: How Contemporary Culture Creates Sexist Men*. By Thomas Keith.

Thursday, 5/21

Readings:

- Dundes, Alan. 1980. Into the Endzone for a Touchdown: A Psychoanalytic Consideration of American Football. In *Interpreting Folklore,* pp. 199-210. Bloomington: Indiana University Press.
- Pena, Manuel. 2006. Folklore, Machismo and Everyday Practice. *Western Folklore* 65(1-2): 137-66.
- Avery, Anthony P. "I Feel That I'm Freer to Show My Feminine Side": Folklore and Alternate Masculinities in a Rave Scene. In *Manly Traditions: The Folk Roots of American Masculinitie*s, ed. Simon Bronner, pp. 157-70. Bloomington: Indiana University Press.
- Mullen, Patrick B. "Let's Al Get Dixie Fried": Rockability, Masculinity, and Homosociality. In *Unsettling Assumptions: Tradition, Gender, Drag*, eds. Pauline Greenhill and Diane Tye, pp 112-28. Logan: Utah University Press.

WEEK 9: FOLKLORE, NEW MEDIA, AND SEXUAL IDENTITIES

Tuesday 5/26:

Readings:

- Fink, Marty and Quinn Miller. 2014. Trans Media Moments: Tumblr, 2011–2013. *Television and New Media*. 15(7) 611–626.
- Cipolle, Alex. V. 2015. Transcendent Man: Eugene Trans Activist Aydian Dowling Uses Newfound Viral Stardom to Shine Light on Trans Issues. *Eugene Weekly*, March 5.
- **Youtube and transgender transformation:** https://www.youtube.com/watch?v=Zxeh8ZLzyDo

Thursday, 5/28 ***FOLKLORE EXAMPLES: GROUP #4***

Week 10: STUDENT PRESENTATIONS OF JOURNAL PROJECTS

Tuesday, 6/2: *****QUIZ #3*****

Student Presentations

Thursday, 6/4:

Student Presentations

JUNE 9 BY 5:00 PM IN MY OFFICE (447 PLC)
JOURNAL PROJECTS DUE