FLR 418/518 (CRN 36634/36636): FOLKLORE AND GENDER
SPRING 2016, M/W 10-11:20 AM, 107 ESL

Professor: Dr. Lisa Gilman
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Office Hours: 9:30-11:30 Tuesdays, 1-2 pm Wednesdays, and by appointment
Office: 447 PLC

Required readings:
• All readings available on Canvas

Recommended Texts:

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. A particular emphasis this term will be exploring ways that folklore forms and concepts from the field of folklore studies are used in efforts to effect positive social change related to a variety of gender and sexuality issues.

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

FLR 418 GRADING AND COURSE REQUIREMENTS FOR UNDERGRADUATE STUDENTS:
• Attendance and participation (10% of final grade): students will be assessed on their attendance and participation in class and completion of in-class writings and activities.
• Discussion postings (15% of final grade): Students will be divided into two groups. On alternating weeks, one group will be required to post to the course Canvas site a set of observations and/or questions based in that week’s required materials. Each posting should have a minimum of two complete “thoughts” (questions or observations) related to one or more of that week’s readings. These are due by 5 pm on the day before the first class meeting for that week (i.e. Sunday). Students in the second group will be responsible for posting one or more responses to the posts of the first group. Responses should also have a minimum of two complete “thoughts.” These can be in response to a single or multiple postings. The responses are due by 5 pm before the second class meeting (i.e. Tuesday). Postings will be graded based on evidence of careful reading and critical engagement with materials. Postings begin in week 2 of class and continue through week 9.
• Attend two lectures or relevant events (10% of final grade): Announcements about relevant lectures and events will be made throughout the term. Students are required to attend two and submit a short 1-page paper about each 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. Ideally, a majority of students will attend the Take Back the Night march on the evening of April 28. The event write-ups are due by one week after the event.
• **Folklore Example (5% of final grade):** Students will be required to bring a relevant folklore example related to one class reading (sign-up sheet will be distributed in class). On the assigned day, the student will share the example and offer one or more prompts linking the reading to the example to launch class discussion.

• **Paper #1 (due 5/4, 20% of final grade):** 5-page paper describing and analyzing an example of an activist project that uses folklore form(s) or concepts from the field of folklore studies. (Guidelines to be distributed in class and posted on Canvas)

• **Presentation of term paper/project (5% of final grade):** Short presentation of final project. (Guidelines to be posted on Canvas)

• **Term Paper or Project (35% of final grade):** 10-page paper on some aspect of folklore and gender OR participation and reflection in individual or group activist project. (Guidelines to be distributed in class and posted on Canvas)

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### FLR 510 Grading and Course Requirements for Graduate Students:

- **Attendance and participation (10% of final grade):** Students will be assessed on their attendance and participation in class and completion of in-class writings and activities.

- **Discussion postings (15% of final grade):** Students will be divided into two groups. On alternating weeks, one group will be required to post to the course Canvas site a set of observations and/or questions based in that week’s required materials. Each posting should have a minimum of two complete “thoughts” (questions or observations) related to one or more of that week’s readings. These are due by 5 pm on the day before the first class meeting for that week (i.e. Sunday). Students in the second group will be responsible for posting one or more responses to the posts of the first group. Responses should also have a minimum of two complete “thoughts.” These can be in response to a single or multiple postings. The responses are due by 5 pm before the second class meeting (i.e. Tuesday). Postings will be graded based on evidence of careful reading and critical engagement with materials. **Postings begin in week 2 of class and continue through week 9.**

- **Attend two lectures or relevant events (10% of final grade):** Announcements about relevant lectures and events will be made throughout the term. Students are required to attend two and submit a short 1-page paper about each 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. Ideally, a majority of students will attend the Take Back the Night march on the evening of April 28. The event write-ups are due by one week after the event.

- **Folklore Example (5% of final grade):** Students will be required to bring a relevant folklore example related to one class reading (sign-up sheet will be distributed in class). On the assigned day, the student will share the example and offer one or more prompts linking the reading to the example to launch class discussion. **Graduate students are expected to engage a theoretical concept from the reading in their prompt.**

- **Paper #1 (due 5/4, 20% of final grade):** Pick one theorist referenced in a class reading of your choice. Read the referenced work. Write a 5-7 page paper that clearly articulates the theoretical framework and critically discusses how the author of the class reading uses it. (Guidelines to be distributed in class and posted on Canvas)

- **Presentation of term paper/project (5% of final grade):** Short presentation of final project (Guidelines to be posted on Canvas)

- **Term Paper or Project (35% of final grade):** 15-20 page paper on some aspect of folklore and gender OR participation and reflection in individual or group activist project. (Guidelines to be distributed in class and posted on Canvas)

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### 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.

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

Academic Honesty/Plagiarism
All work submitted 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. For information about plagiarism and how to avoid it, see: http://pages.uoregon.edu/tpayne/EG595/plagiarism.pdf?DB_OEM_ID=500. If you are in doubt, please consult me before completing 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

Respectful Supported Learning Community
We will engage with many controversial and troubling issues and perspectives in this course, and each one of us will feel uncomfortable, challenged, or outraged at different moments during the term. It is critical that we are able to think about and address these issues respectfully from a plurality of experiences and positions and that we work collaboratively to create a learning community that is supportive for each of us. I am very committed to and will work hard to facilitate a supported environment. Please communicate with me through an anonymous note, an email, or a meeting if you would like to discuss class dynamics at any time.

SCHEDULE OF CLASS READINGS AND ASSIGNMENTS

WEEK 1 Gender, Folklore, and Performance

Monday 3/28: Course Introduction

Wednesday 3/30: Gender, folklore, and performance
Readings:
WEEK 2 Folklore, Play and Gender Socialization

Monday 4/4: Children’s games and gender socialization

**Readings:**

Wednesday 4/6: Playing with Barbie

**Reading:**
- Video: *Barbie Nation* (watch in class)

WEEK 3 Folklore and Masculine Identities

Monday 4/11: Folklore and multiple masculinities


Wednesday 4/13: Folklore and multiple masculinities at the U.S. margins


WEEK 4 Folklore, Gender, Identification, and Differentiation

Monday 4/18: Jokes, identification, differentiation

**Readings:**

Wednesday 4/20: Folklore, gender, and election campaigns

**Readings:**
WEEK 5 Folklore, Personal Experience, and Activism

Monday 4/25: The Classroom as space for activism and performance:
Guest: Amber Berrings

Readings:

Wednesday 4/27: Take back the night/black fashion and politics
Readings:

****THURSDAY NIGHT 4/28: TAKE BACK THE NIGHT
Students encouraged to attend UOs Take Back the Night events. Meet at 6 PM at EMU amphitheater
http://calendar.uoregon.edu/event/take_back_the_night_2016#.Vvhe3LSvaEk

****FRIDAY 4/29, 12-1:30 PM, Knight Library Browsing Room: Tanisha Ford Lecture

WEEK 6 Folklore, Personal Experience, and Activism

Monday 5/2: Personal experience narratives and performative activism
Discuss Take Back the Night and The Men's Story Project
Guest: Avinnash Tiwari

Reading:
- Website: The Men's Story Project: Building Strength, Creating Peace
http://www.mensstoryproject.orghttp://www.mensstoryproject.org

Wednesday 5/4: Personal experience narratives, theater, and LGBTQQIA activism

*******Paper #1 Due*******
Video: *The Year We Thought about Love* (watch in class)

WEEK 7 Performing Within and Against Boundaries

Monday 5/9: Playing with gender and sexuality on the dance floor

Wednesday 5/11: Folk Art and Gender Activism
WEEK 8 Folklore, Media, and Gender Activism

Monday 5/16: Muslim women's activism
Guest, Dr. Irum Shiekh

Readings:
  • Introduction: http://www.sacred-texts.com/neu/burt1k1/tale00.htm
  • “The Lady and Her Five Suitors”: http://www.sacred-texts.com/neu/burt1k1/tale25.htm
  • “Conclusion”: http://www.sacred-texts.com/neu/burt1k1/tale32.htm
• Website and Facebook site for “Palestinians Envision Life Without Occupation”
  • http://socialdocumentary.net/exhibit/Irum_Shiekh/3367
  • https://www.facebook.com/search/top/?q=palestinian%20envision

Wednesday 5/18: Folklore, new media, and feminism

Readings:

WEEK 9: Folklore, Pedagogy, Theater, and Social Change

Monday 5/23: Folklore, Pedagogy, Theater, and Social Change
Guest: Amber Berrings’s master’s project activity:

Readings:
• City Club panel ”The Neglected Few: Students Of Color And Their Experience On The UO Campus.” http://klcc.org/post/neglected-few-students-color-and-their-experience-uo-campus
• University of Oregon Administration From Black Student Task Force SUBJECT List of Demands, DATE 11/17/2015

Wednesday 5/25: TBA

WEEK 10: Term Paper/Project Presentations

Monday 5/30: HOLIDAY/NO CLASS

Wednesday 6/1: Student presentations

JUNE 6
TERM PAPER/PROJECTS DUE
BY 5:00 PM
IN MY OFFICE (447 PLC)