

**FLR 250 (CRN 12389), INTRODUCTION TO FOLKLORE LECTURE
FALL 2016, 8:30-9:50 am TR, 145 Straub Hall**

Professor: Dr. Lisa Gilman

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Office: 447 PLC

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Office Hours: M 9-11 am, R 3:30-4:30 pm, and by appt

Discussion Section schedule and GTF leaders

- Wed. 4-4:50 pm (121 MCK), GTF Jacob Ochs, email: jochs4@uoregon.edu
- Wed. 5-5:50 pm (106 CON), GTF Jacob Ochs, email: jochs4@uoregon.edu
- Thurs. 4-4:50 am (176 ED), GTF Amber Berrings, email: aberring@uoregon.edu
- Thurs. 5-5:50 am (176 ED), GTF Amber Berrings, email: aberring@uoregon.edu
- Fri. 8-8:50 pm (45 COL), GTF Jules Helweg-Larsen, email: julesh@uoregon.edu
- Fri. 9-9:50 am (45 COL), GTF Jules Helweg-Larsen, email: julesh@uoregon.edu

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

Course Description: This course introduces 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 ethnographic and library research skills as well as their ability to communicate orally and in writing.

Learning Outcomes:

1. Learn to identify, explain and apply basic concepts in folklore scholarship
2. Develop basic interview techniques associated with ethnographic fieldwork on folklore topics and be able to integrate research findings into written presentation
3. Identify, explain, and analyze diverse folklore forms in relationship to the contexts in which they are performed.
4. Identify, explain, and critically analyze the role of folklore in U.S. communities.

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

All readings are available electronically on Canvas.

1. Login to FLR 250 through Canvas <https://canvas.uoregon.edu>
2. Click on "Files," then the folder "Assigned Readings"
3. Readings are listed by authors' last names. Some readings consist of multiple files. Read all.

Grading and Course Requirements:

- **Discussion Grade (25% of final grade):** Details on discussion section syllabus.
- **Midterm (25% of grade, Nov. 1):** 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 7 at 8-10 am, 129 Mck):** short-answer/essay exam over the whole term. *Apologies for the early hour!*

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

Access: The University of Oregon is working to create inclusive learning environments. Please notify Prof. Gilman and your GTF (in whatever way makes you feel comfortable) within the first week of the term if there are aspects of the instruction or design of this course that challenge your participation. We will make every effort to accommodate your needs to help you succeed. We also recommend you contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Academic Misconduct: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Attendance

- Lecture and discussion section meetings are used for discussions, lectures, 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 professor (either during office hours or a scheduled appointment) to review missed materials.
- Excusable circumstances include: death in the family, illness, ill children, observance of a religious holiday, and other university recognized conflicts. Be prepared to provide documentation.
- When academic requirements conflict with students' observance of religious holidays, students must inform instructors in advance of holiday. Students are responsible for making up missed work according to a schedule determined by the instructor.
- 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 experience. We address controversial and sensitive issues; it is important that we each contribute to creating an environment in which everyone feels free to express 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 computer use).
- Listen, speak, and pay attention respectfully (no private conversation during class).
- Come prepared: do assigned readings **before** the class period in which they will be discussed.
- Wait until the end of class 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.

Note: Your ongoing enrollment in this class means that you agree to abide by the policies and guidelines of this syllabus.

Emergencies: UO Emergency Management & Continuity Program (UOEMC) has an entire website dedicated to helping students, staff and faculty become better prepared in the event of an emergency: <http://emc.uoregon.edu/>. Although this website offers a wide range of helpful tips, including how to create your own emergency supply kit to updates on any recent alerts, three recommendations pertain to this class: confirm that you are signed up for emergency alerts (for both emails and text messages), identify at least two routes out of this classroom so that you already know them in the event of an evacuation (there are evacuation maps available in most hallways that you can consult to help you identify the best routes) and know the evacuation assembly area. For emergency assistance on campus call 911. For non-emergency assistance on campus call 541-346-2919. Never assume others have called when you witness an emergency situation that endangers yourself or others.

Gender-based violence: Any student who has experienced sexual assault, relationship violence, stalking, coercion, and/or sexual harassment is encouraged to seek help. Please visit <https://safe.uoregon.edu> for information. You are also strongly encouraged to contact Renae DeSautel, Sexual Violence Response & Support Services Coordinator, desautel@uoregon.edu. She will keep your information confidential. In addition, the UO Ombudsperson Bruce MacAllister (541 346-6400 or ombuds@uoregon.edu) can provide confidential support and assistance. You can also contact any pastor, priest, imam, or other member of the clergy. All of these people, including all UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide “general information” that will help us create a safer campus. As your instructors, Prof. Gilman and the GTFs can also reassign work partners and make other necessary accommodations.

SCHEDULE OF CLASS READINGS, ASSIGNMENTS, AND TESTS

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

Tuesday 9/27: Introduction

Thursday 9/29: Who are the folk and what is folklore?

Readings:

- McNeill, Lynn S. 2013. Excerpts. *Folklore Rules: A Fun, Quick, and Useful Introduction to the Field of Academic Folklore Studies*. Logan: Utah University Press.
- 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)

Tuesday 10/4: 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 Canvas]**

- 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.

Thursday 10/6: Contemporary legends

Reading: 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.

WEEK 3: RUMORS, CONTEMPORARY LEGENDS, AND SOCIAL DIVISIONS / STARTING FIELDWORK PROJECTS

Tuesday 10/11:

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.

Thursday 10/13: Folklore fieldwork

guidelines for interview project distributed in lecture

Readings:

- Sims, Martha C. and Martine Stephens. 2005. Fieldwork and Ethnography. In *Living Folklore: An Introduction to the Study of People and Their Traditions*. Logan: Utah State Univ. Press.
- Library of Congress Interview Guide (access through Canvas)

WEEK 4: STARTING YOUR PROJECTS

Tuesday 10/18: Undergraduate research, folklore fieldwork, and interview projects

Readings: Examples of published undergraduate research from students at The Evergreen State College

- Cesspooch, Ataya. 2013. Virtual Reservation: NDNs in the Digital Age. In *Writing American Cultures: Studies of Identity, Community, and Place*, ed. Sam Schrager, pp. 3-31. Olympia, WA: The Evergreen College Press.
- Hobrla, Meredith. ABCs of Dirtbag Climbers: The Scene in Joshua Tree National Park. In *Writing American Cultures: Studies of Identity, Community, and Place*, ed. Sam Schrager, pp. 159-90. Olympia, WA: The Evergreen College Press.

Thursday 10/20:

- **Video:** *Weaving Worlds* by Bennie Klain (watch as group in lecture)

WEEK 5: GHOSTS AND HALLOWEEN

Tuesday 10/25: GUEST LECTURE: GTF JACOB OCHS, Child Death, Ghosts, and Folklore

Reading: Simpson, Jacqueline. 2000. The Folklore of Infant Deaths: Burials, Ghosts, and Changelings. In *Representations of Childhood Death*, eds. Gillian Avery and Kimberly Reynolds, pp. 11-28. New York: St. Martin's Press

Thursday 10/27: 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: MIDTERM/GENDER PERFORMANCE

Tuesday 11/1: Midterm

Thursday 11/3: GUEST LECTURE: GTF JULES HELWEG-LARSEN, Wheels and Heels: Intersection of Roller Derby and Burlesque

Readings:

- Owen, David. 2014. Neo-Burlesque and the Resurgence of Roller Derby: Empowerment, Play, and Community. *Canadian Theatre Review* 158: 33-38.
- Martinez, Marta. 2013. Interview with La Chica Boom April 11, 2011. *Art Practical* 4.25. http://www.artpractical.com/feature/interview_with_la_chica_boom/
- Woodward, Allyson. "We Are the Wheels of Justice." Vimeo video. <https://vimeo.com/107804536>

WEEK 7: DANCE, AUTHENTICITY, AND ISSUES OF REPRESENTATION

Tuesday 11/8: 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.

Thursday 11/10: Hula in California

- **Video:** *American Aloha: Hula Beyond Hawai'i* by Lisette Flanary and Evann Siebens (we will watch during lecture)

WEEK 8: MATERIAL CULTURE/QUILTING

INTERVIEW PROJECTS DUE IN DISCUSSION SECTIONS THIS WEEK

Tuesday 11/15: Quilting, kinship, and aesthetics—guest presentation by Folklorist and Filmmaker Prof. Sharon Sherman.

- **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

Thursday 11/17: The Names Project and the stigma of HIV/AIDS

Reading: Ruskin, Cindy. 1988. Excerpts. *The Quilt: Stories from the Names Project*. New York: Pocket Books.

WEEK 9: THANKSGIVING FOOD

Tuesday 11/22: 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.

Thursday 11/24: *NO CLASS. THANKSGIVING BREAK*****

WEEK 10: WHAT DO FOLKLORISTS DO?

Tuesday 11/29: The professional folklorist

Readings:

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

Thursday 12/1: Wrap-up

FINAL EXAM

Wednesday DEC 7, 8-10 am in 145 STRAUB HALL