ANTH 315: Gender, Folklore, Inequality (CRN: 35598)  
University of Oregon – Spring 2022 – 4 credits

Instructor: Dr. Tobin Hansen  
Email: thansen2@uoregon.edu  
Office Hours (Zoom): Tues / Fri 8:30-10:00a  
Office Hours Signup:  
https://tinyurl.com/y6rs2z3k

Graduate Employee: Kiana Nandoza  
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Office Hours Signup:  
anth315kiana.youcanbook.me

Office Hours Zoom Meeting Link:  
https://uoregon.zoom.us/j/96921182441

Office Hours: Thurs 11:00a-1:00p  
Office Hours Signup:  
https://uoregon.zoom.us/j/94032870970

Course Description
This class explores the expressive and artistic realms of people’s lives in cross-cultural context in relation to questions of gender and power. Anthropological and folkloric methods and approaches permit a critical perspective of how gendered personhood is understood and how people’s gendered practices shape experiences of the world. It examines the possibilities for an egalitarian, emancipatory, inclusive, and feminist anthropology. Topics include verbal arts, folk arts, and gender and human rights.

Disclaimer: This course covers the topics of sexual and other types of violence. As you choose to begin the class, please consider the extent to which participating in the course may be emotionally difficult for you and be in touch with the instructor if you have questions or concerns.

Course Objectives
By the end of this course, you should be able to:
• Explain gender, folklore, and inequality.
• Define sex, gender, and sexuality in their broadest cross-cultural framework.
• Trace the study of gender in the disciplines of anthropology and folklore.
• Analyze the roles and statuses of gendered people in select cross-cultural locations.
• Analyze gender in cross-cultural perspective in relation to questions of politics, power, resistance, and creativity.
• Demonstrate academic writing and concept mapping skills that reflect critical thinking and well-developed argumentation about social difference and power.

Course Logistics

Course Texts: Please get copies of two graphic novels:


Copies are available for less than $10 from several booksellers. If you have an issue accessing these materials, please contact Tobin to collaborate on how to do so.

Additional course texts are posted on our online course platform, called Canvas. To access our course page on Canvas, log in at https://canvas.uoregon.edu/ and use your DuckID. If you have
questions about Canvas you can get information at https://service.uoregon.edu, at 541-346-4357, or at https://livehelp.uoregon.edu.

Course Format: This online course is asynchronous, meaning that there are no coordinated course audio/video meetings; however, there may be some partner work that will have to be coordinated with one or more classmates. Course materials, explanations of activities and expectations, and deadlines are available on Canvas and in this syllabus.

In this course you are expected to take an active role in your learning. Completing course activities on time and in a high-quality manner requires motivation, organization, and responsibility. Course readings, explanations of activities and expectations, and deadlines are available on Canvas and in this syllabus. You will submit assignments on Canvas. Be attentive to course content, activities, and due dates. Anticipate the course calendar and be in touch well before a due date with a situation regarding completing assignments on time. To maximize your learning experience and keep the whole group on pace, you are expected to actively engage the course material and complete activities before deadlines. If you need accommodation related to a medical or other disability, you can set those up through AEC at https://aec.uoregon.edu.

Communication: Regular, edifying, and genial communication is important to a classroom learning community. We (Tobin and Kiana) are here to facilitate your learning, provide guidance, and give timely feedback. For general questions about the course, please consult the syllabus and Canvas first. If you have a practical, yes/no question about an assignment reading, or other component of our class, please post your question on the Discussion thread titled “General Discussion / Q&A Thread,” (at the top of the Canvas Modules page) where classmates can also share answers and which Tobin responds to daily. If you have a technical question about Canvas, Zoom, or another technology, please contact https://service.uoregon.edu. If your question, concern, or interest is about course content or activities, about something personal, is time sensitive, or is something else that doesn’t feel like it fits above, please reach out to us by attending office hours or by email (see contact details above). Talking with students about our course material is a pleasure for Tobin. Confused or excited about something? Wondering how what we’re learning relates to current events, careers, or other classes you can take at UO? Please be in touch. Also, be in touch to tell Tobin how you are doing in the course. If you are having trouble, he would like to strategize with you. Every student can succeed in this course—your success is important to us.

Some additional points:

- Email or use Canvas Messages to contact Tobin with questions about course design, lectures, essays, etc.
- Email or use Canvas Messages to contact Kiana with questions regarding grading; please ensure you have reviewed grading feedback first. Grading feedback can be found in the Grading Criteria Rubric (when one is used) and/or Assignment Comments section, which can be accessed as explained here https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-the-rubric-for-my-assignment/ta-p/275. If you leave comments on Assignment Comments after grades are released, Kiana may not see them! Canvas does not alert GEs about comments. (**All the more reason why email or Canvas Message is always preferred over Assignment Comments**)
• Feel free to email us both in one message if you’re not sure who you should contact.
• Please put “Anth 315” and the topic of your message in the subject line of your email.
• Our preference is that you begin your message with “Dear Tobin” or “Dear Kiana” or “Hi Tobin” or “Hi Kiana” instead of alternatives such as “Hey,” or simply no salutation at all. Tobin identifies with he/him or they/them pronouns. Kiana uses she/her or they/them pronouns. Feel free to let us know if you have a preferred way to be addressed. Otherwise, we will respond with the name you use for signoff or your first name.
• Between Monday and Friday, generally expect a response to emails within 24 hours.

How will we communicate with you? Generally, via Canvas and email. Please check Canvas announcements and your email regularly. Announcements and emails are archived on Canvas and automatically forwarded to your UO email and can even reach you by text. Check and adjust your settings under Account > Notifications. Once a week, I (Tobin) will post an Announcement that addresses our issues related to our class for that week. When we need to get in touch with you individually, we will do so through email. When giving you feedback on assignments, I (Kiana) will do so in Canvas. Turnaround time for feedback is two weeks.

**Mental Health and Wellness**

Life at college can be complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you’re facing such challenges, you don’t need to handle them on your own—there’s help and support on campus.

If Tobin believes you may need additional support, he will express his concerns, the reasons for them, and refer you to resources that might be helpful. It is not his intention to know the details of what might be bothering you, but simply to let you know he cares and that help is available. Getting help is courageous—and benefits you and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [https://health.uoregon.edu/ducknest](https://health.uoregon.edu/ducknest).

University Counseling Services (UCS) has a team of staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [https://counseling.uoregon.edu](https://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

**Accessible Education**

The University of Oregon is working to create inclusive learning environments. Please notify Tobin if there are aspects of the instruction or design of this course that result in disability related barriers to your participation. For more information or assistance, you are also encouraged to contact the Accessible Education Center at 360 Oregon Hall, 541-346-1155, or [https://uoaec.uoregon.edu](https://uoaec.uoregon.edu). If you are not a student with a documented disability through Disability
Services, but you would like for me to know about class issues that will impact your ability to learn, Tobin encourages you to contact him to strategize how you can get the most from this course.

**Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: [http://blogs.uoregon.edu/basicneeds/food](http://blogs.uoregon.edu/basicneeds/food)

**Accommodation for Religious Observances**

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar’s website: [https://registrar.uoregon.edu/calendars/religious-observances](https://registrar.uoregon.edu/calendars/religious-observances) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

**Equity and Inclusion**

The University of Oregon is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the University to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community. The university values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. For more information or assistance, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion, 1 Johnson Hall, 541-346-3175; website: [http://inclusion.uoregon.edu](http://inclusion.uoregon.edu)
- Center for Multicultural Academic Excellence (CMAE), 164 Oregon Hall, 541-346-3479; website: [https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae](https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae)
- Center on Diversity and Community, 54 Susan Campbell Hall, 541-346-3212; website: [http://codac.uoregon.edu](http://codac.uoregon.edu)

**Statement of Support for DACA/Undocumented Students**

Tobin and Kiana support all students regardless of immigration status or country of origin. They support DACA-mented and undocumented students and promote your belonging and safety in the United States, the local community, and at UO.

**Reporting**

As a UO employees, Tobin and Kiana have certain reporting obligations as explained on the Office of Investigations and Civil Rights Compliance (OICRC) website, under [Employee Reporting Obligations](http://inclusion.uoregon.edu). If you experience prohibited discrimination or harassment, including sex- or gender-
based violence, you will find information at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu. Moreover, for help you may contact the non-confidential Title IX office 541-346-8136, Office of Civil Rights Compliance 541-346-3123, Dean of Students offices 541-346-3216, or call the 24/7 hotline 541-346-SAFE. Tobin and Kiana are also mandatory reporters of child abuse. Additional information is available at Mandatory Reporting of Child Abuse and Neglect.

### Academic Integrity
The University Student Conduct Code, available at http://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 my express permission. Students should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas) and use the sources and resources that the instructor authorizes. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with me before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at https://researchguides.uoregon.edu/citing-plagiarism. Please contact Tobin or Kiana with any questions you have about academic conduct.

### Facilitators’ Statement on Acceptable Communication
Interactions related to our course should promote a supportive, collaborative, and non-threatening environment. This includes on Discussions threads, via email or Zoom, or on any other communicative medium. Learning is not a linear process; it is chaotic, occurs in fits and starts, and depends on our interacting with one another about nuanced ideas. I (Tobin) take a constructivist approach to teaching and learning, meaning that I seek to help you make connections between your existing ideas, experiences, and values and new ones you’ll be exposed to. Respectful collaboration with me and your classmates is key to this process.

Community learning is challenging. It requires attention, effort, and persistence. It isn’t always easy to listen closely to others, humbly question our own ideas, and respond in ways that stimulate our learning and that of others. And it takes time to develop the trust needed to risk sharing our ideas and ourselves. In building trust, we can make some assumptions about each other (e.g., we all value learning?) but should also keep in mind that we there is a lot that we don’t know about each other’s beliefs and lives. Being surprised, confounded, and prompted by what others say, write, and do, requires focus, energy, and goodwill; but productive challenges to our knowledge and points of view are what force us to muddle through to new ways of thinking and enriched lives. Openness to an approach which values the experiences of others will certainly provide a way for us to communicate respectfully and to appreciate one another’s humanity above all else.

The University of Oregon’s free speech policy reads, in part: “As a public institution, the University will sustain a higher and more open standard for freedom of inquiry and free speech than may be expected or preferred in private settings… Free inquiry and free speech are the cornerstones of an academic institution committed to the creation and transfer of knowledge.” It goes on to say, “It is the responsibility of speakers, listeners and all members of our community to
respect others and to promote a culture of mutual inquiry.” In other words, we enjoy the freedom to speak, but share the obligation to do so in a way that is thoughtful, responsible, and considerate.

The following are some guidelines for our communication:

- Be constructive. Share ideas, thoughts, and analyses that are thought provoking, but in a way that is sensitive to others’ wellbeing and dignity. When responding to others, express appreciation of their insights and add to, complement, and extend their ideas.
- Be considerate. Discussions are for analyzing concepts, not the character of the people who express them. Take responsibility for supporting others’ learning and for making them feel heard and accepted.
- Be respectful. Take note of your participation and that of others to help the group develop a balanced discussion. For some of us, it’s difficult to speak up. For others, it takes effort to be quiet. Be attuned to the interpersonal dynamics of the moment and work hard—by speaking up or laying back, when needed—to improve your group collaboration and communication skills.

Access UO free speech policy and further information at: https://policies.uoregon.edu/policy/by/1/01-administration-and-governance/freedom-inquiry-and-free-speech

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<th>A+  =97-100%</th>
<th>A   =93-96.9%</th>
<th>A-  =90-92.9%</th>
<th>B+  =87-89.9%</th>
<th>B   =83-86.9%</th>
<th>B-  =80-82.9%</th>
<th>C+  =77-79.9%</th>
<th>C   =73-76.9%</th>
<th>C-  =70-72.9%</th>
<th>D+  =67-69.9%</th>
<th>D   =63-66.9%</th>
<th>D-  =60-62.9%</th>
<th>F   &lt;59.9%</th>
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Levels of performance:
(A) Outstanding performance relative to course requirements. Demonstrates mastery of course content at the highest level.

(B) Performance that is significantly above course requirements. Demonstrates mastery of course content at a high level.

(C) Performance that meets course requirements in every respect. Demonstrates adequate understanding of course content.

(D) Performance that is at a minimum level to pass but does not fully meet requirements in all aspects; demonstrates a marginal understanding of course content.

(F) Performance that does not meet requirements, for whatever reason. Demonstrates an inadequate understanding of course content.

Extension and Late Work Policies
We expect you to submit work on time: by the established due dates, before midnight. This helps us all maintain the pace of a 300-level university course and stay organized. Submitting assignments after due dates may require you to catch up and adds to Kiana’s labor of evaluating your work. That said, we understand that sometimes extensions are necessary. If you would like to request an extension because of illness, a university-sponsored event, religious observance, or
other reason, please email Tobin. In general, you do not need to justify your request or give a lengthy explanation—a simple, polite email request to Tobin will suffice.

Late work is discouraged. Please complete work on time or request an extension if necessary. You will still receive credit for late work, however, when it is submitted within one week of the due date (or later, if an extension is arranged with Tobin). The one-week grace period does not continue after Week 10 of the term, when grading needs to be completed for final grade calculation.

**Course Requirements**

- **Discussion Thread Activity (5% x3 – 15%):**
  
  Discussion thread activities are designed to help you make connections between new ideas, past learning, and life experiences and to learn—and apply your learning—interactively with classmates. Interactions with classmates help prompt these connections. Discussion posts are an opportunity to make a meaningful contribution to class discussion.

  Posts should be insightful, clear, well organized, and adhere to the word count and other instructions. Some posts may require comments on classmates’ posts. Argument, debate, and confrontation are not the goal. The constraints of this written format make it less than ideal for an extensive back-and-forth. Instead, this is a space to reflect on how a classmate’s post made you think differently or discover a new way of looking at something and to add to that idea. *(See “Instructor Statement on Acceptable Communication.”)*

- **Unit Synthesis Papers (20% x2 – 40% total):**

  In Unit Synthesis Papers, you will respond to a short prompt that asks you to address critical aspects of the unit’s focus, as reflected in the course readings, videos, and lectures that we engage. Your Syntheses will not be a summary of course lectures and texts, but instead a clear argument that answers the prompt and provides an integrated explanation.

  Your Syntheses should begin with a succinct, declarative thesis statement that answers the prompt in one prominent sentence. Then (in the next paragraph or same paragraph) you will develop a discussion that richly explores the prompt in detail and provides examples from course texts. You will integrate into your discussion the ways in which aspects of gender, folklore, and inequality are analyzed or conceptualized. You will end with a one- to three-sentence conclusion that outlines the significance of your argument for a holistic understanding of our course topics.

  Please keep in mind the following points:

  - Syntheses are no longer than two double-spaced pages, one-inch margins, and Times New Roman 12-point font. *(Keeping to only two pages is difficult! But identifying and explaining the most important aspects is part of the exercise.)*
  - Do not include a heading. Use the limited space for your synthesis, not your name, class, date, etc.
  - Syntheses should be about four or five paragraphs total.
  - Begin each paragraph with a topic sentence that clearly introduces the argument of the paragraph.
• Cite each source—reading, lecture, and/or video—of the unit at least once in the Synthesis Paper.
• Use in-text cites—for example, “Gender, folklore, and inequality are X, Y, and Z (Author’s Last Name, pg #)—in your paper.
• For a lecture, please format your in-text cite as (Hansen, Module X lecture).
• Directly quoting sources is unnecessary. If you do need to quote a source, do so only once or twice in the paper. Indicate a direct quotation using quotation marks and an in-text cite (as explained above).
• A References Cited or Bibliography is unnecessary.
• Carefully edit, proof, and reread your paper. It should reflect polished, college-level composition.
• Remember: do not summarize course texts. Answer the prompt in one sentence and then draw from ideas engaged in the texts to support your answer.

Syntheses will be assessed using four Writing Evaluation Rubric criteria: Analysis (30%); Drawing on Course Concepts and Sources (30%); Clarity and Organization (30%); and Following Directions (10%).

❖ Concept Maps Mid-Term and Final (15% + 25% – 40%):

You will submit two gender, folklore, and inequality concept maps: the first as a mid-term assignment and the second as one of your final activities for the course.

You will individually create a rich visual representation of the interconnections between major and minor concepts and theories—and their definitions—related to gender, folklore, and inequality by mapping them two-dimensionally. The map should creatively arrange colors, symbols, and shapes to display relevant patterns, hierarchies, and linkages within and among relevant course concepts. Visual elements should be arranged in a coherent, aesthetically pleasing, and evocative manner.

Concept maps should be created in a digital file format and uploaded to Canvas.

Please read the short Thomson and Licklider (2011) article on concept maps and to see examples of concept maps.

Concept maps will be assessed based on the rubric in the Concept Map Guidelines, which comprises four criteria: Comprehensiveness (50%); Incisive, analytical presentation (20%); Clear, creative hierarchy of ideas expressed (20%); and Explanatory Narrative (10%).

❖ Miscellaneous Activities (5%):

Introductory Post, Final Reflection Survey, etc.
Course Topics and Readings

Unit One: Theorizing Folklore, Gender, and Inequality

In the first Unit we will define folklore, gender, inequality, and other concepts and explore ways they intersect. And how might we conceptualize how gender and folk expressions both structure and reflect uneven distributions of power? How can we understand the relationships between gender and folk culture? What relationships exist between enfleshed bodies and cultural conceptions of gender? In what ways are gendered expressions fluid, contingent, and mutable?

[Module 1] – Introductions and Course Overview / Folklore: Scope and Study


Due at end of Module 1: Discussion Thread Activity #1

[Module 2] – Defining and Studying Gender


Due at end of Module 2: Unit Synthesis #1

Unit Two: Constructing Gendered Lives

The second unit provides a framework for understanding various gendered configurations of life. How have scholars analyzed gender in the everyday? How might rites of passage and social relationships shape gendered social identities? How do people of different genders express gendered identities as fluid and trans (in movement)?
[Module 3] – Transgender Representations and Narratives


Due at end of Module 3: Discussion Thread Activity #2

[Module 4] – Masculinities I


[Module 5] – TBD

Due at end of Module 5: Concept Map #1

Unit Three: Gendered Expressions in Transnational Contexts
The third unit focuses on various gendered configurations of transnational life. How do mobilities and immobilities influence gendered notions and practices of selfhood? In what ways does gender violence reflect devaluations of gendered identities? In what ways do circulations of cultural practices shape individual and collective identities?

Due at end of Module 6: Discussion Thread Activity #3


Due at end of Module 7: Synthesis Paper #2

[Module 8] – Religion and Identity


Men in Iran are wearing hijabs in solidarity with their wives who are forced to cover their hair July 28, 2016. http://www.independent.co.uk/news/people/men-in-iran-are-wearing-hijabs-in-solidarity-with-their-wives-a7160146.html


Unit Four: Liberatory Ideals, Liberatory Ideas
The final unit explores the possibilities for a transformational gender politics. How might we envision gender equity? What possibilities exist for new understandings and practices of gendered being in social and political life?


**[Module 10] – Liberatory Engagements**


**Due at end of Module 10: Concept Map #2**