

Writing 100C: Fairy Tales and Feminism

Spring 2007
Office: Comenius 104
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Professor Lisa Fischler
Email: fischler@moravian.edu
Class: M, W 6b (2:20-3:30 pm)

Office Hours: T, Th 10:30 am-12:30 pm and other times by appointment.

Course Description

Even though they depict a supernatural world of enchantment, fairy tales have functioned for centuries to pass on norms, values, and gender roles. This course will explore elements of the fairy tale genre--such as narrative structure, myths, cultural symbols, gender, sexuality, constructions of class and ethnicity--and uses to which fairy tales have been put. Special attention will be given to the long-lost women narrators of fairy tales who motivated the Brothers Grimm and what these tales reveal about women's and men's lives in historical, social, and contemporary context.

Goals and Objectives

The general goals and objectives for this course are outlined in the Writing 100 Guidelines, but the following are the more particular objective course objectives for Writing 100C. By the end of the semester, you should be able to:

- A) Understand writing as a way of thinking, as a process that constructs knowledge, and as a form with different styles, formats, and audiences.
- B) Recognize a variety of writing styles; use interpretative, evaluative, and creative genres well, and coherently employ grammar, language, style, citations, tone, and theme.
- C) Efficiently use information technology for writing and research, critically evaluate credible sources, analyze the value of diverse resources, and cohesively present research results.
- D) Engage effectively in critical thinking, in analysis, in reading, and in the synthesis and discussion of ideas.

Course Guidelines

1. All work must be submitted on due date for full credit. **Late assignments are NOT accepted.**

2. All assignments must be typed, double-spaced, printed, stapled, use complete sentences, correct grammar, spelling, and punctuation. All assignments must be personally handed to the instructor. No handwritten assignments will be accepted. No emailed assignments will be accepted **except in case of emergencies and not without prior permission of the instructor.**

3. Regular attendance is expected. Assigned work can only be made up 1) after an in-person discussion with the instructor and 2) in cases of **appropriately documented** family emergencies, extended leave, or school sponsored-commitments. If an

emergency should arise, you must notify me prior to an assignment's due date and not after. If you plan to miss a class please notify me in advance. Students are allowed a maximum of three absences within this semester. If you miss class more than the allowed times, 5% will be deducted from your final course grade. Another 5% will be deducted from your final course grade for each additional absence. Two late arrivals to class will be counted as an absence. Please be aware that absences are not divided into excused and unexcused. Regardless of the reason, an absence from class is counted as an absence.

4. In case of any crisis or emergency, or an extended absence from class, you must inform your professor through Learning Services or the Academic Dean's Office.

5. Learning disability accommodations: students who wish to request accommodations in this class for support of learning disabilities should contact Learning Services (x1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

6. These guidelines are intended for the benefit of the students as far as clarification of the instructor's expectations for the course; however, in exceptional circumstances the instructor reserves the right to exercise discretion in the application of these guidelines to individual cases or to refer a particular case to the Academic Dean if necessary.

Classroom Expectations

- 1) Respect for others' answers and views. Disruptive behavior during class will result in your dismissal from the class the first time, after that, disciplinary action will be taken.
- 2) Equal time for opposing opinions.
- 3) Please turn off cell phones in class. If yours rings during class, you will be dismissed from class and counted as absent.
- 4) Non-alcoholic drinks are allowed in class, other food is not.
- 5) Attention to course related material only.
- 6) Necessary breaks at the discretion of the instructor.

Required Texts: Available at the college bookstore-

- Paradiz, Valerie. *Clever Maids: The Secret History of the Grimm Fairy Tales*. NY: Basic Books, 2005.
- Gould, Joan. *Spinning Straw Into Gold: What Fairy Tales Reveal About the Transformations in a Woman's Life*. NY: Random House, 2006.
- Hacker, Diana. *The Bedford Handbook for Writers*, 7th ed. MA: Bedford/St. Martin's, 2006.

Course Requirements

A. Graded Requirements

Participation and Peer Review-10% of your final grade. Class participation includes

coming to class on a very consistent basis, keeping up with assigned readings by thoroughly reading and thinking about the readings before coming to class, active involvement in interactive lectures, substantive contributions to discussions, and engagement with in-class activities. For class participation, **effort counts heavily. Attempting to answer a question, asking a question, or voicing an opinion are all part of participation.** I will evaluate your participation highly if you: a) attend class regularly; b) discuss the videos and readings I make available; c) raise relevant questions/offer thoughtful comments; d) demonstrate you understand the material by your full involvement during in-class activities; e) engage effectively in peer-review sessions in class. Every class session is counted toward your final participation grade. **If you do not participate actively in each class, you will reduce your participation grade by 50% for each given day.**

Analytical (Literary Interpretation) Paper-(15%)-will be a three to four page paper that examines the gender-related literary elements and devices in one of the fairy tales assigned **between 1/15/07 and 2/5/07.** The purpose of this paper will be to analyze how the gender-related literary elements (such as theme, character, setting, point of view, metaphor, symbolism, word choice, language use, and style) convey the authors' ideas about masculinity and femininity, female and male roles in society, and women's and men's lives. In this paper, you will need to identify the key literary devices that are important to the authors and provide specific, concrete evidence from the fairy tale text (i.e. quotations, paraphrasing, summary, citations) to support the argument you are making about the use of gendered literary elements by the Brothers Grimm in their fairy tales. The first draft of this paper will be due in **week four**; the final draft will be due in **week six.** Check the syllabus for the specific dates. Detailed guidelines for this paper will be handed out in the first week.

Literary Critique Paper-(15%)-will be a four to five page paper that critically evaluates the mythical, symbolic, and archetypal significance of specific types of masculine and feminine gender roles in one of the fairy tales assigned **between 2/7/07 and 3/12/07.** The goal of this paper will be to assess--from a controversial or oppositional perspective--the larger meanings, in terms of myths and archetypes, that are conveyed by gender and class relations between women and men in the chosen fairy tale. This paper will include a summary of the authors' point of view, as well as the development of and evidentiary, textual support for an antithetical thesis that expresses your own take on gender roles in the Brothers Grimm fairy tales. The first draft of this paper will be due in **week eight**; the final draft will be due in **week ten.** Check the syllabus for the specific dates. Detailed guidelines for this paper will be handed out in week four.

Narrative (Fairy Tale/Feminist Perspective) Paper-(20%)-will be a five to six page creative writing paper that asks you to write yourself into a fairy tale of your own design as a character fitting the time period in which you set your fairy tale. The character you create for yourself must participate, take action, or be engaged in the story in such a way as to shift the plot, moral, and meaning of the tale to one that shows gains in strength and empowerment for the men and the women of your story. This paper serves a number of purposes: to sum up your experience in this class of reading and

interpreting of fairy tales; to showcase your learning in terms of literary genre, devices, and strategies; and to demonstrate the growth in your writing abilities. Guidelines for this paper will be handed out in week six. This paper will have only one draft, which will be **due in person to me in my office (Comenius 104) by 5 pm on April 30, 2007 (the first day of finals week).**

Research Project: Annotated Bibliography-(10%)-An annotated bibliography is a list of citations to books, articles, and documents, in which each citation is followed by a brief descriptive and evaluative paragraph, the annotation. The annotated bibliography for this paper will be applied to the sources required for your research project. In the annotated bibliography you will need to cite (and annotate) the complete list of those books, articles, documents, and online sources that you will use in your research. The basic requirements for sources in this bibliography and on the research project are the following: two books, five journal articles, and no more than three online sources. Guidelines for this and the research project will be distributed in class during week two.

Research Project: Power Point Presentation-(15%)-will be a 7-10 minute oral presentation using power point that examines the world (Napoleonic Wars, 1799-1815 CE), cultures, ascribed gender roles, social values, political struggles, and expected masculine and feminine behaviors that shaped the Brothers Grimm's collection, inscription, and publication of their fairy tales. The main goal of your research will be to better understand the social, cultural, economic, and political milieu that produced the Brothers Grimm fairy tales. The primary purpose of your presentation will be to compare that milieu to the world, cultures, ascribed gender roles, social values, political struggles, and expected masculine and feminine behaviors of your own time and place. More specifically, how does living in a time of war, in a country that is at war, impact expected masculine and feminine roles and behaviors, social values for the different genders, and gender politics? Presentations will take **place over three class periods: 4/16/07, 4/18/07, and 4/23/07.** Each of you will be assigned a date for your presentation based on a random selection by the instructors. Guidelines for the research project will be distributed in class during week two. Instructions in and assistance with power point will take place during class throughout the term.

Portfolios (prewriting, free writing, homework, reflections on assigned readings)-(15%)-will be a compilation of a selection of your work throughout the semester. You will need to have a folder dedicated to this assignment. Portfolios will be collected at the end of every month during the term and will be collected for a final time on the last day of the semester. Check the syllabus for exact dates. The contents of the portfolio will be based on work you do during the term, but its exact contents will be up to you. The goal of the portfolio is for you to gather together a selection of your work (i.e. prewriting, free writing, homework, and reflections on assigned readings) that, in your estimation, best demonstrate your progress in writing over the time period in question (for instance, from the beginning of the term until the portfolio is collected the first time at the end of January). In addition to the materials you compile for me to see, you will **NEED** to include a one page, typed, 12 font, single-spaced explanation of the following: what you have included in the portfolio, why you have included those pieces of writing, and how the collection of pieces demonstrates progress or growth in your own writing during the

relevant time period. There is a great deal of freedom in terms of how you put together and evaluate your own performance in these portfolios, but a new explanatory sheet will be needed each time you turn in the portfolio. None of the papers or larger assignments are to be included in this collection because I will be using a different rubric to evaluate your progress on those assignments. The portfolios are a chance to show me progress or growth of which I might not be aware, but that you have seen in your own writing, so use them to your advantage!

Pop quizzes-If class discussions do not yield evidence of careful reading and thought, I may administer unannounced ("pop") quizzes. These quizzes will be factored in as part of your participation grade (20 points each). These quizzes will help me determine if quiet students are keeping silent because they are shy or because they are not keeping up with the reading assignments. **There will be no make-up quizzes.**

B. Grade Components

Your final grade in this course will be determined as follows:

Participation and Peer Review	10%	
Literary Interpretation	15%	
Literary Critique	15%	
Fairy Tale Perspective Paper		20%
Annotated Bibliography	10%	
Research Power Point Presentation		15%
Portfolios	<u>15%</u>	
	100%	

Guidelines (Rubric) for Written Assignments (Written by Ben Slote and modified slightly by Ann Bomberger)

- 1) Written work in the A range is based on an original, logical and coherently organized set of ideas; it makes a clear and persuasive argument (even if the reader disagrees with its argument); it brings in specific, relevant examples to back up its assertions; its points, at each turn, are clearly articulated: the words carry precise meaning, they don't obscure it; its sentences use only the words their ideas require, not any more; its paragraphs have distinct though related roles in the essay's cohesion as a whole, each holding one thoroughly asserted idea (not two competing ideas, not one idea half-asserted); if appropriate it accurately and thoughtfully uses other sources; and its sentences are without the grammatical, spelling, or typographical mistakes that exacting proof-reading would catch. (All of this takes a lot of work. If it is all very nearly accomplished, the essay usually earns an A-.)
- 2) Written work in the B range: a very good paper, the writing of which is clearly, thoughtfully, and effectively executed. What sometimes prevents an "A" is a lack of originality, thorough thinking or careful proofreading. If two of these virtues are absent and the other areas of the paper are strong, the essay will usually earn a B-.
- 3) Written work in the C range: some conspicuous flaw usually earns an essay a C; its argument is really underdeveloped, it contains only minimal textual support, it has problems with organization and/or sentence clarity, it is in dire need of proofreading.

4) Written D work either contains more than one of the large problems cited in the "C" description or finds another way to convince its reader that the author has not spent nearly enough time on the thinking or writing in the essay.

5) Written work that earns an F misses on all criteria (originality, articulateness, persuasiveness, organization, the absence of mechanical mistakes).

Final Grade Scale (in percentage, not points)

93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-
less than 60	F

Note: It is within the instructor’s purview to apply qualitative judgment in determining grades for any assignment and for the course final grade.

Academic Honesty Policy

All students are expected to follow the principles of academic honesty as set out in the policies of Moravian College. See the Student Handbook for details. Any and all written work must be done in your own words (with the exception of direct quotations which are clearly indicated as such), and written work must include proper citations indicating the sources for any ideas, concepts, facts, or other information derived from others, whether or not you have restated it in your own words. Any cases of suspected cheating or plagiarism will be referred to the Academic Affairs Office. Academic dishonesty may result in a failing grade in the course.

Schedule and Assignments (Schedule may be changed at the discretion of the instructor; advance notice will be given)

*You will be expected to spend 2 1/2-3 hours on work outside of class for every hour in class.

*Be sure to bring assigned readings to class each day. We will use them for in-class assignments, some of which will be graded. Your grade for the day may depend on your remembering to bring your book to class.

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
1: Mon. 1/15	Introduction: Memory, Culture, Gender, & Fairy	None Gaiman, “Tales in the

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	Tales	Sand”(Handout)
1: Wed. 1/17	Fairy Tales, Comparative Perspective, and the Writing Process	Finish Gaiman, “Tales in the Sand”(Handout); King, pp. (Handout)
2: M 1/22	Widowed Mothers, Sons, and the Wolf at the Door	Paradiz, Ch. 1 “The Wolf and the Seven Goats”(Handout)
2: W 1/24	The Maiden	Gould, pp. 1-20 “Snow White” (Handout)
3: M 1/29	Manhood, Loss, and Folkways	Paradiz, Ch. 2 “The Fisherman and His Wife” (Handout)
3: W 1/31	Leaving Home, Witches, and Temptation	Gould, Ch. 2 Movie: Snow White (Disney) Portfolios due
4: M 2/5	Biblical Tales, Myths, and Gender	Paradiz, Ch. 3 “Child of Mary” (Handout)
4: W 2/7	Surviving Adolescence: The Feminine Version	Gould, Ch. 3 “Cinderella” (Handout) Literary Analysis (first draft) due
5: M 2/12	Feminine Virtues and Vices	Paradiz, Ch. 4 “King Thrushbeard” (Handout)
5: W 2/14	Dust to Diamonds not Rags to Riches	Gould, Ch. 4 Movie: My Fair Lady
6: M 2/19	Brothers, Sisters, and Stepmothers	Paradiz, Ch. 5 “The Six Swans” (Handout)
6: W 2/21	Sleep and Transformation: The Feminine Version	Gould, Ch. 5 “Sleeping Beauty” (Handout) Literary Analysis (final draft) due
Feb. 23, 2007	Midterm	
7: Mon. 2/26	Paternal Authority and	Paradiz, Ch. 6

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
	Marriage	“The Twelve Huntsmen” (Handout) Portfolios due
7: Wed. 2/28	Sacrifice and Pregnancy	Gould, Ch. 6 “Daphne & Apollo” (Handout) Annotated Bibliography due
March 3-11, 2007	Spring Break	No classes
8: Mon. 3/12	Sibling Rivalry: The Masculine Version	Paradiz, Ch. 7 “The Water of Life”
8: Wed. 3/14	How Cultures Change: Revisionism and Whitewashing in Fairy Tales	Gould, Ch. 7 Movie: Sleeping Beauty (Disney) Literary Criticism (first draft) Paper due
9: M 3/19	Of Enchantment, Victims, and Speaking Animals	Paradiz, Ch. 8 “The Table, The Ass, and the Stick” (Handout)
9: W 3/21	Embodying Beauty	Gould, Ch. 8 “The Lady and the Lion” (Handout)
10: M 3/26	True Love: The Masculine Version	Paradiz, Ch. 9 “Twelve Dancing Princesses” (Handout) Portfolios due
10: W 3/28	Heros and Beasts	Gould, Ch. 9 & 10 Movie: Beauty and the Beast (Disney) Literary Criticism (final draft) due
11: M 4/2	Switched Identities	Paradiz, Ch. 10 “The Goose Girl” (Handout)
11: W 4/4	Brides: Good and Bad	Gould, pp. 189-214 “Snow White and Rose

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
		Red” (Handout) Movie: Snow White (Disney)
April 6-9, 2007	Easter Break	No classes
12: W 4/11	Homes, Confinement, and Isolation	Gould, Ch. 12 “Rapunzel (Handout)
13: M 4/16	War & Fortune	Paradiz, Ch. 11 “The Three Children of Fortune” (Handout) Research Project Presentations
13: W 4/18	From Bride to Matron	Gould, Ch. 13 “The Awakening” (Handout) Research Project Presentations
14: M 4/23	Storytelling, Power, and Tempting the Fates	Paradiz, Ch. 12 “The Golden Goose” (Handout) Research Project Presentations
14: W 4/25	The Crone: The Age of the Spirit	Gould, pp. 285-311 “Hansel and Gretel” (Handout) Portfolios due
Finals: April 30-May 4, 2007		April 30, 2007 Fairy Tale Perspective Paper due by 4 pm (Comenius 104)