

Writing 100: Fairy Tales and Feminism

Spring 2008
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Class: M W (5b and 6b)

Office Hours: Th 1:00-4:00 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 course objectives for Writing 100A & C. 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. I do not accept late assignments. All assignments are due at the beginning of class on due dates marked in the syllabus (unless otherwise noted on the syllabus). You cannot pass this class without completing all assignments and requirements. For the sake of equity do not ask for special treatment.

2. All assignments must be typed, double-spaced, printed, clipped or 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. Undocumented absences after the first will be penalized at 5% per absence off your final grade. Three late arrivals to class will be counted as an absence. Appropriate documentation for absences will be accepted in the following cases: verifiable illness, family emergency, extended leave, and school-sponsored events. Documentation for excusing an absence is due within a week of the beginning date of the absence. If you are absent, it is fully your responsibility to determine what was covered in class.

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.
- 2) Equal time for opposing opinions.
- 3) Disruptive behavior during class will result in your dismissal from the class the first time, after that, disciplinary action will be taken.
- 4) Cell phones need to be turned to OFF and put away in a purse or bookbag during class. Use of cell phones in any way during class will result in dismissal from class and be counted as an absence.
- 5) Non-alcoholic drinks are allowed in class, other food is not.
- 6) Attention to course related material only.
- 7) Necessary breaks at the discretion of the instructor.
- 8) If you arrive late, be respectful by not disrupting a class already in progress.

Required Texts: Available at the college bookstore-

- Paradiz, Valerie. *Clever Maids: The Secret History of the Grimm Fairy Tales*. NY: Basic Books, 2005.
- Cashdan, Sheldon. *The Witch Must Die: The Hidden Meaning of Fairy Tales*. NY: Basic Books, 1999.
- Tatar, Maria, ed. *The Annotated Brothers Grimm*. NY: W.W. Norton and Co., 2004.
- 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%)-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 and supporting it 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 and 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 the fairy tale, “Briar Rose” (Tartar, pp. 232-239). The purpose of this paper will be to analyze how the literary element of *character* conveys the authors’ ideas about masculinity and femininity, female and male roles in society, or women’s and men’s lives. In this paper, you will need to identify the use of *character* that is important to the authors in terms of gender 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 this literary element by the Brothers Grimm in their fairy tales. The first draft of this paper will be due in **week three**; the final draft will be due in **week five**. Check the syllabus for the specific dates.

Narrative (Fairy Tale/Feminist Perspective) Paper-(15%)-will be a four to five page creative writing paper that asks you to: 1) choose an existing fairy tale, from the Tartar book; 2) select a character from that fairy tale; 3) change the gender of that character (or assign a gender to the character if it does not have one already); and 4) change the plot, moral, and meaning of the tale in connection with the gender changes in this character. In other words, rewrite the tale using these (1-4) criteria. 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. The first draft of this paper will be **due in week eight**; the final draft in **week ten**. Check the syllabus for the specific dates.

Research Paper: Annotated Bibliography-(15%)-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 paper and presentation. 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 paper are the following: four journal articles, one encyclopedia article, and one online (credible webpage) sources. The assigned books for this class cannot count toward this list of sources, although you may use them in your research. The bibliography will be due in a series of assignments, see the syllabus for exact due dates (labelled "Annotated Bibliography, Annotation 1-6").

Research Paper-(25%)-will be a six to seven page paper based on original research that examines an aspect of culture and society in Europe during the 18th and 19th centuries that you have seen represented in the fairy tales covered in class. This paper will require you to research this topic, to develop a provable thesis that synthesizes what you have learned in the course of your research about the assigned topic, and to relate your research to what you have seen in the Brothers Grimm's fairy tales. In other words, you'll want to connect an aspect of society and culture about which you've read in the fairy tales with what historical research says about that aspect of society and culture. You'll need to choose from the list of topics at the end of this paragraph. Research sources required for this paper are those that are listed above under the annotated bibliography. Research to find four journal articles, one encyclopedia article, and one credible webpage that will enable you to write this paper will begin within the first two weeks of class. A library orientation session with the college librarian during the first two weeks of class will prepare students to navigate source materials for this paper. You will be expected to collaborate productively with Writing Center tutors on this assignment. Your thesis, introduction, conclusion, and outline of the research paper will be **due in week 13**. The final draft is **due in week 14**. All drafts, revisions, note cards, copies of net pages, copies of journal articles, and other source materials need to be submitted with the final draft of this paper. See syllabus for the exact due dates. Topics should be chosen from the following list: "women and femininity," "men and masculinity," "gender and education," "motherhood," "fatherhood," "courtship, marriage, and divorce," "widows and widowers," "peasants and rural laborers," "servants," "orphans and foundlings," and "schools and schooling."

Portfolios-(10%)-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 only once, **in week twelve**. Check the syllabus for exact dates. The contents of the portfolio will be based on a selection of the 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 that includes prewriting, free writing, revisions of certain in-class assignments, revisions of pre-writing and free-writing, and reflections on assigned readings that, in your estimation, best demonstrate your progress in writing over the time period in question. You will need **at least 10 selections** for your portfolio. In addition to the materials you compile for me to see, you will **NEED** to include a two 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 semester. There is a great deal of freedom in terms of how you put together and evaluate your own performance in these portfolios, but **the explanatory sheet will be needed in order to get any credit on 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-(10%)-There will be 6 unannounced (“pop”) quizzes throughout the semester. These quizzes will be worth 20 points each. Quizzes will consist of questions on both grammar and content from the daily readings. You will be able to drop your lowest scored quiz, but **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 Analysis Paper	15%
Pop Quizzes	10%
Narrative Paper	15%
Annotated Bibliography	15%
Research Paper	25%
Portfolios	<u>10%</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: M 1/14/08	Introduction: Memory, Culture, Gender, & Fairy Tales	“Briar Rose” (in class) S. King (handout, in class)
1: W 1/16/08	The Brothers Grimm	Paradiz, Ch. 1

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
	Historically	
2: M 1/21/08	Martin Luther King Day	No classes
2: W 1/23/08	Widowed Mothers, Sons, and the Wolf at the Door	Paradiz, Ch. 2 "Briar Rose" (Tatar, pp. 232-239) Annotated Bibliography, Annotation 1 (one website) due
3: M 1/28/08	Meaning and Fairy Tales	Cashdan, Ch. 1 Tatar, pp. xxvii-xlvi
3: W 1/30/08	Biblical Tales, Myths, and Fairy Tales	Paradiz, Ch. 3 Tatar, pp. 359-364 Literary analysis (first draft) due
4: M 2/4/08	Violence and Excised Fairy Tales	Cashdan, Ch. 2 Tatar, pp. 369-372
4: W 2/6/08	Feminine Virtues and Vices	Paradiz, Ch. 4 "Fitcher's Bird" (Tatar, pp. 201-207) Annotated Bibliography, Annotation 2 (one encyclopedia article) due
5: M 2/11/08	Adolescence	Cashdan, Ch. 3 "Snow White" (Tatar, pp. 240-255)
5: W 2/13/08	Brothers, Sisters, and Stepmothers	Paradiz, Ch. 5 "The Six Swans" (Tatar, pp. 224-231) Literary analysis (final draft) due
6: M 2/18/08	Food and Fairy Tales	Cashdan, Ch. 4 "Hansel and Gretel" (Tatar, pp. 72-85)
6: W 2/20/08	Paternal Authority and Marriage	Paradiz, Ch. 6 "The Twelve Brothers"

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
		(Tatar, pp. 36-43) Annotated Bibliography, Annotation 3 (one journal article) due
7: M 2/25/08	Jealousy: The Feminine Version	Cashdan, Ch. 5 "Cinderella" (Tatar, pp. 113-127)
7: W 2/27/08	Self-Sacrifice and Virtue	Paradiz, Ch. 7 "The Frog King" (Tatar, pp. 3-13) Annotated Bibliography, Annotation 4 (one journal article) due
March 1-9, 2008	Spring Break	No classes
8: M. 3/10/08	Objects of Love	Cashdan, Ch. 6 "The Fisherman and His Wife" (Tatar, pp. 86-99) Narrative Paper (first draft) due
8: W 3/12/08	Of Enchantment, Victims, and Speaking Animals	Paradiz, Ch. 8 "The Magic Table, The Golden Donkey, and the Club in the Sack" (Tatar, pp. 166-182)
9: M 3/17/08	Tales and Lies	Cashdan, Ch. 7 "The Goose Girl" (Tatar, pp. 310-321)
9: W 3/19/08	True Love: The Masculine Version	Paradiz, Ch. 9 "The Worn Out Dancing Shoes" (Tatar, pp. 330-337) Annotated Bibliography, Annotation 5 (one journal article) due

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
March 21-24, 2008	Easter Break	No classes
10: W 3/26/08	Identities: Id and Ego	Paradiz, Ch. 10 "Little Brother and Little Sister" (Tatar, pp. 44-53) Narrative Paper (final draft) due
11: M 3/31/08	Desires in Fairy Tales	Cashdan, Ch. 8 "Rapunzel" (Tatar, pp. 44-53)
11: W 4/2/08	War, Suffering, and Fortune	Paradiz, Ch. 11 "Godfather Death" (Tatar, pp. 194-200) Annotated Bibliography 6 (one journal article) due
12: M 4/7/08	Beanstalks, Trees, and Magic	Cashdan, Ch. 9 "The Juniper Tree" (Tatar, pp. 208-223)
12: W 4/9/08	Storytelling, Power, and Tempting the Fates	Paradiz, Ch. 12 "The Golden Goose" (Tatar, pp. 282-290) Portfolios due
13: M 4/14/08	Industriousness and Sloth	Cashdan, Ch. 10 "Mother Holle" (Tatar, pp. 128-134) Research Paper Thesis, Introduction, Conclusion, and Outline due
13: W 4/16/08	Wizards and Devils	Cashdan, Ch. 11 "The Devil and His Three Golden Hairs" (Tatar, pp. 157-165)
14: M 4/21/08	Once Upon a Future	Cashdan, Ch. 12 "Little Red Riding Hood" (Tatar, pp. 140-149)

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
14: W 4/23/08	Endings	"The Golden Key" (Tatar, pp. 353-356) Research Papers due