

Writing 100: Fairy Tales and Feminism

Spring 2011

Office: Comenius 104

Office Ph.: 610-861-1418

Office Hours: Tues. and Thurs. 11:30 am-1 pm and other times by appointment.

Professor Lisa Fischler

Email: fischler@moravian.edu

Class: T, Th 3b (10:20-11:30 am) PPHAC 235

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, family, 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 this section of Writing 100. 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.

Required Texts: Available at the college bookstore-

- Grimm, Jacob and Wilhelm. *The Complete Grimm's Fairy Tales*. N.p.: Digireads.com Publishing, 2009.
- Paradiz, Valerie. *Clever Maids: The Secret History of the Grimm Fairy Tales*. NY: Basic Books, 2005.
- Buckley, Michael. *The Sisters Grimm*. NY: Scholastic, Inc., 2007.
- Hacker, Diana. *The Bedford Handbook for Writers*, 8th ed. MA: Bedford/St. Martin's, 2010.

Course Grades, Policies, and Responsibilities

1. Participation-will include aspects of the course such as attendance, promptness, in-class participation, preparation, effort, and involvement in and contributions to the class. This portion of the grade is worth 100 points. For assigned readings, you will be expected to read carefully, take notes, list questions, and come prepared to discuss (both verbally and in writing) in the session they are due. You can plan to spend two-three hours outside of class preparing for every hour spent in class. For class, participation includes active involvement in interactive lectures, substantive contributions to discussions, and engagement with in-class activities. 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 and are there for the full class period; b) critically discuss the videos, materials, 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, or are not there, your final participation grade will decrease because I cannot grade you when you do not participate.

-You are expected to attend all classes. **Please be aware that absences are not divided into excused and unexcused. Regardless of the reason, an absence from class will be counted as an absence.**

Extended or excessive absences (three or more) are required to be reported to the Dean's Office and each absence after the third will lower your participation grade.

-Arriving late or leaving early can lower your participation grade. After the second instance of late arrival or leaving early, the disruptive classroom policy may be applied.

2. Analytical (Literary Interpretation) Paper-will be a serial (e.g. in parts) four to five page paper that compares the plots of two different fairy tales in the Grimm volume. **One of the tales chosen must be one covered during the semester (assigned on the syllabus), the other must be one that has not been covered during the semester. Please choose tales from pp. 1-400.** The purpose of this paper will be to analyze how the two literary elements are used in both similar and different ways in the two different tales. In this paper, you will need to identify which aspects of the plot, as discussed in class, are most important to the authors and to the tale and why that is the case. You also will need to provide specific, concrete evidence from the fairy tale text (i.e. quotations, paraphrasing, summary, citations) to support the arguments you are making about the similarities and differences in the plots of the two tales. Check the syllabus for the specific dates when the different parts of this paper are due.

3. Narrative (Fairy Tale/Feminist Perspective) Paper-will be a three to four page creative writing paper that asks you to: 1) read the Brothers Grimm fairy tale, "Cinderella;" 2) examine the aspects of plot as a literary element as discussed in class and included on handouts; and 3) write an original tale that changes the plot entirely but still utilizes all the characters of the Grimm tale. In other words, write a new tale using these (1-3) 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 learning in terms of literary genre, devices, and strategies; and to demonstrate the growth in your writing abilities. Check the syllabus for the specific dates when this paper is due.

4. Research Paper-will be a five to six page research-based paper that compares the roles of heroines in at least one of the Brothers Grimm fairy tales (from the assigned book, pp. 1-400) and in the Buckley book (also assigned). In essence, you will be comparing the roles of heroines in literature from 19th-century Germany and 21st-century America. You will be asked to consult (and cite) at least three articles on the roles of heroines in 19th-century German literature from reference and database sources in Reeves Library. The sources on which you base your research will be used to aid you in discussing the similarities and differences in heroine's roles in the Brothers Grimm tales and in the Buckley book. Check the syllabus for exact dates when this paper is due.

5. Student-lead discussion/activity-each student will be responsible for leading one class session for fifteen minutes. The session lead by the student will be a comparison of the fairy tale assigned on the day on which you lead discussion and a fairy tale from the Brothers Grimm book (pp. 1-400) that is not assigned for the term. Students will be asked to compare a) the characters of the two tales and b) the roles of heroes and villains in the two tales. Dates for leading discussion will be chosen in the first week of class. A sign-up sheet will be passed around. Once chosen, the date is fixed and cannot be changed without permission of the instructor. A handout with guidelines on how to structure your presentation and the required elements to include will be passed out in week two. In the week before the student is to present, they must consult with the instructor outside of class about their detailed, finished, and written

outline of plans for the session; failure to consult with the instructor in time will mean that the student will not be able to lead class on the chosen date.

-All assignments are due at the time, date, and place noted on the syllabus. Late assignments will be accepted with a five (5) point deduction for each full day late beginning just after the due time and date (e.g. from 4:00 pm on the due date to 4:00 pm the next day is a 5 point deduction), up to 7 full days late at which time late papers and other assignments will no longer be accepted and students will receive a 0 grade on the assignment. No exceptions will be made for technical difficulties. I will only accept written work turned in by email if you have arranged with me beforehand to do so for that specific assignment. In the case of an assignment turned in via email, be aware that I must be able to open the attachment and email without a problem in order for the assignment to be accepted for credit.

-Given this class' priority on writing and drafts, you must turn in all assignments in order to pass the class.

4. Accommodations, Expectations, and Responsibilities

-Requests for accommodation on these policies will only be made in extenuating, documentable, and compelling circumstances; will be evaluated on a case-by-case basis; require immediate notification be given to the instructor; and can be referred to Learning Services.

-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

-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 may result in dismissal from class and can lower your participation grade.

- Drinks are allowed in class, other food is not.

-Disruptive behavior during class will result in your dismissal from the class the first time, after that, disciplinary action will be taken.

-Learning Disability accommodations: students who wish to request accommodation in this class for support of learning disabilities should contact Mr. Joe Kempfer at Learning Services (610-861-1510), 1307 Main St. Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

-The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

-Academic Honesty- 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.

-Email etiquette-students can expect email to be answered within 24 hours on weekdays and 48 hours on weekends, provided that email is correctly addressed (to Dr. Fischler or Professor Fischler), signed by the student, and civil in content.

-For the well-being of both students and the instructor, I will insist on a 24 hour waiting period after each assignment is passed back before I will discuss it with you. After that, I am happy to engage in a reasonable, rational discussion about your assignment or exam with you.

-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.

B. Grade Components

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

Participation	100 points
Analytical Paper	150 points
Narrative Paper	150 points
Research Paper	200 points
Rewrite Paper	200 points
Student-lead discussion	<u>100 points</u> 900 points

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.

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

*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: T 1/18/11	Introduction: The Lives and Tales of the Brothers Grimm	None
1: Th 1/20/11	Mothers and Stepmothers	Grimm, “Cinderella,” p. 61
January 24, 2011	Last day for add/drop	
2: T 1/25/11	The Wolf at the Door: Napoleon in Germany	Paradiz, Ch. 1; Grimm, “The Wolf and the Seven Young Kids,” p. 19
Wednesday February 2, 2011	Written assignment	Analytical paper thesis statement due by 4 pm in Comenius 206
2: Th 1/27/11	Prince Charmings	Buckley, Ch. 1; Grimm, “Little Snow White,” p. 127
3: T 2/1/11	Wives and Wishes	Paradiz, Ch. 2; Grimm, “The Fisherman and His Wife,” p. 52
Wednesday Feb. 2, 2011	Written assignment	Narrative paper (first draft) due by 4 pm in Comenius 206
3: Th 2/3/11	Wealth and Humility	Buckley, Ch. 2; Grimm, “King Thrushbeard,” p. 125

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
4: T 2/8/11	The Lot of Women	Paradiz, Ch. 3; Grimm, "The Wedding of Mrs. Fox," p. 98
Wednesday 2/9/11	Written Assignment	Analytical paper introduction (paragraph) due by 4 pm in Comenius 206
4: Th 2/10/11	Bullies and Weddings	Buckley, Ch. 3; Grimm, "The Robber Bridegroom," p. 102
5: T 2/15/11	Feminine Fortitude	Paradiz, Ch. 4; Grimm, "Fitcher's Bird," p. 110
5: Th 2/17/11	On the Shoulders of Giants	Buckley, Ch. 4; Grimm, "The Young Giant," p. 209
6: T 2/22/11	Sisterly Sacrifices	Paradiz, Ch. 5; Grimm, "The Six Swans," p. 119
Wednesday February 23, 2011	Written assignment	Narrative paper (final draft) due by 4 pm in Comenius 206
6: Th 2/24/11	Devils and Downfalls	Buckley, Ch. 5; Grimm, "Bearskin," p. 235
7: T 3/1/11	Honor Among Thieves	Buckley, Ch. 6; Grimm, "The Master Thief," p. 380
Wednesday March 2, 2011	Written assignment	Analytical paper topic sentences for supporting paragraphs (2-4) due by 4 pm in Comenius 206
7: Th 3/3/11	Courage and Caveats	Paradiz, Ch. 6; Grimm, "The Girl Without Hands," p. 81
March 5-13, 2011	Spring Break	No classes
8: T 3/15/11	Men and the Wilderness	Buckley, Ch. 7; Grimm, "Iron John," p. 307
8: Th 3/17/11	Mothers and Daughters	Paradiz, Ch. 7; Grimm, "Mother Holle," p. 67
9: T 3/22/11	Soldiers and Destiny	Buckley, Ch. 8; Grimm, "The Blue Light," p. 266
9: Th 3/24/11	Daughters and Danger	Paradiz, Ch. 8; Grimm, "Little Red Cap," p. 70
10: T 3/29/11	Awakening to Adulthood	Buckley, Ch. 9; Grimm, "Briar Rose," p. 121

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
Wednesday March 30, 2011	Written assignment	Analytical paper supporting paragraphs (3-4) due by 4 pm in Comenius 206
10: Th 3/31/11	Rebels and Risktakers	Paradiz, Ch. 9; Grimm, "The Shoes that Were Danced to Pieces," p. 299
11: T 4/5/11	Rags to Riches	Buckley, Ch. 10; Grimm, "The Little Peasant," p. 160
11: Th 4/7/11	Role Reversals	Paradiz, Ch. 10; Grimm, "The Goose Girl," p. 205
12: T 4/12/11	Sibling Rivalry	Buckley, Ch. 11; Grimm, "Little Brother and Little Sister," p. 33
Wednesday April 13, 2011	Written assignment	Research paper due by 4 pm in Comenius 206
12: Th 4/14/11	Fortune Seekers	Paradiz, Ch. 11; Grimm, "The Three Army Surgeons," p. 269
13: T 4/19/11	Legends	Paradiz, Ch. 12
13: Th 4/21/11	Legends Revisited	Grimm, "Saint Joseph in the Forest," p. 401
April 22-25, 2011	Easter Break	No classes
14: T 4/26/11	Tales Retold	Grimm, "Snow White and Rose Red," p. 328
Wednesday April 27, 2011	Written assignment	Full draft of analytical paper (including concluding paragraph) due by 4 pm in Comenius 206
14: Th 4/28/11	Endings and Happily Ever After Actually	Grimm, "The Golden Key," p. 400
May 2-7, 2011	Final Exams	