

ENGLISH 200: FAIRY TALES AND HEROIC QUESTS
FALL 2010

Instructor: Dr. Casey A. Cothran

Class: English 200-001

Section: 11333, TR 3:30-4:45 (Kinard 211)

Credits: 3

Website: <http://faculty.winthrop.edu/cothranc>

Office: 237 Bancroft Hall; (803) 323-4632

Email: cothranc@winthrop.edu

Twitter: drcothran

Office Hours: 9:00-12:00 TR (and by appointment)

Turnitin.com Information: Class ID (3416985) Password (ilovepapers)

COURSE GOALS:

Terri Windling writes: “Fairy tales have much to say on the subjects of heroism and transformation; about how one finds the courage to fight and prevail against overwhelming odds. They are tales of children abandoned in the woods; of daughters handed poisoned apples; of sons forced to betray their siblings; of men and women struck down by wolves or imprisoned in windowless towers. Such tales were passed down through the generations by word of mouth, woman to woman, mother to child – using archetypes as a mirror held to daily life . . . particularly the lives of those without clear avenues of social power. Why do we continue to be enspelled by fairy tales, after all these centuries? Why do we continue to tell the same old tales, over and over again? Because we all have encountered wicked wolves, faced trial by fire, found fairy godmothers. We have all set off into unknown woods at one point in life or another” (*Women and Fairy Tales*). In this class we will explore children’s stories, myths, and magical tales, looking for universal, eternal themes about the complex nature of human experience.

Specifically, this course will examine fairy tales and popular myths, often focusing on early versions of the tale, modern versions of the tale, and notable rewritings of the tale. In class, we will explore how these versions arise from different cultures and from different historical periods, and how they can appear as story, poem, visual art, or film (WU English Department Goal 1). In this class, emphasis will be placed on the function and power of fantasy stories. You will be encouraged both to analyze tales and to try your hand at rewriting a fairy tale of your choice. On the whole, papers, projects, and exams are designed to aid students in their quests to become better readers, writers, and critical thinkers (WU English Department Goal 3).

This course fulfills Touchstone Goals:

- 1.1 Read, write, and speak standard English.
- 1.2 Analyze written, spoken, and nonverbal messages from a variety of disciplines.
- 2.2 Analyze and use a variety of information gathering techniques
- 2.3 Conduct independent research
- 2.5 Use the library and other information sources competently

- 4.1 Analyze diverse cultures, historical periods and artistic expressions
- 4.2 Understand cultures in their own terms and in terms of the diversity of ideas, institutions, philosophies, moral codes, and ethical principles.

STUDENT LEARNING OUTCOMES:

Learning Objectives Related to the Humanities and Arts Perspective

1. Demonstrate knowledge of and appreciation for diverse intellectual and/or cultural viewpoints
2. Critically evaluate diverse intellectual and/or cultural viewpoints
3. Critically evaluate aesthetic process and/or performance
4. Demonstrate knowledge of creative process and aesthetic values
5. Engage in the creative process through composition and/or performance
6. Demonstrate knowledge of the history of the arts
7. Demonstrate understanding of the relationships among various art forms within their socio-historical contexts
8. Demonstrate knowledge of and appreciation for diverse values and beliefs
9. Critically evaluate those values and beliefs
10. Examine their own values and beliefs
11. Critically evaluate material in a variety of formats (e.g. written, aural, visual, etc.)
12. Gather information and to develop and effectively communicate ideas in Standard English
13. Conduct independent research and/or analysis
14. Discriminate among information sources (e.g. print sources, visual media, internet sources, performances and exhibitions, interviews, etc.)

Knowledge: By the end of the semester, students will be able to

- **Identify** how fairy tales function both as cultural artifacts and as works of art/literature (Humanities LO 3, 6, 7)
- **Identify** the role that literature plays in the development and understanding of human cultures (Humanities LO 7, 8, 9)
- **Describe** how the selected readings reflect and reinforce “the diversity of ideas, institutions, philosophies, moral codes, and ethical principles” (Touchstone Goal #4, Humanities LO 2, 8, 9, 10)

Skills: By the end of the semester, students will be able to

- **Demonstrate** their ability to read critically and to write analytically (through successful completion of tests, papers, and other graded work) (Humanities LO 12)
- **Demonstrate** a basic understanding of the processes appropriate to composing in a variety of forms and for a variety of audiences and purposes (Humanities LO 12)

- **Apply** the skills of literary research, including MLA documentation and research sources (Humanities LO 13, 14)
- **Incorporate** appropriate literary terminology in discussions of assigned works

Attitudes: By the end of the semester, students will be able to

- **Recognize** literature as a source of wonder and insight (Humanities LO 3, 4, 9, 10)

Writing Component: Students will write two short responses (4-6 pp each) and a 5-7 page research paper as well as essay questions on exams.

TEXTS:

Campbell, Joseph. *The Hero with a Thousand Faces*. Novato, CA: New World Library, 2008.

Naploi, Donna Jo. *Zel*. New York: Puffin, 1996.

Tolkien, J.R.R. *Tree and Leaf*. New York: Harper Collins, 2001.

Zipes, Jack ed. *Spells of Enchantment: The Wondrous Fairy Tales of Western Culture*. New York: Penguin, 1991.

* Additional reading materials (PDF files) will be emailed to you; important links are to be found on **my web site** (<http://faculty.winthrop.edu/cothranc>).

COURSE REQUIREMENTS:

1. You will receive a daily grade based on informal, in-class writing and on random “reading quizzes.” This daily grade will take the place of an attendance grade. Missing one or two days will not harm your final average, but missing many days will affect this score and thus your final grade.
2. Over the course of the semester, you will be required to turn in three formal papers. These should be turned in electronically, via turnitin.com. Any papers not turned in to turnitin.com will not be graded. A happy note: You will not need to turn in “paper papers” for this class, as all grading will be done online. Every day an assignment is late (including weekend days) is five points off the final grade. (Note: Daily writing assignments may be turned in early, but not late, unless you have an amazing excuse.)
3. You will take both a midterm and a final exam on the materials we have read and covered in class.

Paper 1	15%	Midterm Exam	15%
Paper 2	25%	Final Exam	20%
Paper 3	15%	Daily Grade/Class Participation	10%

Grading Standards

A description of letter grades for writing assignments can be found at <http://www.winthrop.edu/english/rubric.htm>. Numerically, grades are as follows:

94 and above = A	80-83 = B-	67-69 = D+
90-93 = A-	77-79 = C+	64-66 = D
87-89 = B+	74-76 = C	60-63 = D-
84-86 = B	70-73 = C-	59 and below = F

Attendance Policy

Winthrop policy is that students who miss more than 25% of the classes in a semester cannot receive credit for the course.

Syllabus Change Policy

You will be notified by email if the syllabus or schedule needs to be changed. Please read all emails from me so as to be aware of any potential changes.

Plagiarism Policy

All work in this class that uses outside sources must be documented correctly in the MLA documentation style. Please review the English Department's policy on Using Borrowed Information at <http://www.winthrop.edu/english/plagiarism.htm>. You are responsible for reviewing the description of plagiarism in *The Prentice-Hall Reference Guide to Grammar and Usage* and handling source materials correctly. If you turn in plagiarized work, I reserve the right to assign you a failing grade for the course. The University Policy on Plagiarism is explained at <http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm> under section V, "Academic Misconduct."

Student Conduct Code: As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online *Student Handbook* (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>).

Additionally, please refrain from texting during class. Anyone caught texting, on Facebook, or generally playing with a phone or laptop may be thrown to the dragons, set upon by slaving wolves, or subject to the loss of points on his/her daily grade. Ouch!

Accommodations

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact Services for Students with Disabilities at 323-3290. Once you have your official notice of accommodations from Services for Students with Disabilities, please inform me as early as possible in the semester.

Technology Requirements

I conduct most of my business with students using e-mail. If you do not have an e-mail account, go to 15 Tillman immediately to set it up. All class e-mail will be sent to your campus e-mail address, so make sure you set it to forward to any off-campus account you use (e.g. Comporium, AOL, Yahoo!, etc.) You must have a working Winthrop POBox e-mail address by the third day of class. All students must subscribe to the class listserve.

CLASS SCHEDULE:

Note: assignments are due on the days next to which they appear.

Date	In-Class	Homework
Tuesday August 24	Review Syllabus	
Thursday August 26	Fairy Tales and their Tellers	“Chapter 1: The Broken Pearl” from <i>The Seduction of Water</i> (Emailed PDF Document)
Tuesday August 31	Paper 1 Due	
Thursday September 2	Class Discussion: The History of Wonder-Tales in Western Culture	SE: “Introduction” (xi-xxx)
Tuesday September 7 (Last day to change S/U options)	The Corset, The Comb, The Apple ... The Red Shoes In-Class: view brief excerpts from NBC’s <i>The 10th Kingdom</i>	Grimm, “Little Snow-White” (Online: Ashliman’s web site)
Thursday September 9	Murderous Mothers!	Snow White Versions: “Gold Tree and Silver Tree,” “The Young Slave,” “Maria, the Wicked Stepmother, and the Seven Robbers,” “The Crystal Casket,” “Death of the Seven Dwarfs” (Online: Ashliman’s web site)
Tuesday September 14	View segments of Disney’s <i>Snow White</i> (1937)	
Thursday September 16	Rewriting the Tale	“Snow Glass Apples” (Online, see link on my webpage)

Tuesday September 21	The Great Romantic Quest	SE: "Cupid and Psyche" (1-27)
Thursday September 23	Romantic or Creepy? Beauties and Beasts	SE: "The Pig Prince" (32-38) "Riquet with the Tuft" (85-90)
Tuesday September 28	Transformations	SE: "The Tiger's Bride" (729-744)
Thursday September 30	JRR Tolkien: "On Fairy-Stories"	TaL: 1-46
Tuesday October 5	JRR Tolkien: "Eucatastrophies" View excerpts from <i>The Two Towers</i>	TaL: 46-73
Thursday October 7	Share Research with the Class; Review of MLA Citation	Come to class with the three fictional works you will be using for Paper 2
Tuesday October 12	Writing Workshop	Bring a typed, completed Rough Draft to class
Thursday October 14	Paper 2 Due (In-class Exam Review)	
FALL BREAK: OCTOBER 15-19		
Tuesday October 19	MIDTERM EXAM	
Thursday October 21	Morals	SE: Oscar Wilde, "The Fisherman and His Soul" (482-508)
Tuesday October 26	The Monomyth In class: <i>Star Wars</i>	Campbell 41-80 (The Belly of the Whale)
Thursday October 28	The Hero's Journey In Class: <i>Return of the Jedi</i>	Campbell 81-126 (Atonement with the Father)
Tuesday November 2	Election Day: No Classes	
Thursday November 4	The Hero's Journey In class: <i>Harry Potter, Book 7</i>	Campbell 127-165 (Apotheosis, The Ultimate Boon)
Tuesday November 9	The Hero's Journey In class: <i>LotR, The Return of the King</i>	Campbell 166-209 (Return)

Thursday November 11	Parents and Children	Rapunzel Versions: Comparison of Grimms' 1812 and 1857 "Rapunzel" (Online: Ashliman's web site); Begin Napoli's <i>Zel</i>
Tuesday November 16	Real-life psychological effects	Napoli: <i>Zel</i> (1-116)
Thursday November 18	Happy Endings?	Napoli: <i>Zel</i> (finish book)
Tuesday November 23	Peer Review	Bring a typed, completed Rough Draft to class
Thursday November 25	THANKSGIVING BREAK	
Tuesday November 30	Paper 3 Due	
Thursday December 2	In Class: Exam Review	
Friday December 10	FINAL EXAM 11:30 am- 2:00 pm	

ASSIGNMENTS

Essays 1 and 3 should be 4-6 pages, typed and double-spaced.

Essay 1: Write about your favorite fairy tale from your childhood.

- a) Retell the story, but also say who told you the story and what you thought about it then. (What did you learn from the story? What did it tell you about the world you lived in?)
- b) What do you think about the messages conveyed by the story now that you are an adult?

Essay 3:

Part I

Rewrite a popular fairy tale. As you construct your version, please make sure that you do not simply “retell” the story. Your paper should make some significant changes to the tale’s plot, ending, tone, point of view, or general focus. Let your version of the story provide readers with different ideas or conclusions than those presented by the original text. Also, try to write well; let yourself enjoy the delicate, detailed process of storytelling!

Part II

After you have written a new version of the story, analyze your efforts. Write an explanation of your work; describe the changes you have made and why you have made them. What were you attempting to do here? Why have you chosen to make these particular changes? What do they add (or take away from) the popular (i.e. twenty-first-century American) version of the story? (The paper should be 4-6 pages long; please dedicate 1.5 - 2 of these pages to your explanation / analysis. Note: many students have fun with this assignment and go over the page recommendation ... that’s fine!)

Research Essay:

This essay should be 7-9 pages, typed, double-spaced, with a Works Cited page that lists sources in MLA format.

Essay 2:

Look at **three different versions** of a fairy tale or quest story. I encourage you to choose versions we have not covered in class; additionally, please note that any film, artistic, or textual renderings of the story will serve as an acceptable “version” for you to analyze. (For example, you could look at the movie *Star Wars*, the *Family Guy* spoof episode of *Star Wars*, and the LEGO *Star Wars* video game ... or you could look at the Grimm’s “The Shoes that Were Danced to Pieces,” the Russian story of “The Secret Ball,” and the recent Barbie movie *The 12 Dancing Princesses*.)

In the paper you should do three things (not necessarily in this order):

- 1) Analyze/contrast the different versions of the story you have chosen. What sorts of different messages, symbols, and beliefs are being presented? What has been changed? What stays the same? (Note: while doing this, please try to avoid repetition; try to keep plot summaries brief.)
- 2) Explore how the messages, symbols, or systems of belief that are embedded within each version reflect the time and culture in which the tale appeared. What does each tale say about the people who loved it, who valued it, who passed it on?
- 3) Incorporate some “literary criticism” into your discussion. What do experts, critics, and scholars have to say about this story? Try to include **two or more quotes** from reliable outside analyses in your essay. (Sources may be from scholarly books, journals, or web pages. They may address one or all of the stories, or they might concern themselves with fairy tales/heroic quests in general.)

Note: This essay requires you to do two types of research:

- 1) You will research “**primary sources**” (You must find three different versions of the tale.)
- 2) You will research “**secondary sources**” (You must find critics who talk about the tales in a scholarly, historical, or analytical way.)

Good luck, and have fun!