

ENGLISH 200: FAIRY TALES AND HEROIC QUESTS,
THE WORLD ADVENTURE
FALL 2010

Instructor: Dr. Casey A. Cothran
Class: English 200-002
Section: 11200
Meeting Times: TR 3:30-4:45 (Owens 104)
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 Name: ENGL 200: Fairy Tales Fall 2011
Class ID: 4201521
Password ilovepapers

TEXTS:

Hallett, Martin and Barbara Karasek. *Folk and Fairy Tales*. 4th Edition. Buffalo, NY: Broadview Press, 2009.
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 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.

This course participates in Winthrop University's Global Learning Initiative. The global learning components of this course are the following: reading selections from diverse continents, cultures, and time periods. Students will be asked to analyze and compare these diverse works (ex. seven versions of Snow White from seven countries), as well as to contrast them with American versions of these texts (ex. Disney's *Snow White*).

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.

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.

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| 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:

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| 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 the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.

Academic Success Center (ASC):

Winthrop's Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students become effective and efficient learners. The services available to students are as follows: peer tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located in University College on the first floor of Dinkins Hall, Suite 106. Please contact the ASC at 803-323-3929 or success@winthrop.edu. For more information on ASC services, please visit www.winthrop.edu/success.

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 23 | Review Syllabus | |
| Thursday August 25 | Fairy Tales and their Tellers | “Chapter 1: The Broken Pearl” from <i>The Seduction of Water</i> (Emailed PDF Document) |
| Tuesday August 30 | Paper 1 Due | |
| Thursday September 1 | Class Discussion: The History of Wonder-Tales in Western Culture | SE: “Introduction” (xi-xxx) |

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| Tuesday September 6 (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> | FFT: Grimm, "Little Snow-White" (147-153) |
| Thursday September 8 | 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 13 | View segments of Disney's <i>Snow White</i> (1937) | |
| Thursday September 15 | Rewriting the Tale | Neil Gaiman: "Snow Glass Apples" (Online, see link on my webpage) |
| Tuesday September 20 | Evolving Themes: Enchanted Lovers | FFT:169-203 |
| Thursday September 22 | Beauties and Beasts | SE: "The Pig Prince" (32-38) "Riquet with the Tuft" (85-90) |
| Tuesday September 27 | Modern Transformations | SE: "The Tiger's Bride" (729-744) |
| Thursday September 29 | Writing Workshop | Bring a typed, completed Rough Draft to class |
| Tuesday October 4 | Paper 2 Due | |
| Thursday October 6 | Human Psychology and the Old Tales | FFT: Bettelheim (323-334) |
| Tuesday October 11 | Shrek and the Three Little Pigs | FFT: Jacobs and Garner (289-292), Poniewozik (394-397) |
| Thursday October 13 | MIDTERM EXAM | |
| Monday and Tuesday October 17-18 | FALL BREAK | |

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| Thursday October 20 | Promises | SE: "The Princess and the Frog" (745-757) |
| Tuesday October 25 | Morals | SE: Oscar Wilde, "The Fisherman and His Soul" (482-508) |
| Thursday October 27 | The Great Romantic Quest | SE: "Cupid and Psyche" (1-27) |
| Tuesday November 1 | JRR Tolkien: "On Fairy-Stories" | TaL: 1-44 |
| Thursday November 3 | JRR Tolkien: "Eucatastrophies" View excerpts from <i>The Two Towers</i> | TaL: 44-73 |
| Tuesday November 8 | Fairy Tales and Art | FFT: 297-309 |
| Thursday November 10 | Tricksters | FFT: 204-219 |
| Tuesday November 15 | Clever Cats | SE: "Spiegel the Cat" (383-409) |
| Thursday November 17 | Peer Review | Bring a typed, completed Rough Draft to class |
| Tuesday November 22 | Paper 3 Due | |
| Thursday November 24 | THANKSGIVING BREAK | |
| Tuesday November 29 | Villains | FFT: 220-234 |
| Thursday December 1 | In Class: Exam Review | |
| Wednesday December 7 | 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*.)

Once you have chosen and studied the different versions, write a **thesis-driven essay** that makes some sort of interesting observation about all three pieces. (Ex. Do they all have something in common? Have they changed over time in some sort of interesting way? Does the story shift, depending on the audience? Do they all have one important theme or image in common, despite their differences?) Try to come to one interesting conclusion about the three pieces that will hold together your discussion.

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

- 1) Briefly summarize the different versions of the story you have chosen. 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 the unique messages, symbols, or systems of belief that are embedded within each version. Might they 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. You might find a number of these critics in your FFT text!))

Good luck, and have fun!