

Knox College – Department of Modern Languages

GERM 331/E- German Fairy Tales in Context

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Drop-In Hours: Mondays: 11:00-noon; Wednesdays: 1:30-2:30pm; and by appointment

Meeting times and location

Time: Mondays, Wednesdays, Fridays 2:40-3:50pm

Room: GDH 306

Course Description, Objectives, and Learning Outcomes

Willkommen! What is a fairy tale? Why do we continue to appreciate, enjoy, and share fairy tales today?

The course starts by examining the meanings and theories of fairy tales in the context of the German literary tradition. From a time when Goethe declared the death of national literature in favor of world literature, the Grimm's tales have served both purposes. Together we will explore the tales as they appear in various times and media formats. Readings and discussions will focus on the cultural, political, social and gendered aspects of the Grimm's tales and their implications as they enter into other time and cultural contexts. By analyzing the fairy tale, we will also address German cultural identity and values, ideas of nation building, and the appropriation and subversion of the fairy-tale form as it expands into other contexts. We will discuss the fairy tale's interaction with gender studies, world literature, nationalism, adaptation, education, queer theory, class, ability, and race. We will primarily be working with the following tales: Rapunzel, Frau Holle/Mother Holle, Snow White, Cinderella, Sleeping Beauty, Hansel and Gretel, Rumpelstiltskin, and the Frog King. We will also read selections of lesser-known fairy tales by women authors that question the conventions of the fairy-tale canon. This class should draw on your existing knowledge and opinions while inviting you to ask questions on how you developed your relationship with the fairy tale and its lessons.

Learning outcomes:

– After completing this course, students in both sections will be able to:

- place the fairy tale tradition in historical context
- discern between variations of fairy tale subgenres and categories
- place later appropriations/satirizations/problematisations in historical context
- improve skills of literary analysis and close-reading and be able to use these techniques to write an argumentative paper in the framework of a critical apparatus
- compare various fairy tale versions, apply a theoretical framework to a reading, or consider a contemporary view of an older (pre-1900) text.

– Students enrolled in German 331 will:

- improve their German language skills
- historicize German cultural and historical moments and place into context
- read a selection of authentic German-language texts from a variety of centuries and genres

– Students enrolled in German 331E will:

- be introduced to crucial aspects of German Studies
- learn about Germany's contribution to American culture and literature
- make connections between German literature and their own lives

Course Prerequisite and Placement

For German 331: German 235 or instructor approval

For German 331E: One other course in the English department, sophomore standing, or instructor approval

Required Texts and Materials

- Maria Tatar *The Classic Fairy Tales*, 2nd Edition, ISBN-10 : 9780393602975
 - The 2nd edition has different materials than the first, so please be sure to order that one
- Shawn C. Jarvis, *The Queen's Mirror: Fairy Tales by German Women, 1780-1900*, ISBN-10: 0803261810
- Yen Mah, *Chinese Cinderella*, ISBN-10: 0385740077
 - This is the only novel we will be reading
- Recommended: a copy of the Grimm's fairy tales in German or English (all tales will also be available online, but you are required to bring a copy of the tales we are reading with you to class)

Electronic devices are playing an ever-larger role in our everyday lives and changing the way we learn (and the way I teach). **For class time, in general, I ask that cell phones or other devices be put away when they are not being used in an intentional way for classwork.** I want you to speak and listen with the people around you while working with our texts. Additionally, you must have a copy of the texts we are working with when you are in class.

Regarding Academic Integrity, Plagiarism and Cheating:

Please read the Knox Honor Code: <http://www.knox.edu/academics/honor-code.html>

A few additional items of guidance and advice for those working in a non-native language:

1. Copying work from online translation engines, conjugation sites, or from an answer key is an attempt to receive credit for work that you did not create. This is precisely the definition of plagiarism and a clear violation of academic honesty. If you find yourself reaching for these tools because you have run out of time, don't understand the material, or for any other reason, please reach out to me instead and we can work together to get you caught up.
2. While seeking the advice of native or expert speakers seems helpful, this sort of help often becomes simply providing answers, which is also a form of "cheating" and therefore has dire consequences.

A final note—sometimes plagiarism is unintentional. It can happen through poor paraphrasing, forgetting to cite a source, etc. I believe you when you say it is unintentional, but I will still need to report it to the Honor Board. This does not reflect how much I enjoy having you in class and as my student. My role as your instructor is to guide you to the best practices in academic work, and sometimes mistakes happen. I encourage you to treat those as opportunities to learn for future work.

Grading Approach and Required Work

This course will focus on qualitative, not quantitative, assessment. Qualitative, loosely defined, means measuring based on the quality of your work. Quantitative, when referring to the traditional letter grade system, has to do with assigning points that reflect a letter grade. This term, rather than receiving letter grades or points for your work, you will instead receive a “complete” or “incomplete” marking, along with feedback that will help you to reach the grade of complete. All assignments will include the information that you need in order to receive a marking of “complete” in the instructions or in a rubric. For work that is marked “incomplete,” you will be able to resubmit your work, incorporating the feedback provided.

Components of the Course Grade

Class Preparation	25%	In-class responses	10%
Discussion and Participation	25%	Trimester Project	40%

Class Preparation (25%):

As this is a class that is heavily based on classroom discussion and preparation, your work at home will directly affect your performance in class. Preparing for class can include reading, taking notes, submitting discussion questions, etc. Each week you will be given the opportunity to reflect on your preparation for class. You will rate your preparation based on the following criteria each week:

	Good	Satisfactory	Poor
	Completed all assigned work; reflected on the readings and activities; brought notes from readings to class; brought readings with to class; submitted 2+ discussion questions	Completed all assigned work; reflected some on the readings and activities; brought notes from readings to class; submitted 1-2 discussion questions	Did not complete required work or readings to prepare for discussion in class; did not submit discussion questions
Bonuses:	- Attended office hours - Posted additional material relevant to course topic for the week		Not eligible for bonus

Discussion and Participation (25%):

In-class participation is vital and includes not only evidence of individual preparation and attention, but also contributing to group work, discussion, and classroom knowledge. Participation is calculated based on punctual daily attendance,, responding to low-stakes participation opportunities (surveys, group responses, homework answers), volunteering and being responsive when called on, your communication and participation in group activities, and contributions to collaborative activities (for example, filling out information or adding to the shared Google notes during class time).

You are expected to attend class daily and punctually, but I will not be assigning a grade for this. That said, if you do not attend, you cannot participate, and you lose your participation for the day! All absences –

regardless of how well motivated – have a negative effect on your ability to get the most out of the course. Please see below for the Illness and Absence Protocols decided on by the class.

What we expect from the ill/absent person

1. Advance notice if possible
2. DO NOT BE A CONTAGIOUS PLAGUE CHILD IN THE CLASSROOM. STAY HOME.
3. Consider precautions for your fellow students if you are a little under the weather and in class
4. If it's covid symptoms, get tested

To be an active participant:

5. Instead of Zooming in, add a discussion question
6. Instead of Zooming in, answer a discussion question
7. Add onto the classroom notes page

What we expect from our classmates

1. Providing notes on discussions
2. If someone gets Covid, class will mask
3. Classroom notes page for each day (in general, not just if someone is gone)
4. Summarizing discussion

What we expect from Brandy

1. Provide access to materials presented in class
2. Flexibility and care

Each week, you will be given the opportunity to reflect on your participation in class. You will assign yourself grades based on the following criteria each week. While attendance is not graded, this is a good record for you to have:

	Good	Satisfactory	Poor
Attendance	Attended class all three days, arriving on time -OR- communicated proactively when you were unable to attend.	Attended most classes for the week, arriving on time. Communicated absences after class.	Attended at least half of class for the week or late. Absences or lateness without communication.
Participation	● You participate actively in free conversation without waiting to be called on. You effectively draw from the readings and texts prepared at home. ● You have prepared grammar and content at home (for the German section) and respond accurately. ● You remain on task throughout the class period. You do not wait to be told to continue activities	● You wait to be called on in class discussion, and are sometimes unable to respond. ● Some of your answers come from the readings, but much of your contribution is based on prior knowledge. ● For the German section, you rely on English rather than having prepared vocabulary. ● You may be distracted by an electronic device or not on task.	● You have not prepared at home and are unable to contribute to the discussion. ● For the German section, you rely heavily on English and have not prepared vocabulary ● You may be distracted or not on task

In-Class Responses (10%)

Each week we will have one in-class response to the topic of the week. For the German section, you are asked to respond in German. This response will generally focus on the week's topic as the prompt. These responses can be used to form the basis for your "Analysis" sections of your Trimester Project and will be returned to you with qualitative feedback (and some language feedback for the German section) by the end of the following week.

Trimester Project (40%):

The largest part of your grade will be from the Trimester Project, which will showcase your knowledge and interaction with the themes of the course. Within the first three weeks of class, students will select a fairy tale to focus on for the rest of the semester. It cannot be one of the tales we're discussing in class together but any other fairy tale in the Grimm's repertoire is fair game. After choosing their tale, students will be responsible for:

- 1) researching the tale's origins and variants, using the various tale-type and motif indexes
- 2) responding to and synthesizing how the tale correlates with three (3) of the weekly themes for the semester
- 3) tracing the most significant illustrations, adaptations, and retellings of this tale
- 4) a larger "wrap up" in the form of a research paper or creative project

This project can be completed in a variety of creative ways, including but not limited to creating a blog, a Google Site, YouTube video responses, a Pinterest board, etc. Please be creative and feel free to suggest other methods for submission. Dates for the individual parts are set in the semester plan.

Week 3: Choose your tale

Week 4: Check 1

Week 6: Check 2

Week 8: Check 3

Finals: Final Check

General/Homepage (15%):

- Background
- Description of Tale
- Introduction to project

Variations + Reflections (10%):

- Grimm Story
- Variant 1
- Variant 2
- Variant 3

Adaptations + Reflections (15%):

- Adaptation 1
- Adaptation 2
- Adaptation 3

Analysis (30%):

- Analysis 1
- Analysis 2
- Analysis 3

Creative Project (30%)

Disabilities and accommodations

All students are welcome in this class, and I wish to fully include everybody. Students with disabilities will receive reasonable accommodations upon request. If you have a learning or other disability—or if you suspect that you have a disability—you should contact Stephanie Grimes (sgrimes@knox.edu). Federal law requires that your privacy in this matter be protected. If you qualify for services through the Office of Disability Support Services, please note that it is your responsibility to work with the office and to provide written documentation supporting this need.

It is the instructor's responsibility to make the course as accessible as possible for all students. You are encouraged to do whatever you need to make the class environment a place where you can engage successfully, including bringing food and/or drink, moving around, using assistive technology and/or fidget devices, etc. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them; I welcome any information that you feel is pertinent for me to know about your participation in class. Students do not require documentation from the Office of Disability Support Services to **request** accommodations, nor are they required to disclose any diagnoses or other personal information when making a request. All accommodation requests are confidential.

Diversity and Inclusion

This course addresses diverse communities and seeks to be inclusive of all cultures, ethnicities, religions, disabilities, races, genders, sexuality, and classes. You are expected to behave respectfully at all times in class discussion by listening attentively, acknowledging that differences of opinion are not judgements on each other, and being sensitive in your own responses. Hate speech will not be tolerated.

Pronoun Usage:

In this course, we respect the pronouns of our fellow students, colleagues, and classmates. This is non-negotiable.

Stay in touch!

Please feel free to contact me at any time with any questions, comments, or concerns. You can do this through email (bewilcox@knox.edu), by messaging me on Google Chat if I am available, or by attending my Drop-In Hours. I will check all of these means regularly, although if you want a quick reply, my drop-in hours and directly before/after class will guarantee it. That said, please know that it may take me several hours to respond to email, depending on my own workload. I aim to respond by the end of the next business day (ie: if you email/message on Friday at 2pm, you should plan to hear back by Monday at 5pm).