

SYLLABUS OF RECORD

~~German Fairy Tales~~

Prerequisites: GRMN 252, or permission of instructor

3 class hours
0 lab hours
3 credits
(3c-0l-3cr)

This class analyzes the role fairy tales have played in German culture and literature over time. It emphasizes the complex reflection of socio-political processes and realities in folk tales and literary fairy tales ("Kunstmärchen"), as well as the use of fairy tale motifs in other literary genres, film, the arts, music, advertising, and everyday life. Topics to be discussed include, but are not limited to: gender roles, family relationships, the motif of

III. Course Outline

A. Introduction to Course: 50 minutes / 1 hour

Syllabus

Policies

Preliminary definition: What is a fairy tale?

Preliminary discussion: What role do fairy tales play in contemporary society?

B. Definition of Fairy Tale: 100 minutes / 2 hours

Student definition versus scholarly definition

Folktale versus Fairy Tale

Characteristics of Folktales/Fairy Tales

Typical structure of Folktales/Fairy Tales

Typical Fairy Tale characters

C. Gender Roles and Socialization in Fairy Tale Texts: 300 minutes / 6 hours

How are gender roles delineated?

What do we learn about the socialization process that leads to the identification with a specific gender role?

How do male and female characters interact?

What do we learn about preferred gendered behavior patterns?

How do modern gender roles differ (or not)?

D. Family Relationships in Fairy Tale Texts: 300 minutes / 6 hours

How are families depicted?

What kind of functional/dysfunctional family units are represented?

What examples of effective/ineffective parenting are shown?

How do step parents and step children interact?

What do we learn about what would be considered the "ideal family"?

How does this ideal compare with modern realities?

E. Justice in Fairy Tale Texts: 300 minutes / 6 hours

Fairy tale motifs in short stories
Fairy tale motifs in novels
Fairy tale motifs in essays
Fairy tale motifs in drama

H. Fairy Tales and Film: 300 minutes / 6 hours

Two films [may be in English or German; German strongly preferred]

Films may include but are not limited to:

Snow White
Cinderella
Little Red Riding Hood
Ella Enchanted
The Princess Bride

I. Tests: 150 minutes / 3 hours

Two longer or three shorter tests

Please note: The time allotted to each thematic unit is approximate. A variation of +/- 1 to 2

Essays

20%

Students will be required to write two analytical essays. In these essays, they will show that they can practically apply the knowledge they acquired in class and from various readings and written assignments. They will critically interpret a text passage, a topic, or a scholarly review and present their findings in a clear and concise manner in the target language.

Quizzes

10%

There will be at least 5 quizzes, both announced and unannounced. The specific number and content of the quizzes will be decided by the individual instructor. They will cover reading assignments and/or content of class discussions.

Final Project

20%

The nature of the final project will depend on the preference of the individual instructor. It

may be a test, an essay, a presentation, or a scholarly or creative project (e.g. a critical analysis of fairy tale scholarship, the creation of an original fairy tale based on characteristics

IX. Bibliography

Bacchilega, Cristina. *Postmodern Fairy Tales: Gender and Narrative Strategies*. Philadelphia: U of Pennsylvania P, 1997.

Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Franf. 1905

Bottigheimer, Ruth B. *Fairy Tales: A New History*. Albany: State U of New York P, 2009.

---. *Fairy Tales and Society: Illusion, Allusion, and Paradigm*. Philadelphia: U of Pennsylvania P, 1986.

---. *Grimms' Bad Girls and Bold Boys: The Moral and Social Vision of the Tales*. New Haven: Yale UP, 1987.

Brackert, Helmut. "Und wenn sie nicht gestorben sind..." *Perspektiven auf das Märchen*. Frankfurt am Main: Suhrkamp, 1982.

Cashdan, Sheldon. *The Witch Must Die: How Fairy Tales Shape Our Lives*. New York: Basic Books, 1999.

Franz, Marie-Louise von. *The Interpretation of Fairy Tales*. Boston: Shambhala, 1996.

Freund Winfried *Deutsche Märchen* München: Fink 1996

Gould, Joan. *Spinning Straw into Gold: What Fairy Tales Reveal about the Transformations in a Woman's Life*. New York: Random House, 2005.

Jones, Steven Swann. *Fairy Tale: The Magic Mirror of the Imagination*. New York: Twayne, 1995.

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Course Analysis Questionnaire

Section A: Details of the Course

A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course is designed for German majors and minors. The current literature offerings focus on contemporary or selected 19th-century authors. This course will focus on 18th-century literature.

Carleton College: *German 247: Fairy tales, Myths, and Legends*
<http://apps.carleton.edu/curricular/germ/courses/>

University of Washington: *GERMAN 390 Fairy Tales*
<http://depts.washington.edu/uwgerman/Undergrad/ger390/index.html>

47 In the context of the skills of the proposed course recommended or required by

classrooms already have this equipment. When taught as a distance education classroom with other PASSHE institutions, it is 100%

classroom with multiple screens or split screen technology is required. The College of Humanities and Social Sciences has such rooms and will make them available as necessary.

Laboratory Supplies and other Consumable Goods: Neither are necessary for this class.

Library Materials: Library holdings are adequate for this course.

Travel Funds: N/A

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No resources for this course are funded by a grant. Books, films, and other audio-visual materials required for this course are either available in the library or as free online resources.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course will be offered every other Spring semester. It may be offered every Spring semester if demand requires it.

C5 How many sections of this course do you anticipate offering in any single semester?

One section will be offered in any single semester.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

The American Council on the Teaching of Foreign Languages (ACTFL) recommends the following:

ACTFL Board Approved Position Statements (Updated 2010)

Maximum Class Size (May 2010)

Since the goal of a standards-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during

instructional time.

Therefore, while ACTFL recognizes the fiscal realities faced by schools and institutions of

higher education, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments