ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE October 29, 2012

1. ACADEMIC UNIT: SILC

2. COURSE PROPOSED: GER 441 Fairy Tales (Grimms & Andersen) 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: John Alexander Phone: 480-390-6092
   Mail Code: 0202 E-Mail: john.alexander@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry-L
   Mathematical Studies-MA
   Humanities, Fine Arts and Design-HU
   Social and Behavioral Sciences-SB
   Natural Sciences-SQ

   Awareness Areas
   Global Awareness-G
   Historical Awareness-H
   Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

German and Danish foundational texts examined and interpreted using a variety of methods and then compared to American and British print and visual media versions to show significant differences in both time and culture.

CROSS-LISTED COURSES: ☐ No ☒ Yes; Please identify courses: SLC 441

Is this a multisection course?: ☐ No ☒ Yes; Is it governed by a common syllabus? __________

Chair/Director (Print or Type) __________ Chair/Director (Signature) __________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/06
Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

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Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

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<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<td>1. Subject matter outside US</td>
<td>German and Danish foundational texts are examined and interpreted through a diversity of methods and serve as a basis of comparison for American print and visual media versions. Children across the world are exposed to fairy tales.</td>
<td>The collections by the Grimms and Hans Christian Andersen as well as reimaginings down to the present day provide the primary texts for a critical reading and interpretation.</td>
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<td>2a. Cultural differences</td>
<td>Every culture thinks differently at every point in its history. Comparing German and Danish culture to contemporary American culture will help elucidate these divergencies.</td>
<td>American versions either tone down or eliminate violence and, depending on the targeted age group, enhance the romantic aspect in these coming-of-age stories, e.g. Cinderella, Rapunzel.</td>
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GER 441: Fairy Tales of the Grimms and Andersen and Their Modern Permutations in Germany and the US.

SLN:  
Professor: John Alexander  
Room: INT  
Time: INT  
Office: LL 408  
Office Hours: MW 1.30-3.00; and by appointment.  
Telephone: 480-965-6281 (Main Office)  
E-mail: johnalexander3@cox.net or john.alexander@asu.edu  

Prerequisites:  
ENG 102, ENG 105, ENG 108 and one other ENG or GER course with a grade of C or better.  

Methods:  
The semester will be devoted to the fairy tales of the Brothers Grimm and Hans Christian Andersen in both their original form and contemporary variations. The tales will be analyzed in terms of their major themes (morality, identity, violence, coming-of-age etc.) and interpreted critically through a variety of methods (structural, psychological, feminist, historical, spiritual/religious, mythological etc.), examples of which are to be found in the .pdf articles under “Texts”. We will start with the tales of the Brothers Grimm with works on fairy tale structure (Propp), typology (Thompson) and then move into the psychological approaches of Freud (Bettelheim) and Jung (von Franz), as well as the feminist (Tatar, Bottigheimer), religious (Murphy) and historical approaches (Zipes). As a transition to Andersen we will focus on the literary fairy tale and then use primarily a biographical and psychological critical approach (Wullschlager) while not neglecting his unorthodox religious views (Mylius). In order for students to compare the original versions critically with modern versions, readings throughout the semester will include .pdf files containing works by Sexton, Carter, Lee, Vande Velde, Rowling and others. German majors enrolled in the class must read the original fairytales and their modern variants in German and write the reviews, Internet project and final paper in the target language. For German versions of the Grimms, go to: [http://gutenberg.spiegel.de/?id=5&xid=969&kapitel=1#gb_found](http://gutenberg.spiegel.de/?id=5&xid=969&kapitel=1#gb_found); for Andersen click here: [http://www.gutenberg.org/dirs/etext99/hcaft10.txt](http://www.gutenberg.org/dirs/etext99/hcaft10.txt). For modern versions, see the .pdf files under “Texts”. This online course will be a mixture of lectures and discussion of texts. It will be supplemented by excerpts from DVDs available at YouTube.com and other websites.  

Grades: The +/- system is used.  
Discussion Board Participation: 15%  
Seven Quizzes (worst score is omitted): 12%  
One film review and one book review: 22% of grade (or 11% apiece)  
Midterm Exam: 10% of grade  
Internet Project: 11%  
Term Paper as final exam: 30%
Discussion Board Participation

Participation on the Discussion Board (15%)

Every two weeks you will need to contribute ONE comment of at least 75 words PER FORUM and may not repeat ideas or information that have already been entered on that forum. The deadline is midnight each second Sunday. The first deadline is September 2. For other deadlines, please see the syllabus. There is a maximum of 20 points (2 per forum) for your participation. The number of points you receive will depend on the quality of your contributions. To receive all points your contributions need to be thoughtful, intelligent, creative and/or original or any combination thereof. For the forums you will need to also view the YouTube.com excerpts from various movies. Entries made after each deadline are subject to a loss of one of the two points for each forum.

Quizzes (12%)

There will be seven quizzes given or about one every two weeks. The worst quiz score will be omitted and there is a penalty of -10% for any quiz taken late. The quizzes will test how thoroughly you have done the reading assignments for the preceding weeks. The quizzes are not comprehensive and will cover only material read since the previous quiz. The first online quiz will be available at 12.00 a.m. on Monday, August 17, and must be taken by midnight. For other quiz dates, please see the syllabus.

One Film Review (11%) and One Book Review (11%)

For the film review, please review any fairy-tale film that will ideally be related to your paper. E-mail me your film and book titles by midnight on Monday, September 3. The film review is due by midnight on September 17. There is a 10% deduction for a film review submitted late.

For the book reviews, please select books of at least 200 pages (or equivalent). The books should ideally be a help for your final paper. The book review is due by midnight on Monday, October 1.

Each report must be at least 750 words on double-spaced type-written pages with 12 font. The report should summarize the main points of the film, book or article(s) and offer your own reactions, both positive and negative. Please do not give a plot summary as this does not earn any points. The grade is reduced by 10% for reviews handed in after the deadline.

Internet Project (11%)

Due no later than midnight on Thursday, November 15. For this project you will need to select a topic (inside folder) as soon as possible (one person per topic) and e-mail me your choice no later than midnight on Monday, September 3. German majors must select modern versions of the tales written in the target language from the .pdf files.

80% of the grade is for the content and 20% for adhering to the 7th edition of the MLA Style Sheet from 2009 (see EasyBib.com). 750 word minimum. The Internet Project may not duplicate a film or the book review, but information from either may be used. At least 80% of the sources must be from the Internet.
Final Exam (30%)

A term paper as final exam is required for GER 494/598. You should propose a topic for this paper in a short, specific statement (1-2 paragraphs) to which you append a partial bibliography (3-4 items). For each of these sources, include a short statement on how you found it. This proposal is due via e-mail (johnalexander3@cox.net) or in hard copy no later than midnight, Sunday, September 30. Your grade on the paper will be reduced by 5% if this is not done on time.

The paper itself must be at least 10 double-spaced typed pages long. It is to be prepared on a word-processor and should be error-free (no typos, misspellings, etc.). German majors must work with materials in the target language. German majors must write 50% of this paper in the target language. Your grade will be lowered if you turn in sloppy work. There is also a 5% reduction per day in this grade for papers submitted after midnight on December 3.

You must follow the MLA Handbook for Writers of Research Papers, 7th edition, in the body of your paper, in your citations and in your bibliography (10% of this grade). Be especially careful to correctly reference your sources. Double-space ALL lines (i.e. no triple-spacing etc. between paragraphs) and leave margins of 1” on all four sides.

Write an introduction defining the topic and outlining the direction of the essay. Give reasons for your point-of-view. Use quotations from primary and secondary literature to support your arguments. Avoid plot summary. The conclusion should summarize the major points of the paper and provide a concise answer to the problem(s) discussed. Have someone read your paper and make suggestions.

The bibliography should consist at least one (1) article published since 2000, the more the better. To identify articles of interest, spend time now with one of the many electronic resources available at Hayden Library, including Worldcat (OCLC First Search), Lexis-Nexis Academic, Ingenta, RLG Union Catalog, RLG Cultural Materials, Dissertation Abstracts International, German National Bibliography and MLA Bibliography (see links below). Do not purchase articles from IngentaConnect, just use it to see what is available and then read the article in the library if we have the journal. In exceptional cases, I will waive the "1 current article" requirement, but you must clear this with me before turning in the paper. All papers must be handed in or e-mailed in final form no later than midnight on December 3. If your paper is late, the grade will be reduced by one letter per day.

Some suggested topics for paper:

1. Choose one story from the Grimms’ collection and one from the Andersen collection and give a comparative analysis of them both, discussing the similarities and differences. What conclusions can be drawn about the possible meaning of the two stories?

2. Discuss the role of the hero and/or heroine in a tale by the Grimms and one by Andersen. To what extent is gender-stereotyping evident? How does this differ from female and/or male roles today?

3. Discuss the historico-social content of one tale by Andersen and one by the Grimms. Are the issues raised similar to or different from contemporary concerns? Please explain.

4. Compare and contrast a tale by Andersen or the Grimms with any film or TV version, e.g. Ever After, Hoodwinked, Freeway, Fractured Fairy Tales (Rocky and Bullwinkle), Little Erin Meriweather, Hard
Candy, Red Riding Hood (2011), Pretty Woman, The Princess and the Barrio Boy, The Company of Wolves, The Slipper and the Rose, Ella Enchanted, Donkeyskin, The Sword in the Stone, The Brothers Grimm, Grimm; Snowwhite, a Tale of Terror, as well as Disney, Faerie Tale Theatre and Tom Davenport versions. German majors should pick a German film version and be prepared to discuss intertextual references to Disney films, if necessary.

5. Discuss the fairy-tale elements in a print work and a film version based on it from the J. K. Rowling’s Harry Potter series. Make use of Propp’s structural functions.

6. Discuss Shrek or Shrek 2 as a parody of the typical Hollywood (including Disney) fairy tale movie.

7. Compare and contrast Andersen’s Snow Queen with C.S. Lewis’s The Lion, the Witch and the Wardrobe. Bring in one or more film versions if possible.

8. Examine the fairy tale elements in any creative work (novel, poetry, drama) to discern origin and functions.

9. Compare and contrast illustrations of the fairy tales by the Grimms and/or Andersen in a specific area such as children’s literature.

10. Analyze the role and function of fairy tales or fairy tale elements in popular culture, e.g. advertisements, comics, music.

1. Fairy tales tend to be less popular during periods of social unrest. Document or refute this thesis, giving your reasons.

12. What is the role of fairy tales in political caricature? Which figures keep on reappearing and why?

13. Compare and contrast the differing presentations of a single fairy tale in 3 or more cultures, e.g. Little Red Riding Hood in German, English, Italian, Serbo-Croatian or French. It is essential to know these languages in order to discern the more subtle cultural and linguistic differences.

14. Do a detailed linguistic analysis of the translation of a single tale into English. For this you must know the language of the tale being compared.

15. Compare and contrast the female ideal in traditional and progressive children’s literature versions based on the Grimms and Andersen’s tales.

16. Discuss why Red Riding Hood and Cinderella, including variants under different titles) have been filmed more often than any other story by the Grimms. What does this reflect about American society?

17. Open, but please check with me.

Honors Projects:

The following are some suggestions for students in the Honors Program who desire honors credit for this course. There is some overlapping with the suggestions above.
1. Develop a website for the fairy tales of the Brothers Grimm and/or Andersen. You will need to be familiar with website design, including graphics, scanning, search engines, HTML language etc. Please include a copy of the site on a CD-Rom disk so that it can be used by students in the future. Check out the KSU Literature Course site.

2. Compare and contrast a fairy tale from a different culture (French, Italian, Arabic, Russian etc.) with one by the Grimms or by Andersen in order to show, among other things, cultural differences. You must be able to read in the second language to do this topic.

3. Do a detailed textual analysis of an English or American translation (or adaptation) of a fairy tale by the Grimms or Andersen. Focus on differences, particularly cultural differences. Explain the reason(s) for the differences.

4. Do a detailed analysis of a fairy tale by Andersen not read in class and give an oral report to the class in November.

5. Examine a fairy tale in terms of its historical background and present your findings to the class.

6. Do an oral retelling of a fairy tale read in class to the class. Focus on the art of storytelling (memory work, cues, gestures, tone of voice etc.) and comment on the difficulties and feelings involved in such an act. How does the audience change things?
The Complete Fairy Tales of the Brothers Grimm

Translated and With an Introduction by Jack Zipes

Illustrations by John B. Gruelle
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—Tiina Nunnally
THE USES OF ENCHANTMENT

The Meaning and Importance of Fairy Tales

Bruno Bettelheim

VINTAGE BOOKS
A Division of Random House
New York
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Joyce Jack edited the manuscript; it is thanks to her patient and extremely sensitive efforts that it has assumed its present form. I was fortunate to find in Robert Gottlieb the rare publisher who combines finely perceptive and therefore most encouraging understanding with the sound critical attitude which makes him the most desirable final editor an author could wish for.

Last, but certainly not least, I wish to acknowledge gratefully the generous support of the Spencer Foundation, which made it possible for me to write this book. The sympathetic understanding and the friendship of its president, H. Thomas James, provided much-appreciated encouragement for my undertaking.
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INTRODUCTORY NOTE

These two things, On Fairy-stories and Leaf by Niggle, are here reprinted and issued together. They are no longer easy to obtain, but they may still be found interesting, especially by those to whom The Lord of the Rings has given pleasure. Though one is an 'essay' and the other a 'story', they are related: by the symbols of Tree and Leaf, and by both touching in different ways on what is called in the essay 'sub-creation'. Also they were written in the same period (1929-30), when The Lord of the Rings was beginning to unroll itself and to unfold prospects of labour and exploration in yet unknown country as daunting to me as to the hobbits. At about that time we had reached Bree, and I had then no more notion than they had of what had become of Gandalf or of Strider was; and I had begun to despair of surviving to find out.

The essay was originally composed as an Andrew Lang Lecture and was in a shorter form delivered in the University of St. Andrews in 1931. It was eventually published, with a little enlargement, as one of the items in Essays presented to Charles Williams, Oxford University Press, 1947, now out of print. It is here reproduced with only a few minor alterations.

The story was not published until 1947 (Dublin Review). It has not been changed since it reached manuscript form, very swiftly, one day when I awoke with it already in mind. One of its sources &c. a great-limbed poplar tree that I could see even lying in bed. It was suddenly toppled and mutilated by its owner, I do not know why. It is cut down now, a less barbarous punishment for any crime it may have been accused of, such as being large and alive. I do not think it had any friends, or any mourners, except myself and a pair of owls.

J. R. R. TOLKIEN

Not 1949 as incorrectly stated in 1947.
FOLKTALE

THE
practicable, so that it has seemed wise rather to concentrate on one important group—the North American Indians—and thus afford sufficient comparison with the tales of Europe and Asia.

In the fourth part of the book I have attempted to see what students have thought about the folktale and to evaluate some of these theories. I have also detailed the methods employed by folktale scholars during the past half century and have suggested their further development. Such methods have involved the organization of scholars, on an international basis, for collecting, classifying, making local surveys, studying the life history of tales and considering the tale as an art and as a function of various societies. Much of this theoretical material and most of the practical procedures studied are difficult of access and too little known by students of related fields, in which work touching the folktale is often carried on in ignorance of the real accomplishments of folklorists in Europe and America.

The goal of this book is therefore (1) to present the folktale as an important art, vital to most of the race and underlying all literary narrative forms; (2) to acquaint the reader with most of the great folktales of the world, not only for their own interest as stories but also as important elements of culture; and (3) to indicate the goals of the student of the narratives and the methods by which he works.

**Stith Thompson**

Bloomington, Indiana

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Preface

All kinds of fairy-tale books are available these days: tales from a particular people, or written by a particular author, or selected by well-known scholar or celebrity, and probably embellished by the work of an equally well-known illustrator. The evidence of the market-place suggests that even in these technological times, the fairy tale remains a popular item, particularly if the pictures have the originality and wit to appeal to child and adult alike. Amid the profusion, however, there is one kind of fairy-tale book that is not so easily found: that is the anthology that provides not only a varied selection of tales, but also some discussion of those aspects of the tales that make them much more than simply entertainment for children.

In recent years there has been a marked growth of interest in the study of children's literature. The American critic Leslie Fiedler has pointed out that children's books introduce all the plots used in adult works and that adult responses are frequently based on forgotten or dimly remembered works from childhood. This is particularly true of fairy tales, which, in providing much of our earliest literary and imaginative experience, have surely exerted an enormous influence over us. It was therefore our goal to compile an anthology that drew attention not only to the fascination inherent in the tales themselves, but also to the insights of some critics who have demonstrated, from a variety of perspectives — literary, psychological, and historical — that fairy tales can have a sophistication belied by their humble origins.

Furthermore, our experience in the classroom has convinced us that fairy tales have great pedagogical value for teachers and students of literature. The increasing multi-culturalism of our society has brought with it many riches: at the same time, however, it presents a problem for the teacher who must endeavour to find some common ground for students from diverse cultural, social, and intellectual backgrounds. In this context, we contend that the fairy tale offers a unique opportunity to introduce students to a literary form that is familiar and simple yet multi-dimensional. No student can claim to be wholly ignorant of fairy tales, but it is highly unlikely that he or she has ever gone beyond their surface meaning to explore the deeper implications of their narrative.
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It has generally been assumed that fairy tales were first created for children and are largely the domain of children. But nothing could be further from the truth.

From the very beginning, thousands of years ago, when tales were told to create communal bonds in face of the inexplicable forces of nature, to the present, when fairy tales are written and told to provide hope in a world seemingly on the brink of catastrophe, mature men and women have been the creators and cultivators of the fairy tale tradition. When introduced to fairy tales, children welcome them mainly because they nurture their great desire for change and independence. On the whole, the literary fairy tale has become an established genre within a process of Western civilization that cuts across all ages. Even though numerous critics and shamans have mystified and misinterpreted the fairy tale because of their spiritual quest for universal archetype or their need to save the world through therapy, both the oral and the literary forms of the fairy tale are grounded in history: they emanate from specific struggles to humanize brutal and barbaric forces, which have terrorized mind and communities in concrete ways, threatening to destroy free will and human compassion. The fairy tale sets out to conquer this concrete terror through metaphor.

Though it is difficult to determine when the first literary fairy tale was...