

DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2018-2019 C LIT 243: B1 Fairy Tales and Folk Tales
(Winter Term)

Instructor: *Odile Cisneros*

Office: *Arts 218-C*

Telephone: *N/A*

E-mail: *cisneros@ualberta.ca*

Personal Website:

<https://www.ualberta.ca/arts/about/people-collection/odile-cisneros>

Time: *MWF 11:00-11:50 PM*

Place: *T 1-5*

Office Hours: *MF 2:00-3:00 PM*

or by appointment

Course Website: *eClass (Moodle) under C LIT 243*

Course Prerequisite: None

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved

Community Service Learning component

Required Optional N/A

Past or Representative Evaluative Course Material Available

Exam registry – Students' Union

<http://www.su.ualberta.ca/services/infolink/exam/>

See explanations below

Document distributed in class

Other: Details provided by instructor in class

NA

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

This course is designed primarily as an introduction to representative print adaptations of traditional oral folk tales as well as the genre of the literary fairy tale. Students will be introduced to the origin and development of folk and fairy tales and will evaluate a wide range of representative texts from a variety of historical periods and traditions (Late Antiquity; the Middle Ages; Renaissance; Baroque; the Enlightenment; Romanticism; Modernism; contemporary and postmodern revisionist adaptations). The course will compare critical approaches (aestheticism, structuralism, psychoanalysis, gender studies, cultural studies, pedagogy) and examine the social and historical context that gave rise to the folk and fairy tale as an effective means of discourse and dissent. Given the oral origins of the literary fairy tale, we will explore how the nature of the genre is inevitably transformed when oral texts are translated into the written word, and thus a public activity gives way to private reading. In addition, we will investigate the questions of both authorship and adaptation in a genre founded on anonymous works. Analysis of literary texts will be complemented by art, music and film screenings, and examples from other media. Class format will combine presentation, lecture and discussion. This course counts towards the [Certificate in International Learning.](#)"

Learning Outcomes:

At the close of this course, successful students will be able to:

- Identify and distinguish between the oral folk tale and the literary fairy tale.
- Define the basic characteristics of tale types and recognize the social and historical context from which they emerged.
- Locate the approximate origin of a tale based on the language of expression and its thematic construct.
- Articulate and explain the significance of a work in relation to the temporal and societal context in which composition occurs.
- Develop their reading skills and be able to identify and evaluate key moments of textual import through close analyses of motif, repetition and the manner in which narrative structure is sustained and advanced.
- Compare and contrast different modes of composition from within their respective timeframe and respond analytically to significant changes in literature, history and culture.
- Engage with varying representations of the world from within a global context of shared human experience.
- Improve their ability to construct and communicate critical thought through writing and ought to be assured enough in their interpretation to present a compelling argument based on an interpretation of specific tales and issues that emerge in their study.

Required Texts (available at the University Bookstore):

von Arnim, Bettine and Gisela von Arnim Grimm. *The Life of High Countess Gritta von Ratsinourhous*. Trans. Lisa Ohm (Bison)

Tatar, Maria, ed. *The Classic Fairy Tales* (Norton)^{SEP}

Zipes, Jack, ed. *Spells of Enchantment: The Wondrous Fairy Tales of Western Culture* (Penguin)

Recommended Texts:

Zipes, Jack, ed. *The Oxford Companion to Fairy Tales*. Oxford UP, 2000 (library e-resource); Cashdan, Sheldon. *The Witch Must Die: How Fairy Tales Shape Our Lives*. Basic Books, 1999 (library e-resource)

Additional texts will be recommended by the instructor on individual consultation with the student.

Supplementary materials will be distributed through eClass as specified in the Class Schedule.

Grade Distribution (see “Explanatory Notes”):

| | |
|-----------------------------------------------------------------------------------------|-------------|
| Active class participation (of which attendance only 5%) | 12% |
| 3 short (1-2 pp) reaction papers, one per month , on readings/viewings (each 6%) | 18% |
| Midterm exam, Wednesday, February 13 | 20% |
| Final paper (6-8 pp) due: Friday, April 12 at 2:00 p.m. in Arts 218-C | 25% |
| Final exam: Tuesday, April 23 at 9:00 a.m. | 25% |
| Total: | 100% |

Explanatory Notes on Assignments:

Since this course is primarily based on the discussion of texts and films, students are required to attend class properly prepared, having done the readings and/or viewing specified on the Class Schedule. It should be noted that keeping up with *all* of the readings is essential to participation as a contextual whole; requirements will vary from class to class, but students should be prepared to read between 50 to 100 pages *weekly* for the duration of the course. Other recommended books may be placed on Reserve at Rutherford Library or posted on eClass.

Attendance and active participation in class discussion will determine 12% of the grade. A rubric explaining the participation mark will be distributed to students through eClass.

Students will hand in 3 short (1-2 pp) reaction papers on the date of their choice based on readings/viewing scheduled for that week. **A maximum of two papers may be handed in any one month, with ideally one paper per month**. These are your own reflections on the assigned readings for the course. They should demonstrate you have read and reflected on the readings/viewings and that you engage meaningfully with them.

One midterm exam will be given on Wednesday, February 13, based on material from the first half the semester. One final exam, based on material from the second half of the semester, will take place on Tuesday, April 23 at 9:00 a.m. Both exams will comprehensively test the student's grasp of the material as well as the student's ability to take that knowledge and apply it in a discussion of certain related topics.

A final paper based on a topic chosen by the student in consultation with the instructor will be due on Friday, April 12. The final paper topic must be approved in writing by the instructor through submission of an abstract by the student at a date TBA. The essay will be between 6-8 typed double-spaced pages, as well as contain bibliography and notes in correct format. (The mechanics of the paper should conform to the MLA or Chicago Manual of Style format.). The due date for the paper will be the last day of class, Friday, April 12, at 2 pm in my office, Arts 218-C. Essays not handed in on this day will lose 1% per day.

If you have any questions and/or problems regarding the course, I am available during my office hours or by appointment.

Further details of assignments will also be discussed in the course of the semester and detailed instructions will be posted on eClass.

Date of Deferred Final Exam (if applicable):

TBA as per:

[http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations_\(Exams\)](http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations_(Exams))

Required Notes:

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts

and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Language courses:

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student's own understanding and work is therefore not reflected. Also, students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of cheating that violates the Code of Student Behaviour.

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

University of Alberta Sexual Violence Policy:

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved

accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, participatory attendance and completion of daily assignments will count in sum for 10% of the grade. Please see course description, grade distribution, and explanatory notes on assignments above for details on participation.

Policy for Late Assignments:

Students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension. Otherwise, assignments may be handed in one class-day after the stated deadline without penalty, with a 1%-per-class-day penalty assessed for each subsequent class-day of lateness. **No extensions will be granted on the final project.**

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

| Descriptor | Letter Grade | Grade Point Value | % |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------|---------------|
| Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students. | A+ | 4.0 | 97-100 |
| | A | 4.0 | 93-96 |
| | A- | 3.7 | 90-92 |
| Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students. | B+ | 3.3 | 87-89 |
| | B | 3.0 | 83-86 |
| | B- | 2.7 | 80-82 |
| Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course. | C+ | 2.3 | 77-79 |
| | C | 2.0 | 73-76 |
| | C- | 1.7 | 70-72 |
| Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter. | D+ | 1.3 | 65-69 |
| | D | 1.0 | 60-64 |
| Failure. | F | 0.0 | 0-59 |