

11-25b.

OCT 18 2011

UWUCC App-10/18/11
Senate Info - 11/8/11

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: GRMN 372 Childhood Enchantment: The Fairy Tale in German Culture and Literature

Instructor(s) of Record: Dr. Heide Witthoef

Phone: 724-357-2320

Email: heide@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Marneta Ryan-Davis
Signature of Department Designee

Oct. 13, 2011
Date

Endorsed:

A Ann
Signature of College Dean

10/17/11
Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedwitz
Signature of Committee Co-Chair

10/18/11
Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

David W. Interman
Signature of Provost

10/24/11
Date

Forward form and supporting materials to Associate Provost.

Received

OCT 17 2011

Liberal Studies

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A. Provide a brief narrative rationale for each of the items, A1- A5 after the signature pages.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Witthöft will be teaching the course via ITV (Interactive Television). The class will be taught in a special ITV classroom equipped with either several large-screen monitors or with one large monitor capable of split screen technology. No special technical expertise is required of the faculty since technicians will be present during the delivery of the class at the home site as well as the remote sites to monitor the bridge established between the partner institutions. The class will be taught in the target language (German).

The instructor will use the *Desire2Learn* course management system to interact with students inside and out of the classroom and to make materials available. She successfully completed three *Desire2Learn* workshops during Spring and Summer 2011, all hosted by Nancy Evans and Brian Carothers of the Information Technology Services (ITS): "Introduction to *Desire2Learn*," March 24, 2011; "Content and Navigation in *Desire2Learn*," August 3, 2011; and "*Desire2Learn* Quizzes," August 15, 2011. She will be working with Mr. Christopher Bennett in Fall 2011 to implement *Desire2Learn* components into all her classes.

Dr. Witthöft has met various times in person and via ITV with Dr. Eleanor ter Horst (Clarion University), Dr. Leo Gruber (Edinboro University), and Dr. Charles Tichy (Slippery Rock University) since fall 2008 to discuss and observe distance education classes delivered via ITV. These three institutions have been delivering courses via this medium since spring 2000. The instructor also sat in on an ITV class at Slippery Rock University on April 3, 2008, which was delivered by Clarion University and taught by Dr. ter Horst. This class was also received by Edinboro. Dr. Witthöft was thus able to experience the ITV delivery method firsthand and received valuable instruction by her colleagues on how to teach a course via this distance education medium.

Dr. Witthöft has taught a class with similar content three times as a special studies option: *GRMN 482: Wise Women, Witches, and Waifs: The Representation of Women in German Fairy Tales* (Spring 2007, 2008, and 2010). She is knowledgeable in the areas of German literature and culture through being a native German as well as holding an MA in German and English Philology from the University of Heidelberg, Germany, and an MA as well as a PhD. in German from the University of Oregon. She has also presented on the topic of fairy tales at numerous conferences and published two articles on the subject. Content and assignments *GRMN 372: Childhood Enchantment: The Fairy Tale in German Culture and Literature* have been revised to reflect modified course goals based on expected student language proficiency.

2. How will each objective in the course be met using distance education technologies?

As mentioned in item #1 above, Dr. Witthöft will be teaching the course via ITV, allowing instruction to proceed like a regular non-distance education class since the students at the remote site(s) will be able to follow each session on their ITV screens almost as if they were present at the home site, and the instructor and students at the home site will likewise see them on their screen(s). The course objectives can thus be met by requiring students to be present in their ITV classrooms, participate actively during regular class sessions, and complete all assignments in a timely fashion. The instructor will also be using the *Desire2Learn* course management system as well as e-mail and a variety of online resources to facilitate access to information, submission of assignments, and interaction between instructor and students as well as students with each other outside the classroom.

The eight course objectives will be met using distance education technologies as follows:

1. *Explain how fairy tales and related texts and media reflect the socio-political realities of the times in which they were collected and/or created*

Students will read selected fairy tales as well as critical analyses and will be required to complete short research assignments ranging from the socio-political circumstances surrounding their collection to the editing and/or writing process of these texts, and their publication history. Traditional paper as well as online sources and various *audio-visual media* will be used. The findings will be shared in class and/or via the *Desire2Learn* Discussions tool. By comparing the original texts with the data the students present, they will be able to recognize how the tales reflect, distort, or manipulate the socio-political realities of the times in which they were collected and/or created.

2. *Describe the function of individual characters within the context of a specific text as well as their role as representatives of human types*

Students will read assigned tales, make a list of characters, explain how they interact, and how their actions contribute to the progress of the story. Once they have established the roles the characters play in a specific text (e.g., the wise woman, the absent father, etc.), the students will define to what human types they may correspond (e.g., a nurturing mother who wants her children to excel; an ineffective father who endangers his children's welfare by being oblivious of their needs, etc.). This course objective will be achieved by means of in-class as well as online discussions via *Desire2Learn*. Short comparative essays may be assigned which students will submit to the *Desire2Learn* Dropbox or hand in as hard copies in class (students at the remote sites will fax their assignments, submit them to the Dropbox, or e-mail them as attachments).

3. *Analyze and discuss issues regarding the continued importance of fairy tales and related texts and media with enough ease to make and present cogent arguments*

Students will read the assigned tales and/or watch the assigned films, discuss the significance of their content, and argue for or against the continued importance of the texts and/or films based on the outcome of their previous debates. They will also consider scholarly articles on the subject and present pertinent arguments to their classmates (both web-based as well as regular library resources will be used). Possible positions to be discussed may include: *Fairy tales teach children the difference between good and evil and thus continue to be a valuable tool for conveying ethical behavior*, or *Fairy tales present outdated models of gender roles as well as oversimplified social structures and are therefore of no significant educational value today*. These claims will be debated in class and/or via the *Desire2Learn* Discussions tool. By analyzing which components of the texts are still relevant today and which are outdated, the students will learn to formulate, present, and defend arguments regarding the continued importance of fairy tales and related texts and media.

4. *Demonstrate sufficient knowledge of an assigned topic to give a well-structured presentation and/or lead a discussion on an assigned subject*

Students will choose a topic from a list provided by the instructor. They will research that topic using both traditional paper as well as online resources. They will either give a presentation in class (summarize main points, explain unfamiliar and/or complex issues, clarify their position regarding the data they are presenting) or lead a discussion on a specific topic (summarize main arguments, present questions that arose while working on the subject, engage class in a discussion in order to generate possible answers). For either assignment, students will prepare a 1-page handout as a guide through the data they will be presenting/discussing. This handout will be made available to their classmates at least 24 hours before the scheduled presentation/discussion by either submitting it to the *Desire2Learn* Dropbox or e-mailing it to the instructor who will forward the document to the class. Students will learn to research a topic, select relevant information, organize it in a systematic way, and either give a well-structured presentation or lead an effective discussion on the subject matter.

5. Apply critical thinking skills by examining fairy tales and related texts and media from a variety of analytical perspectives

Course objectives #1-5 will contribute to the students' development and application of critical thinking skills. Students will learn to share their opinions, question assumptions, and to present, explain, and defend positions that do not necessarily reflect their personal attitudes and beliefs. They will be required to analyze assigned texts from various perspectives, e.g., employ a historical, psychological, political, and/or economic point of view. They will share their findings and discuss whether different theoretical approaches lead to unique outcomes, why that may or may not be the case, and how diverse analytical viewpoints affect the perception of the same data. Students will learn to not readily accept claims and statements but to analyze them critically to discover whether the same fact or situation can be interpreted in more than one way. This will teach them to consider opinions carefully, (re)evaluate their own standpoint, and perhaps modify their initial stance. These debates will take place in class and/or via the *Desire2Learn* Discussions tool.

6. Show evidence of a synthetic understanding of the content of and connections between the texts and media covered in class by evaluating evidence, summarizing key points, asking pertinent questions, responding to inquiries, as well as composing, presenting, and defending logical arguments

Based on the Hegelian concepts of thesis, antithesis, and synthesis, students will demonstrate that they can go beyond analyzing individual texts/films by establishing connections between different works. They will gain a broader perspective on shared topics, socio-political and historical issues, as well as similarities and differences between literary/film genres. They will consider intellectual propositions (e.g., *All fairy tales illustrate the conflict of good versus evil*), contemplate arguments for and against this assertion, and resolve possible conflicts after evaluating all available data to either confirm the initial proposition, deny it, or formulate a new thesis. These debates will take place in class and/or via the *Desire2Learn* Discussions tool.

7. Compare and contrast the various perspectives presented in the texts and media discussed in class with corresponding experiences in their own culture

Students will explore texts and/or other media from their own culture with comparable subject matter as the works discussed in class to find similarities and/or differences that will lead to an understanding and appreciation of how seemingly identical concepts or ideas may have different or additional meanings in other cultures, e.g., that the term "friend" encompasses a much broader range of relationships in an American setting than in Germany, or that "magic" may not actually involve supernatural events at all in a German fairy tale. These discussions will take place in class and/or via the *Desire2Learn* Discussions tool.

8. Communicate with sufficient competency in the target language to express ideas, present and defend opinions, and successfully interact in a variety of classroom situations

This objective will be achieved through in-class speaking activities as well as oral and written homework assignments. A variety of free web-based tools will be used for pronunciation exercises and vocabulary building (e.g., <http://www.uiowa.edu/%7Eacadtech/phonetics/> and <http://www.freerice.com>). During each class session, students will be presented with topics and discussion items of increasing difficulty. The instructor will work with the students to create a list of useful words, expressions, phrases, and literary terms to be used in class. This list will be an on-going project reflecting improved student proficiency as the term progresses. The *Desire2Learn* Discussions tool will be used for proficiency building outside the classroom.

3. How will instructor-student and student-student, if applicable, interaction take place?

A variety of formal and informal interactions (both in class and online) will be built into the course. There will be a mixture of prepared (pre-planned) written and unprepared (spontaneous) oral interactions, e.g., *With your partner or in your group, describe the main character in ten sentences or fewer, Speculate on why the Grimm version of "Little Red Riding Hood" was banned in some schools in the United States in the 70s, etc.* These activities will take place in class (oral exchanges) as well as via the *Desire2Learn* Discussions tool (written comments). The role of the instructor will be that of a facilitator who guides the students through an activity, clarifies information, supplies cultural background, corrects false assumptions, provides feedback regarding the content as well as the linguistic appropriateness of the oral exchanges, assures that the discussions stay on task, and that students work with each other in a courteous and respectful manner. The instructor will assist individual students or groups as needed to assure a successful completion of the task, whether it be a discussion, a group project, or a formal presentation. Additional instructor-student and student-student interactions will take place via the *Desire2Learn* Discussions tool and occasionally via course e-mail. The instructor will also be available for consultation during office hours (in person, via e-mail, by phone, and possibly via Skype) regarding any questions a student may have.

4. How will student achievement be evaluated?

Student achievement will be determined as follows:

Tests **30%**

Two or three tests will be given depending on whether the class is scheduled as meeting twice or three times a week. Each test will consist of multiple choice and short answer questions primarily concerned with factual information as well as short essay questions requiring the students to use critical thinking skills to argue a position or interpret text passages in light of outcomes of class discussions and/or critical readings. Tests will be graded on accuracy of answers, plausibility of argument as well as adequate use of the target language (grammar, style, vocabulary).

Journal **20%**

Students will keep a journal in which they reflect on various topics related to the course content. Topics covering a variety of tasks will be assigned by the instructor for each class session. They may range from opinions on a specific subject to summaries of class discussions or readings to definitions of terms and interpretations of text passages. Students will submit 10 journal entries of at least half a page in length and written in the target language. Journals will be graded on appropriateness of answers and/or arguments as well as adequate use of the target language (grammar, style, vocabulary).

Essays **20%**

Students will write two analytical essays. These essays will demonstrate that they can 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. Essays will be graded on plausibility of argument, organization of material as well as adequate use of the target language (grammar, style, vocabulary).

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. Quizzes will be graded on accuracy of answers and adequate use of the target language (grammar, style, vocabulary).

Final Project

20%

The nature of the final project may vary depending on the instructor's preference and the content focus in a specific term. It may consist of a test, an essay, a presentation, a scholarly or creative project (e.g., a critical analysis of fairy tale scholarship, the creation of an original fairy tale based on characteristics established in class, a video production of a fairy tale, etc.) and must be in the target language. The final project will require students to do research and apply critical thinking skills. The instructor may assign individual or group projects. Final projects will be graded on adequate content of the assignment, satisfactory use of research data, as well as appropriate use of the target language (grammar, style, vocabulary).

5. How will academic honesty for tests and assignments be addressed?

Academic honesty will be addressed and maintained as follows. Students will be informed of and become familiar with the current Academic Integrity Policy and Procedures as listed in IUP's Undergraduate Catalog during the first week of class. The instructor will place special emphasis on the importance of ethical behavior regarding academic work and personal conduct. Students will understand that certain improper actions will result in receiving a lower or failing grade for an assignment or even failing the course. The following behaviors are unacceptable: giving and/or receiving unauthorized assistance, using unauthorized materials or devices, plagiarizing, and using the same work more than once without instructor permission. The following statement will be on the syllabus for this class:

All students are expected to adhere to IUP's Academic Integrity Policy and Procedures as they appear in the Undergraduate Catalog for the current academic year.

Specific information regarding academic year and page numbers in the Undergraduate Catalog will be provided as well as the link to the online version of the document:

<http://www.iup.edu/registrar/catalog/default.aspx>

The following methods will be employed to verify the authenticity of student work and academic honesty:

- At the beginning of the term, students will supply the instructor with two writing samples (one in-class and one homework assignment) to establish their baseline proficiency in the target language. Ensuing assignments will be compared to the original performance to map the progress of the individual student as well as note any unusual occurrences, i.e., dramatic changes in the use of grammatical and/or stylistic structures as well as vocabulary inconsistencies. Any irregularities will be investigated. If they resulted from unauthorized assistance (e.g., use of translation websites or receiving help from persons other than those approved by the instructor) or academic dishonesty, punitive actions will be taken, e.g., giving a lower or failing grade for the assignment or even failing the course, depending on the gravity of the offense.
- In the case of in-class tests or quizzes, students will hand those in as soon as they are finished. Students at the remote site(s) will fax their work upon completion (a time stamp on the document will document when it was faxed) and also send the originals to the instructor via regular mail, so that the authenticity of the faxed item can be verified. The in-class technicians and/or colleagues at the host site(s) will be asked to collect and fax the tests and quizzes as well as send the originals to the instructor. The instructor will ascertain the availability of fax machines before scheduling in-class tests or quizzes. Instead of in-class quizzes, the *Desire2Learn* Quizzes tool may be used. Online quizzes will only be available for a specific time period set by the instructor, and students will only have a set amount of minutes to complete the quiz.

- Every assignment submitted to the instructor in person, via e-mail, or the *Desire2Learn* Dropbox will be compared to the baseline performance established at the beginning of the term to ensure writing style, grammatical structures, and vocabulary use correspond to initial samples while allowing for some variation due to linguistic progress during the course of the semester.
- In addition, each student will need to write out and sign the following statement on each test or quiz submitted via fax:

I, (student name), affirm that the information provided on this document is original work. No help from unapproved sources or people was used in its completion.

SYLLABUS OF RECORD

I. Catalog Description

GRMN 372: Childhood Enchantment: The Fairy Tale in German Culture and Literature
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 may include but are not limited to: gender roles, family relationships, the motif of the quest, the depiction of heroes and heroines, the conflict between good and evil, crime and punishment, the idea of justice, altruism versus egotism, the fairy tale and politics, etc. This class is taught in German.

II. Course Outcomes

Students will be able to

1. Explain how fairy tales and related texts and media reflect the socio-political realities of the times in which they were collected and/or created
2. Describe the function of individual characters within the context of a specific text as well as their role as representatives of human types
3. Analyze and discuss issues regarding the continued importance of fairy tales and related texts and media with enough ease to make and present cogent arguments
4. Demonstrate sufficient knowledge of an assigned topic to give a well-structured presentation and/or lead a discussion on an assigned subject
5. Apply critical thinking skills by examining fairy tales and related texts and media from a variety of analytical perspectives
6. Show evidence of a synthetic understanding of the content of and connections between the texts and media covered in class by evaluating evidence, summarizing key points, asking pertinent questions, responding to inquiries, as well as composing, presenting, and defending logical arguments
7. Compare and contrast the various perspectives presented in the texts and media discussed in class with corresponding experiences in their own culture
8. Communicate with sufficient competency in the target language to express ideas, present and defend opinions, and successfully interact in a variety of classroom situations

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**
- What kind of crimes, illegal behavior, and injustices are depicted?
 How is guilt proven?
 Who administers punishment and how does it relate to the offence that was committed?
 How does the punishment affect the characters within the texts, and what kind of order is (re)established?
 What does the reader learn about the attitude toward good and evil as it is depicted in the texts?
- F. Politics in Fairy Tale Texts:** **300 minutes / 6 hours**
- What kind of political structures do we encounter?
 What kind of political and social hierarchies exist, and how are they enforced?
 How is authority established, and how is it challenged?
 What kind of socio-political ideal do the fairy tale texts present?
 How does that ideal compare with modern political practices?
- G. The Influence of Fairy Tales on other Literary Genres:** **300 minutes / 6 hours**
- Fairy tale motifs in poetry
 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 class sessions per topic is permissible depending on the emphasis different instructors may want to give specific subjects. Up to two topics listed above may be replaced with different content depending on the interests and expertise of the instructor teaching the course (e.g. fairy tales and music, fairy tales in psychoanalysis, fairy tale variants over time and/or in different cultures, etc.).

IV. Evaluation Methods

The final grade will be determined as follows:

Tests **30%**

Two longer or three shorter tests will be given. Each test will consist of one-third multiple choice type questions, one-third short answer questions primarily concerned with factual information, and one-third short essay type questions requiring the student to use critical thinking skills to argue a particular position or interpret text passages in the light of outcomes of class discussions and/or critical readings.

Journal **20%**

Students will be required to keep a journal in which they reflect on various topics related to the course content. The topics will be assigned by the instructor for each class session. Topics will cover a variety of tasks and may range from opinions on a specific subject to summaries of class discussions or readings to definitions of terms and interpretations of text passages. Students are required to submit at least 10 journal entries. They need to be at least half a page long (typed, double-spaced) and be written in the target language.

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 established in class, a video production of a fairy tale etc.). In any case, the final project will require the students to do research, to apply critical skills they learned in class, and to do this in the target language. The instructor may assign individual or group projects.

V. Grading Scale

Grading Scale: A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: 59% and lower

VI. Attendance Policy

Only regular attendance and thorough preparation will ensure a satisfying learning experience and a successful completion of this course. Therefore all students are expected to be present at each class session. Students missing class because of illness, personal emergency, or participation in a university-sponsored activity are required to present a written excuse to the instructor as soon as possible after returning to class.

VII. Required Textbooks, Supplemental Books, and Readings

Brackert, Helmut, ed. *Das große deutsche Märchenbuch*. München: Patmos, 2002.
ISBN: 3-538-06637-X

Bechstein, Ludwig. *Deutsches Märchenbuch*.. Available online at:
<http://gutenberg.spiegel.de/>

Grimm, Jacob und Wilhelm. *Kinder- und Hausmärchen*. Available online at:
<http://gutenberg.spiegel.de/>

Hauff, Wilhelm. *Hauffs Märchen*. Available online at:
<http://gutenberg.spiegel.de/> and
<http://www.1000-maerchen.de/cAContent.5.1.2.0-wilhelm-hauff.htm>

A packet with supplemental readings selected by the individual instructor.

VIII. Special Resource Requirements

Students need to have access to the Internet for selected readings and viewings of videos.

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: Knopf, 1985.

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

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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.

- Kamenetsky, Christa. *The Brothers Grimm and Their Critics: Folktales and the Quest for Meaning*. Athens: Ohio UP, 1992.
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- . *Fairy Tale Romance: The Grimms, Basile, and Perrault*. Urbana: U of Illinois P, 1991.
- . *Grimm's Fairy Tales: A History of Criticism on a Popular Classic*. Columbia, S.C.: Camden House, 1993.
- Rankin, Walter. *Grimm Pictures: Fairy Tales Archetypes in Eight Horror and Suspense Films*. Jefferson, NC: McFarland & Co, 2007.
- Röhrich, Lutz. *Märchen und Wirklichkeit*. Steiner: Wiesbaden, 1974.
- Rölleke, Heinz. *Die Märchen der Brüder Grimm*. München und Zürich: Artemis, 1986.
- , Hrsg.. "Wo das Wünschen noch geholfen hat": *Gesammelte Aufsätze zu den "Kinder- und Hausmärchen" der Brüder Grimm*. Bonn: Bouvier, 1985.
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- Warner, Marina. *From Beast to Blonde: On Fairy Tales and Their Tellers*. New York: Farrar, Straus and Giroux, 1995.
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- . *The Brothers Grimm: From Enchanted Forests to the Modern World*. New York: Palgrave Macmillan, 2002.
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- . *The Oxford Companion to Fairy Tales*. Oxford: Oxford UP, 2000.
- . *When Dreams Come True: Classical Fairy Tales and Their Tradition*. 2nd edition. New York: Routledge, 2007.
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Office Hours: Specific information will be added when the course is taught. The instructor will be available in person in her office, by phone, e-mail, and possibly Skype. If ITV rooms are available at all participating locations immediately after class sessions, students at the remote site(s) may meet with the instructor using this medium, if they prefer. Additional office hours will be available by appointment.

I. Course Description

Title: GRMN 372: Childhood Enchantment: The Fairy Tale in German Culture and Literature

Prerequisites: GRMN 252, or permission of instructor

Credits: 3 credits

Description:

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 ("Volksmärchen") 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 may include but are not limited to: gender roles, family relationships, the motif of the quest, the depiction of heroes and heroines, the conflict between good and evil, crime and punishment, the idea of justice, altruism versus egotism, the fairy tale and politics, etc. This class is taught in German.

II. Course Outcomes / Educational Objectives

After a successful completion of this class, students will be able to

1. Explain how fairy tales and related texts and media reflect the socio-political realities of the times in which they were collected and/or created
2. Describe the function of individual characters within the context of a specific text as well as their role as representatives of human types
3. Analyze and discuss issues regarding the continued importance of fairy tales and related texts and media with enough ease to make and present cogent arguments
4. Demonstrate sufficient knowledge of an assigned topic to give a well-structured presentation and/or lead a discussion on an assigned subject
5. Apply critical thinking skills by examining fairy tales and related texts and media from a variety of analytical perspectives
6. Show evidence of a synthetic understanding of the content of and connections between the texts and media covered in class by evaluating evidence, summarizing key points, asking pertinent questions, responding to inquiries, as well as composing, presenting, and defending logical arguments
7. Compare and contrast the various perspectives presented in the texts and media discussed in class with corresponding experiences in their own culture

8. Communicate with sufficient competency in the target language to express ideas, present and defend opinions, and successfully interact in a variety of classroom situations

III. Required Textbooks

Students will not need to buy a textbook. Instead the following free online resources will be used:

Bechstein, Ludwig. *Deutsches Märchenbuch*. Available online at:
<http://gutenberg.spiegel.de/>

Grimm, Jacob und Wilhelm. *Kinder- und Hausmärchen*. Available online at:
<http://gutenberg.spiegel.de/>

Hauff, Wilhelm. *Hauffs Märchen*. Available online at:
<http://gutenberg.spiegel.de/> and
<http://www.1000-maerchen.de/cAContent,5,1,2,0-wilhelm-hauff.htm>

Additional audio-visual resources and reading materials will be provided through the Desire2Learn course management system.

A packet with supplemental materials will be available at *CopiesPlus*, 1052 Oakland Ave., Indiana, PA 15701. Students can pick up the packet at this location or order it by phone: 724-465-2679 or e-mail: copiespluspa@gmail.com. *CopiesPlus* is open Monday-Friday: 7:30 a.m.-9:00 p.m., Saturday: 9:00 a.m.-4:00 p.m., and Sunday: 1:00 p.m.-6:00 p.m. The instructor will make the packet available to students at the remote site(s) though copy shops at their respective campuses.

IV. Evaluation Methods

The final grade will be determined as follows:

Tests 30%

There will be two tests. Each test will consist of one-third multiple choice type questions, one-third short answer questions primarily concerned with factual information, and one-third short essay type questions requiring the use of critical thinking skills to argue a position or interpret text passages in the light of outcomes of class discussions and/or critical readings. The content of the tests will vary from term to term based on the choice of texts, films, audio-visual and reading materials, as well the specific discussion topics covered. In-class, take home, or online tests may be given depending on the complexity of the questions and instructor preference. In case of in-class tests, students at the remote site(s) will fax their tests immediately after the class from the fax machine in the classroom or the department office, as available. They will also send their original tests by regular mail to ensure that no additional work was done after the class session ended. In case of take home tests, students at the remote site(s) will be required to submit their tests electronically as an e-mail attachment or via the Desire2Learn Dropbox tool at the specified deadline. Students at the home site may hand in their take home tests in class or submit them electronically.

Journal 20%

Students will keep a journal in which they reflect on various topics related to the course content. The topics will be assigned by the instructor for each class session. Topics will cover a variety of tasks and may range from opinions on a specific subject to summaries of class discussions or readings to definitions of terms and interpretations of text passages. Students will submit at least 10 journal entries. They need to be at least half a page long (typed, double-spaced) and be written in the target language. Students at the remote site(s) submit their journals electronically as an e-mail attachment or via the Desire2Learn Dropbox tool at the specified deadline. Students at the home site may hand in their journals in class or submit them electronically.

Essays

20%

Students will 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. Students will choose their essay topics after consultation with the instructor. Specific instructions will be handed out in class, provided in the course packet, and/or posted on Desire2Learn for easy access. Students at the remote site(s) submit their journals electronically as an e-mail attachment or via the Desire2Learn Dropbox tool at the specified deadline. Students at the home site may hand in their journals in class or submit them electronically.

Quizzes

10%

There will be at least 5 quizzes, both announced and unannounced. They will cover reading assignments and/or content of class discussions. They will mainly consist of True/False or Multiple Choice style questions but may include short answer sections as well. Quizzes may be given in-class or via the Desire2Learn Quizzes tool depending on instructor preference. In case of in-class quizzes, students at the remote site(s) will fax their quizzes immediately after class from the fax machine in the classroom or the department office, as available. They will also send the originals by regular mail to ensure that no additional work was done after the class session ended.

Final Project

20%

The nature of the final project will depend on the size of the class as well as instructor preference. It may be a test, an essay, a presentation, or a scholarly or creative project (e.g. the creation of an original fairy tale based on characteristics established in class, a video production of a fairy tale, etc.). The final project will require the students to do a limited amount of research, to apply critical thinking skills they acquired in class, and to do this in the target language. The instructor may assign individual or group projects. Specific instructions for the final project will be handed out in class at least six weeks before the end of the term. The instructions will include submission guidelines for students at the home site and remote site(s). The project will be due on the final exam day scheduled by the registrar at the home institution.

V. Grading Scale

Grading Scale: A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: 59% and lower

VI. Attendance Policy

Only regular attendance and thorough preparation will ensure a satisfying learning experience and a successful completion of this course. Students should spend at least two hours of review and preparation for each class session. All students are expected to be present at each class session in the scheduled ITV rooms at their respective institutions. Up to two absences per term will not affect the final grade, more than that will. Students missing class because of illness, personal emergency, or participation in a university-sponsored activity are required to present a written excuse to the instructor as soon as possible after returning to class. More specific wording will be added when the class is taught.

VII. Special Resource Requirements

This course will be taught via ITV (Interactive Television). Students wishing to participate in this course need to have access to a special classroom equipped with either several large-screen monitors or one large monitor capable of split screen technology. The class will be taught like a

regular course at the home site. Students at the remote site(s) will interact with the instructor and students at the home site via large TV screens. Students also need to have access to the Internet for selected readings, viewings of videos, and other pertinent information located on the Web as well as the Desire2Learn course management system. They may be required to use PowerPoint depending on the nature of the final project. The IUP e-mail system (Iemail) is an official means of communication and will be used for the exchange of information outside the classroom. Students should check their IUP e-mail at least once a day. The Desire2Learn e-mail tool may be used in addition to or instead of the IUP Iemail system if this should prove to be more practical for course management purposes. Technical support for computer problems is available through IUP's IT Support Center located in Delaney Hall, Suite G35, 950 Grant Street, Indiana, PA 15705. Opening hours are: Monday–Friday, 7:30 a.m.–5:30 p.m. A problem may also be reported by phone: 724-357-4000 or e-mail: it-support-center@iup.edu. A form for requesting assistance or reporting an online learning problem is available at: <http://www.iup.edu/itsupportcenter/help/default.aspx>

VIII. Technology Skills

Students enrolled in this course should possess the following technology skills:

- The ability to use word processing software
- The ability to use the IUP e-mail system (Iemail)
- The ability to attach files to an e-mail message
- The ability to use PowerPoint
- The ability to access information on the Internet
- The ability to copy and paste images from a website
- The ability to use the Desire2Learn course management system
- The ability to access the IUP library web pages or their respective institutions' library resources to find information on assigned topics

IX. Participation Expectations

Students are expected to actively participate in all aspects of the course. This includes contributing to in-class and online discussions as well as completing any assigned reading, writing, viewing tasks, and tests or quizzes by the due date provided by the instructor. The instructor teaching the course will decide on the policies regarding late work and whether to accept it at all. Students are advised to work on their time management skills so as never to be unprepared for class or hand in work late.

X. E-mail and Online Etiquette

The IUP e-mail system is an official means of communication and will be used to share information outside of class. Students should check their Iemail account and/or the Desire2Learn e-mail tool at least once a day. The instructor will not send class-wide messages to non-institutional accounts. Students are expected to follow the e-mail etiquette described below when sending a message to the instructor:

1. Always specify the course number in the subject line as well as the reason for contacting me, e.g. *GRMN 372 001: Question regarding assignment #1*
2. Use a proper form of address. Please begin e-mails with "Hi, Dr. _____" or "Hello, _____" rather than just "Hey".
3. State your inquiry clearly and succinctly. Do not text but write proper sentences. You are at an institution of higher learning, and the language you use in your e-mails should reflect that fact.

4. Put your name at the end of the message. It is frequently not obvious who is contacting me if you are using a non-IUP account. If you do not sign your name, I may not know who you are, and I will not reply to your message.
5. I will answer your e-mails as time permits. I have a number of commitments outside of class (office hours, committee meetings, research, etc.) and will not always be able to respond immediately, but I will make every effort to get back to you in a timely fashion.

With regard to the Desire2Learn Discussions tool, I expect everyone to be courteous and respectful in their postings. Remember that any exchanges are to be made for class purposes only, so follow the instructions carefully and conduct yourself in a collegial and professional manner. It is inappropriate to use any language that could be considered aggressive, offensive, or derogatory.

Keep your comments brief and focused on the task. Be aware that your posts are documented and can be revisited, so choose your words carefully and check grammar and spelling before submitting your comments.

XI. Classroom Civility Policy

I want my classroom to be a place where students learn and apply new skills in a non-threatening and stimulating environment. I expect everyone to be courteous and helpful to each other. Each student has a special set of skills and abilities that can help others improve their performance. Please share your talents generously since assisting others will help you expand your own competencies. Receiving calls and/or texting during class is very disruptive. It will distract your fellow students as well as your instructor and sends the message that this course has a low priority for you. This is not the impression you want to leave in an academic setting, so **turn off your cell phone in class!**

XII. Students with Disabilities

Students requiring special accommodations because of a disability (learning, psychological or physical disability, attention deficit disorder, etc.) are encouraged to talk to the instructor about their special needs so arrangements can be made to ensure successful participation in this class.

XIII. Academic Integrity

IUP's Academic Integrity Policy and Procedures will be reviewed during the first week of class to stress the importance of ethical behavior inside and out of the classroom. Improper actions regarding academic work and/or personal conduct will result in receiving a lower or failing grade for an assignment or even failing the course. The following behaviors are unacceptable: giving and/or receiving unauthorized assistance, using unauthorized materials or devices, plagiarizing, using the same work more than once without instructor permission, conducting oneself in a manner that is disruptive or threatening to others, and using computer technology in any way other than for the purposes intended for the course. Please note:

All students are expected to adhere to IUP's Academic Integrity Policy and Procedures as they appear in the Undergraduate Catalog for the current academic year.

Specific information is available at: <http://www.iup.edu/registrar/catalog/default.aspx>

Please note: The following course schedule is tentative. The instructor will allow some flexibility, e.g. spend a little more or less time on a certain text or film depending on the needs of the class. Any changes will be announced in class.

COURSE PLAN

GRMN 372

Week		
1	<p>Introduction: Syllabus, Course Policies Discussion: What is a fairy tale? What role do fairy tales play in contemporary society Writing Sample in class: Paragraph about self Find: Definition of Fairy Tale/Folktale</p>	<p>Topic: Definition of Fairy Tale/Folktale Compare: Student definition vs. scholarly definition of fairy tale Discuss: Characteristics, structure of tales Journal #1: Select one fairy tale you know well and explain why you like it</p>
2	<p>Topic: Typical characters in folktales and fairy tales; Gender roles in fairy tales Read: <i>Rapunzel</i> Journal #2: List 5 major differences between fairy tales and folktales</p>	<p>Topic: Socialization process; Identification with a specific gender role Discuss: <i>Rapunzel</i> Read: <i>Frau Holle</i> (Mother Holle) Journal #3: Summarize the major events in <i>Rapunzel</i></p>
3	<p>Topic: Interaction of male and female characters in fairy tales; Preferred gendered behavior patterns Discuss: <i>Rapunzel</i> + <i>Frau Holle</i> Read: <i>Die sieben Raben</i> (The Seven Ravens) Journal #4: Compare the foster mothers of the two tales</p>	<p>Topic: Comparison of modern gender roles with fairy tale ideals Discuss: <i>Die sieben Raben</i> Journal #5: Describe the sister in <i>Die sieben Raben</i>: What makes her an ideal young woman in the fairy tale society?</p>
4	<p style="text-align: center;">Test #1</p>	<p>Topic: Depiction of families in fairy tales; Functional vs. dysfunctional family units Discuss: <i>Rapunzel</i>, <i>Frau Holle</i>, <i>Die sieben Raben</i> Journal #6: Select one of the three tales and describe the kind of functional or dysfunctional family unit it depicts</p>
5	<p>Topic: Examples of effective/ineffective parenting Discuss: characteristics of effective/ineffective parenting; apply to tales Read: <i>Hänsel und Gretel</i> Journal #7: Provide a definition of effective or ineffective parenting and apply it to a tale of your choice</p>	<p>Topic: Interaction patterns of step parents and step children Discuss: <i>Hänsel und Gretel</i>; compare with previous tales Read: <i>Aschenputtel</i> (Cinderella) Journal #8: Describe the relationship of Hänsel and Gretel with their parents or the relationship of their parents to each other</p>
6	<p>Topic: Concept of the "ideal family" in fairy tales; Comparison of this ideal to modern realities Review of the tales covered so far Discuss: <i>Aschenputtel</i>; compare with <i>Hänsel und Gretel</i></p> <p style="text-align: center;">Essay #1*</p>	<p>Topic: Kinds of crimes, illegal behavior, and injustices depicted in fairy tales; Make a list of all examples encountered in tales so far Read: <i>Rotkäppchen</i> (Little Red Cap) Journal #9: Select one example of illegal/criminal behavior from one of the tales. Describe the unlawful action and its consequences</p>

7	<p>Topic: Determination of guilt vs. innocence; Discuss: <i>Rotkäppchen</i> (Little Red Cap) Read: <i>Rotkäppchen</i> (Little Red Riding Hood; French version of the tale) Journal #10: Both “good” and “bad” people commit crimes in fairy tales. Choose one crime, e.g. a murder or theft, and compare the different repercussions for a “good” vs. a “bad” person</p>	<p>Topic: Administration of punishment and relationship to the offence committed Discuss: The two different versions of <i>Rotkäppchen</i> Journal #11: The French and the German version of <i>Rotkäppchen</i> have very different endings. Explain which one you believe to have a greater impact on the reader and why you believe this to be the case</p>
8	Spring Break	Spring Break
9	<p>Topic: Effect of punishment on fairy tale community; (Re)establishment of order; Philosophical/moral attitude regarding good and evil depicted in fairy tales Discuss: All previous tales Journal #12: Select one tale and explain how the punishment of a character affects the fairy tale community or the reader of the tale</p>	<p>Test #2</p>
10	<p>Topic: Political structures in fairy tales Discuss: Political structures encountered so far Read: <i>Schneewittchen</i> (Snow White) Journal #13: Describe the major differences between the nobility and commoners as they are depicted in the texts we have read so far</p>	<p>Topic: Political structures in fairy tales; Political and social hierarchies and enforcement of rules Discuss: <i>Schneewittchen</i> (Snow White) Read: Document(s) in packet** Journal #14: Describe the function that the queen fulfills in relation to her new husband and daughter</p>
11	<p>Topic: Establishment and challenge of authority Discuss: <i>Schneewittchen</i> (Snow White) Read: Document(s) in packet** Journal #15: Describe how the queen challenges male authority in the tale</p> <p style="text-align: center;">Essay #2*</p>	<p>Topic: Socio-political ideal(s) in fairy tales; Comparison of ideal with modern political practices Discuss: all tales read in this class Read: Document(s) in packet** Journal #16: Describe the socio-political ideal that emerges from all the tales we have read</p>
12	<p>Topic: Fairy tale motifs in poems, short stories, and/or novels (function, frame of reference, etc.) Discuss: Reading assignment in packet Read: Document(s) in packet** Journal #17: Write your own poem or short story based on fairy tale motifs</p>	<p>Topic: Fairy tale motifs in drama, essays, and/or advertisements (function, frame of reference, etc.) Discuss: Reading assignment from packet Journal #18: Describe the function of fairy tale motifs in advertisements</p>
13	<p>Topic: Fairy tale films: “Snow White” Discuss: Differences between text and film Read: Document(s) in packet** Journal #19: Describe three major differences between the text and the film and explain why the changes may have been made</p>	<p>Topic: Fairy tale films: “Snow White” Discuss: Reading Assignment from packet; cultural expectations Read: Document(s) in packet** Journal #20: Reflect on how the expectations of an American audience would differ from those of a German audience regarding the content and message of a fairy tale</p>

14	<p>Topic: Fairy tale films: "Rotkäppchen" Discuss: Differences between text and film</p> <p>Journal assignments concluded; Students work on final project</p>	<p>Topic: Fairy tale films: "Rotkäppchen" Discuss: Different expectations regarding a film adaptation: 1950s vs. modern movie audience Students work on final project</p>
15	<p>Topic: Fairy tale films Discuss: Modern movie "fairy tales"; Contents and relationship to traditional fairy tales Students work on final project</p>	<p>Review of course and discussion of last minute questions regarding the final project</p> <p>Students work on final project</p>
<p>* Essay topics will be developed as the class progresses</p> <p>** Documents in packet will change for every term the class is taught, since they will be Updated to reflect newest research</p> <p>There will be at least 5 quizzes. The instructor will decide when to give them and whether to announce them or not.</p>		
<p>The final project will be due on the final exam day scheduled by the registrar at IUP.</p>		

Bibliography

Reading assignments will be chosen from but are not limited to the following texts:

Barth, Johannes. "Neue Erkenntnisse zu den Quellen von Wilhelm Hauffs Märchen."
Wirkendes Wort: Deutsche Sprache und Literatur in Forschung und Lehre 41.2
(1991): 170-183.

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

Brackert, Helmut. *Hänsel and Gretel oder Möglichkeiten und Grenzen literaturwissenschaftlicher Märchen-Interpretation.* Frankfurt am Main: Suhrkamp, 1980.

Freund, Winfried. *Deutsche Märchen.* München: Fink, 1996.

Heindrichs, Ursula. "Die Aktualität des Volksmärchens in der neueren Literatur." *Neue Deutsche Hefte* 36.1 (1989): 64-84.

Horn, Katalin. "Grimmsche Märchen als Quellen für Metaphern und Vergleiche in der Sprache der Werbung, des Journalismus und der Literatur." *Muttersprache: Vierteljahresschrift für deutsche Sprache* 91.2 (1981): 106-115.

Kivilaakso, Sirpa, and Ingrid Schellbach-Kopra. "Familienmuster der Märchenliteratur: Gewalt in Grimms Märchen." *Jahrbuch für Finnisch-Deutsche Literaturbeziehungen: Mitteilungen aus der Deutschen Bibliothek* 33 (2001): 143-152.

Kutschuchidse, Marina. *Gefühlsaspekte des romantischen Märchens bei Ludwig Tieck.* München: ludicium, 2008.

Kuxdorf, Manfred. "Die Kontroverse um die Märchen der Brüder Grimm." *Germanistische Mitteilungen: Zeitschrift für deutsche Sprache, Literatur und Kultur in Wissenschaft und Praxis* 24 (1986): 27-37.

Laiblin, Wilhelm, Hrsg. *Märchenforschung und Tiefenpsychologie.* Darmstadt: Wissenschaftliche Buchgesellschaft, 1969.

Lüthi, Max. "Es war einmal..." *Vom Wesen des Volksmärchens.* Göttingen: Vandenhoeck & Ruprecht, 1983.

- . *Märchen*. Metzler: Stuttgart, 1979.
- Mayer, Mathias, und Jens Tismar. *Kunstmärchen*. 4. Auflage. Stuttgart: Metzler, 2003.
- Röhrich, Lutz. *Märchen und Wirklichkeit*. Wiesbaden: Steiner, 1974.
- Rölleke, Heinz. *Die Märchen der Brüder Grimm*. München und Zürich: Artemis, 1986.
- , Hrsg.. "Wo das Wünschen noch geholfen hat": *Gesammelte Aufsätze zu den "Kinder- und Hausmärchen" der Brüder Grimm*. Bonn: Bouvier, 1985.
- Schischinaschwili, Irina. *Das Märchen bei Novalis und Hesse*. München: Iudicium, 2008.
- Solms, Wilhelm und Charlotte Oberfeld, Hrsg. *Das selbstverständliche Wunder. Beiträge germanistischer Märchenforschung*. Marburg: Hitzeroth, 1986.
- Tismar, Jens. *Kunstmärchen*. Stuttgart: Metzler, 1977.
- Wührl, Paul Wolfgang. *Das deutsche Kunstmärchen*. Heidelberg: Quelle & Meyer, 1984.
- Zipes, Jack. *The Brothers Grimm: From Enchanted Forests to the Modern World*. New York: Palgrave Macmillan, 2002.
- . *The Oxford Companion to Fairy Tales*. Oxford: Oxford UP, 2000.
- . *When Dreams Come True: Classical Fairy Tales and Their Tradition*. 2nd edition. New York: Routledge, 2007.
- . *Why Fairy Tales Stick: The Evolution and Relevance of a Genre*. New York: Routledge, 2006.

Sample Lesson for GRMN 372: Childhood Enchantment: The Fairy Tale in German Culture and Literature

Week 5: Topic: Interaction patterns of step parents and step children
Discuss: *Hänsel und Gretel*; compare with previous tales

In preparation for this class, students will have been asked to submit examples of interaction patterns of members of step families encountered in previous tales (*Rapunzel* and *Frau Holle*) to the Desire2Learn Discussion tool and to read their classmates posts before today's session.

Activity 1:

In class, the students will be put into groups who will discuss the posts and list the three most common interaction patterns they noticed. All groups will share their lists, and the class as a whole will create a master list which should include the following:

- In German fairy tales, step mothers favor their biological offspring over their step children
- Step mothers often turn violent when the step children (usually girls) threaten their authority or their social position
- The biological father does little or nothing to protect his children from the step mother's persecution
- Step children themselves have to resort to deception or violence in order to survive
- The step mother will be punished for her cruelty by becoming a social outcast or dying a horrific death
- The step children either reunite with their father (who is forgiven for his weakness) or form their own family with a suitable mate

Course objective met:

8. Communicate with sufficient competency in the target language to express ideas, present and defend opinions, and successfully interact in a variety of classroom situations

Activity 2:

The instructor will ask students to volunteer information on what they know about the social, political, and economic situation in German in the 19th century. They will have been asked to search on the Internet for relevant information and share some of the data they found, e.g. Germany did not become a political nation until 1871 but consisted of many small principalities, strict social hierarchies limited how far a person could advance, many women died in childbirth, children from poor families would have been required to contribute to their family's income starting at a young age, etc. Students will be asked to share which of these realities they saw reflected in the previously read tales. The instructor will facilitate the exchange of information, correct factual or linguistic mistakes, and fill in any perceived gaps.

Course objectives met:

1. Explain how fairy tales and related texts and media reflect the socio-political realities of the times in which they were collected and/or created
8. Communicate with sufficient competency in the target language to express ideas, present and defend opinions, and successfully interact in a variety of classroom situations

Activity 3:

The data gathered during the previous two activities will be applied to the new tale, *Hänsel und Gretel*. The class will be divided into five groups:

Group #1 will analyze how the step mother and the children's biological father interact (e.g. Who is the dominant person in this relationship? Why? How do they relate to their children? How does their desperate economic situation influence their action/inaction?)

Group #2 will analyze how the children perceive their parents (e.g. How do they relate differently to their step mother and their father? Why do they not ask for help when they realize their lives are in danger? How can they forgive their father for abandoning them?)

Group #3 will analyze the relationship of Hänsel and Gretel to each other (e.g. How do they support each other when faced with potentially fatal situations? When does each of them use their intuition to protect the other? How does their working together assure their survival?)

Group #4 will compare the two mother figures (the step mother and the witch) and analyze their function in the tale (e.g. How are they similar yet different at the same time? How does their treatment of the children reveal their individual selfishness? What does the reader learn about the female ideal through these two negative examples? What human types do they represent?)

Group #5 will analyze how the actual socio-economic situation of Germany in the 19th century is reflected in the tale (e.g. the poverty of the parents, the threat of a famine, the desperate decisions parents may have to make when the survival of the whole family is threatened)

Course objectives met:

2. Describe the function of individual characters within the context of a specific text as well as their role as representatives of human types
5. Apply critical thinking skills by examining fairy tales and related texts and media from a variety of analytical perspectives
8. Communicate with sufficient competency in the target language to express ideas, present and defend opinions, and successfully interact in a variety of classroom situations

Activity 4:

Each group will choose a speaker who will summarize the outcomes of their deliberations. Each group member will be expected to participate if questions arise or discussions ensue. The instructor will serve as a facilitator in this process to make sure that every group will be able to present and that no individual dominates the conversation. The instructor will also correct any factual errors and assist the students when difficulties in the target language occur, e.g. if

vocabulary is needed or if the proficiency of a student requires assistance in order to express an idea or concept clearly and adequately.

Course objectives met:

2. Describe the function of individual characters within the context of a specific text as well as their role as representatives of human types
4. Demonstrate sufficient knowledge of an assigned topic to give a well-structured presentation and/or lead a discussion on an assigned subject
5. Apply critical thinking skills by examining fairy tales and related texts and media from a variety of analytical perspectives
8. Communicate with sufficient competency in the target language to express ideas, present and defend opinions, and successfully interact in a variety of classroom situations

Concluding Activity:

The instructor will summarize the outcomes of the day's activities and advise the students to use information and vocabulary gathered during the class session in their next assignment:

Journal #8: Describe the relationship of Hänsel and Gretel with their parents or the relationship of their parents to each other (in German!).

The assigned reading for the next class session will be: *Aschenputtel* (Cinderella) in: Grimm, Jacob und Wilhelm. *Kinder- und Hausmärchen*. Available online at: <http://gutenberg.spiegel.de/>

How does Distance Education adequately assist students to meet the course objectives of this class session?

Postings on the Desire2Learn Discussion tool before the class session will allow students to find and use appropriate vocabulary, practice writing relevant information in German, as well as read and respond to their classmates' submissions. This electronic exchange of information will facilitate in-class activities since the students will already be familiar with the topic(s) for the day and will have acquired many expressions in the target language which will make discussions easier. The students should be well-prepared to interact in the target language and communicate their ideas successfully.

The ITV format will allow students at the home and remote site(s) to interact with each other almost as if they were in the same room. Depending on the number of students participating at the remote site(s), they may be asked to form their own groups for the in-class activities or assigned to work with students at the home site. Since all students are present during the class session in person or via large screen monitor, everybody will be able to do the same activities and meet the same course objectives.