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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion

Course Revision Course Number and/or Title Change Catalog Description Change

	GRMN 372: Childhood Enchantment: The Fairy Tale in German Culture and Literature
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)

This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Other

New Minor Program New Track

Catalog Description Change Program Revision

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals		Date
Department Curriculum Committee Chair(s)		3/3/11
Department Chair(s)		3/3/11
College Curriculum Committee Chair		8/3/11
College Dean		8/30/11
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		10/18/11

* where applicable

Received

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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

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- Jones, Steven Swann. *Fairy Tale: The Magic Mirror of the Imagination*. New York: Twayne, 1995.
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- . *Fairy Tale as Artform and Portrait of Man*. Bloomington: Indiana UP, 1984.
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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.

- Solms, Wilhelm und Charlotte Oberfeld, Hrsg. *Das selbstverständliche Wunder. Beiträge germanistischer Märchenforschung*. Marburg: Hitzeroth, 1986.
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- Waelti-Walters, Jennifer. *Fairy Tales and the Female Imagination*. Montreal: Eden P, 1982.
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- . *Fairy Tale as Myth / Myth as Fairy Tale*. Lexington: UP of Kentucky, 1994.
- . *The Great Fairy Tale Tradition: From Straparola and Basile to the Brothers Grimm*. New York: W.W. Norton, 2001.
- . *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.

Course Analysis Questionnaire

Section A: Details of the Course

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

This course is designed for German majors and minors. The current literature offerings focus on survey-style or selected works-style courses. This course supplements those offerings with a topic-oriented approach. It will be offered as a distance education course and complement the offerings of the partner schools. This course is taught in German.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course does not require changes in the content of existing courses or requirements in the program. No catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic). If so, explain the details of the offering (semester/year and number of students).

This course has been offered with a slightly different content three times as *GRMN 481: Wise Women, Witches, and Waifs: The Representation of Women in German Fairy Tales*. This course was aimed at a broader audience and taught in English while the current course will be for German majors and minors only and taught in the target language. GRMN 481 was offered in Spring 2007 (20 students), Spring 2008 (17 students), and Spring 2010 (19 students).

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This course will not be a dual-level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course may not be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Similar courses are offered at other higher education institutions, among them:

Hunter College: *GERMN 241 German Fairy Tales*

<http://www.hunter.cuny.edu/german/courses/courses-spring-2009#germn-241-german-fairy>

Rutgers University: *German 326 The German Fairy Tale and Folk Tradition*

<http://german.rutgers.edu/courselist/currentofferings/description/326.htm>

Sewanee University: *GRMN 310 The Fairy Tale in German Literature and Culture: From the Brothers Grimm to Kafka and Hesse*

<http://german.sewanee.edu/courses/>

University of Colorado at Boulder: *GRMN 2503 Fairy Tales of Germany*

http://gslr.colorado.edu/index.php?option=com_content&view=article&id=214&Itemid=64

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

University of Washington: *GERMAN 390 Fairy Tales*
<http://depts.washington.edu/uwgerman/Undergrad/spr08under.pdf>

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

Currently, neither the content nor the skills of the proposed course are recommended or required by a professional society, accrediting authority, law or other external agency.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will not be taught by instructors from more than one department.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

This course does not duplicate or overlap with any courses taught in other departments at IUP.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course will not be cross-listed with other departments.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Faculty resources are adequate. No new faculty will be needed to teach this course. This course will replace *GRMN 481: Wise Women, Witches, and Waifs: The Representation of Women in German Fairy Tales*. No current course offerings are affected by the introduction of this class. This course will count as one preparation and three hours of equated workload.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

Space: Current space allocations are adequate to teach this class.

Equipment: When taught as a regular course, a smart classroom with a computer, a document camera, as well as a VCR/DVD player are required. Most IUP

classrooms already have this equipment. When taught as a distance education class shared with other PASSHE institutions, a special ITV classroom with multiple screens or split screen technology is required. The College of Humanities and Social Sciences has such rooms and will make them available as necessary.

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

Library Materials: Library holdings are adequate for this course.

Travel Funds: N/A

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

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

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

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

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

One section will be offered in any single semester.

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

25 students can be accommodated in this class which requires extensive readings and written assignments in the target language. The majority of literature and culture classes offered by the Department of Foreign Languages limit enrollment to 25 students.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

The following professional societies for foreign language teachers recommend enrollment limits of 15-20 students for courses taught in the target language and stressing all four skills (reading, writing, listening, and speaking):

The Association of Departments of Foreign Languages (ADFL) recommends the following:

ADFL Guidelines and Policy Statements

Class Size

ADFL reaffirms its position that the maximum class size for foreign language instruction in classes where all four skills are equally stressed should not exceed 20. We hold that the optimum class size is 15. In any case, particularly at the elementary and intermediate levels, class size must be small enough to enable--rather than to inhibit--the kind of effective interaction between teacher and students necessary to developing proficiency in the language.

Taken from: http://www.adfl.org/resources/resources_guidelines.htm#class

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

ACTFL Board Approved Position Statements (Updated 2010)

Maximum Class Size (May 2010)

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

Therefore, while ACTFL recognizes the fiscal realities faced by schools and institutions of higher education, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments of Foreign Languages (ADFL). Since the most important consideration in determining class size should be pedagogical efficacy, ACTFL's position applies to both traditional and online classroom settings. Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices.

Taken from: <http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#maxclass>

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course is intended to be offered as a regular class as well as a distance education course. The Distance Education Review Form in Appendix D has been completed.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

This course is intended to augment current course offerings in German at IUP as well as at those PASSHE institutions which are partners in the ITV Course Exchange Agreement. Faculty at each institution will offer special courses originating there and delivered via ITV to their exchange partner(s). Each institution will offer as well as receive courses.