

## **Term Information**

Effective Term Autumn 2017

## **General Information**

Course Bulletin Listing/Subject Area German  
Fiscal Unit/Academic Org Germanic Languages & Lit - D0547  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2256  
Course Title Fan Fiction: From Homer to Harry Potter  
Transcript Abbreviation Fan Fiction  
Course Description Enthusiastic readers of Harry Potter write sequels, prequels, and spinoffs and post them online every day. But writing fan fiction is far from new. In this course, we will investigate the surprising history of this literary form. We'll analyze works of fan fiction, asking how ideas of originality, authorship, and intellectual property influence art and literature.  
Semester Credit Hours/Units Fixed: 3

## **Offering Information**

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## **Prerequisites and Exclusions**

Prerequisites/Corequisites  
Exclusions

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code 16.0501  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Literature

## Course Details

### **Course goals or learning objectives/outcomes**

- Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical reading, thinking, and writing.
- Students analyze, interpret, and critique significant literary works.
- Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

### **Content Topic List**

- The history of Fan Fiction
- Fan Fiction in Other Genres
- The "Origins" of Fan Fiction, Gender, and Sex
- Fan Fiction, Authorship, and Community
- Fan Fiction and Intellectual Property

## Attachments

- German\_2256-concurrence English.pdf: Concurrence 1 of 1  
*(Concurrence. Owner: Miller,Natascha)*
- German\_2256-GE Rationale.pdf: GE Rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Miller,Natascha)*
- German\_2256-GE Assessment Plan.pdf: GE Assessment  
*(GEC Course Assessment Plan. Owner: Miller,Natascha)*
- CurriculumMap\_Updated\_November2016.pdf: Curriculum Map  
*(Other Supporting Documentation. Owner: Miller,Natascha)*
- German\_2256\_Syllabus.pdf: Syllabus - revised  
*(Syllabus. Owner: Miller,Natascha)*

## Comments

- Concurrence was sought only from English.

12/19/16 The revised syllabus is attached. *(by Miller,Natascha on 12/19/2016 09:21 AM)*

- An indication of where the texts may be purchase obtained is required and the percentage of grades doesn't add up to 100% unless I am missing something. *(by Heysel,Garett Robert on 12/15/2016 06:40 PM)*

**COURSE REQUEST**  
2256 - Status: PENDING

Last Updated: Heysel,Garett Robert  
12/19/2016

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	11/28/2016 02:21 PM	Submitted for Approval
Approved	Holub,Robert Charles	11/28/2016 02:25 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	12/15/2016 06:40 PM	College Approval
Submitted	Miller,Natascha	12/19/2016 09:21 AM	Submitted for Approval
Approved	Holub,Robert Charles	12/19/2016 10:58 AM	Unit Approval
Approved	Heysel,Garett Robert	12/19/2016 07:53 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadete Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	12/19/2016 07:53 PM	ASCCAO Approval

German 2256

**Fan Fiction: From Homer to Harry Potter**

GE Lit Course; 3 credit units

Instructor:  
Office:  
Office hours:  
Phone:  
Email:

Meeting times:  
Classroom:

**Course Description**

Do characters belong to the authors who create them? Or to the readers who love (or hate) them? This question is at the heart of the current debate about fan fiction – works that appropriate pre-existing characters invented by other authors. Fan fiction raises concerns about the competing rights of authors and readers. Should readers be allowed to write fan fiction, even against an author's wishes? Does it matter how a character is used or who uses it? Under copyright law today, there is no clear answer.

Although fan fiction is often considered a uniquely contemporary phenomenon, readers have written fan fiction (or something like it) for centuries. Beginning with Homer and Virgil, we will analyze works of fan fiction, asking how ideas of originality, imitation, and intellectual property influence fictional works of art and literature. In addition to studying celebrated works of literature such as Strassburg's *Tristan* and Goethe's *Werther*, we will examine key works of German philosophy, including texts by Kant, whose ideas about intellectual property continue to shape Anglo-American copyright law. Along the way, we will also revisit favorites, like *Sherlock Holmes* and *Harry Potter*, and read their unauthorized sequels and spinoffs, enriching our understanding of literary production and the interactive space in which authors write and readers read. Throughout the term, we will work together to determine if certain narratives or characters lend themselves to fan fiction and we will investigate the rhetorical tropes and literary devices used by fan fiction authors. Our study of the history of fan fiction will yield new insight into the nature of authorship, literary innovation, and the ways in which we create and consume literature.

*All readings available in English; taught in English.*

**Goals:** Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical reading, thinking, and writing.

**Expected Learning Outcomes:**

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

In reading, discussing, and writing works of fan fiction and the philosophical and aesthetic debates that surrounded them, students will develop their abilities to read, think, and write critically. Lectures will aid students in expanding their analytical capabilities. As students learn about the historical development of fan fiction and consider these stories with respect to their shifting cultural contexts, they will also gain awareness of the ways in which stories relate to social values and reflect on how concepts of authorship, imitation, and originality do or do not correspond to their own values and beliefs.

**Texts**

Goethe, *The Sufferings of Young Werther* (trans. Corngold)

Rowling, *Harry Potter and the Cursed Child*

All other texts available online

The two required texts are available at SBX 1806 N. High and at Barnes and Noble OSU bookstore on High Street.

**Assignments:**

1. **Participation:** Students are expected to attend each class, read all the assigned materials, and – most importantly – participate in class discussions.
2. **Quizzes:** Three short multiple-choice quizzes on the assigned readings. These will test students’ completion of the readings and knowledge of major lecture concepts.
3. **Presentation:** Students will chose a work on fan fiction to analyze and present to the class in the final week.
4. **Final Exam:** The exam will consists of short answer questions on facts and concepts covered in class and essay questions in which students will interpret works of fan fiction in various contexts.

**Grading:**

Class participation:	20%
Quizzes:	30%
Presentation:	20%
Final exam:	30%

## Weekly Readings

1. **What is Fan Fiction?**
  - a. Selections of *Harry Potter* fan fiction
  - b. Jenkins, "Textual Poachers;" Gerard Genette, *Palimpsests: Literature in the Second Degree*, p. 1-10, 254-269
2. **What is an Author?/The Beginnings of Fan Fiction**
  - a. Homer, *The Iliad*, books V, XX; Homer, *The Odyssey*, books V, XII; Virgil, *The Aeneid*, books I-V.
  - b. Foucault, "What is an Author?"
3. **Medieval Fan Fiction?**
  - a. Gottfried von Strassburg, *Tristan* (1210), selections
  - b. Ulrich von Türheim, *Tristan* (1235)
4. **A Reading and Writing Revolution**
  - a. Goethe, *The Sorrows of Young Werther* (1774)
  - b. Goethe, *The Sorrows of Young Werther* (1774)
5. **A Reading and Writing Revolution II**
  - a. Friedrich Nicolai, *The Joys of Young Werther* (1775)
  - b. Various, *Werther* poems
6. **Training Readers to Write Fan Fiction**
  - a. Johann Christoph Gottsched, *Preliminary Exercises in Eloquence* (1764)
  - b. Johann Adam Bergk, *The Art of Reading Books* (1799), selections
7. **Fan Fiction in Other Genres**
  - a. Mozart/Schikaneder, *The Magic Flute* (1791)OPTIONAL: Screening of Julie Taymor's 2004 production for the Metropolitan Opera
  - b. Winter/Schikaneder, *The Labyrinth* (1798); Goethe, *The Magic Flute, Part Two* (1806)
8. **Genius and Creation**
  - a. Kant, *Critique of Judgment* (1790), selections
  - b. Fichte, *Proof of the Illegality of Reprinting* (1793)
9. **English Examples**
  - a. Conan Doyle, "The Final Problem" (1893)
  - b. Whitaker, "The Case of the Man Who Was Wanted" (1893); Doyle, "The Adventure of the Empty House" (1903)
10. **The "Origins" of Fan Fiction, Gender, and Sex**

- a. *Star Trek*, selections (1966)
- b. *Star Trek Zines*, selections

**11. Fan Fiction, Authorship, and Community**

- a. Busse, *Fan Fiction Studies Reader*, selections
- b. TV and movies: *Elementary*; *Sherlock*; *Star Trek*

**12. Problems in Intellectual Property**

- a. *Nichols v. Universal Pictures Corporation*, 45 F.2d 119 (2d Cir. 1930); *Warner Bros. Pictures, Inc. v. Columbia Broadcasting System, Inc.*, 216 F.2d 945 (9th Cir. 1954)
- b. *Salinger v. Colting*, 641 F.Supp.2d 250 (S.D.N.Y. 2009)

**13. Fan Fiction Today**

- a. *Harry Potter* fan fiction, selections
- b. Rowling, *Harry Potter and the Cursed Child* (2016)

**14. Contemporary Issues**

- a. Presentations
- b. Presentations

**It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.**

**“Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).”**

GE Rationale for proposed GE Literature Course:

German 2256, "Fan Fiction from Homer to Harry Potter"

**Expected Learning Outcomes:**

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

**a) How do the course objectives address the GE category expected learning outcomes?**

The object of the course is to introduce students to the history of a long-existing but under-studied writing practice, fan fiction, and help them acquire the skills they need to analyze and interpret these literary works, whether written in the Middle Ages or by contemporary authors. This course develops students' capacities for aesthetic judgment, interpretation, and critical reading. Through its social and cultural contextualization of fan fiction, the course develops students' interpretative skills, as well as their understanding of how texts are created and appropriated in new and historical situations. It also introduces students to scholarly interpretations of these texts, providing students with a variety of frameworks for evaluation and equipping them with the skills needed for critical reading and textual interpretation.

**b) How do the readings assigned address the GE category expected learning outcomes?**

The assigned readings and viewings will expose students to literary works, musical compositions and performances, philosophical and legal texts, and other cultural products, including contemporary online writing and videos. Reading/viewing questions will guide students in taking the first steps toward analysis and in considering how the beliefs and norms expressed in these products relate to the influential ideas of their times and the cultural contexts within which they appear. Students will additionally read seminal works of criticism by scholars like Foucault and Barthes, which will introduce them to various analytical approaches. Finally, as they read a diverse group of texts, written by men and women, ancient authors and contemporary amateurs, students will have the opportunity to evaluate the personal and social values of their own and other cultures.



**c) How do the topics address the GE category expected learning outcomes?**

The topics selected for the course guide students in analyzing, interpreting, and critiquing fan fiction and the artistic and philosophical responses to it. In addition to the literary qualities of these texts, their cultural importance as disputed legal, philosophical, feminist, queer, and artistic objects makes them a rich source of exploring cultural values. Examining these texts will require students to think about the values we place on concepts of originality, imitation, expression, and authorship.

**d) How do the written assignments address the GE category expected learning outcomes?**

Reading questions will guide students as they learn to analyze texts and teach them to consider how the norms expressed in these works relate to the cultural and historical contexts in which they were created. Exams will require students to conduct their own analyses and interpretations of the material covered in class. Students will have to connect ideas discussed in class about cultural notions of creativity and authorship to their own interpretations. The final project will require students to select a work of fan fiction, develop and present an interpretation of its meaning and relation to its source using the analytical approaches learned in the class. They will identify the ways in which the text relate to artistic and social values from the German Middle Ages to contemporary writing online.

**e) How does the course aim to sharpen students' response, judgment, and evaluation skills?**

Each class session, students will refine their understanding and analysis of a different text as they compare their own interpretations to the interpretations presented in class. Instruction will encourage students to question their initial reactions to texts and provide them with various tools and approaches to interrogate both the texts and their own assumptions about them. In class, students will apply these methods to the texts studied, receiving feedback from the instructor and each other on a daily basis in critical discussion. In the end, armed with a toolbox for approaching, reading, and interpreting literary texts, students will be equipped to articulate for themselves their own evaluation of the texts' meaning and cultural importance.

## GE Assessment Plan, German 2256, Fan Fiction from Homer to Harry Potter

<i>Expected Learning Outcomes</i>	<i>Direct Methods:</i>	<i>Indirect Methods:</i>	<i>Expected student achievement</i>
1. Students analyze, interpret, and critique significant literary works.	Assessment of final presentation, which requires independent interpretation of a literary work related to the themes and concepts discussed in class. <sup>1</sup>	Student self-evaluation <sup>2</sup>	<p>Direct: At least 75% of the class receives scores of 3 or higher on both rubric items; at least 85% score three or higher on one item.</p> <p>Indirect: At least 75% of students will choose “agree” or “strongly agree” to describe their experience in the course.</p>
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other culture.	Embedded questions in mid-term exams ask students to relate the cultural concepts and artistic values discussed in course materials to significant literary works. <sup>3</sup>	Student self-evaluation	<p>Direct: At least 85% of students score three or higher on the embedded question rubric; 75% of students score 4 or higher.</p> <p>Indirect: At least 75% of students will choose “agree” or “strongly agree” to describe their experience in the course.</p>

Follow-up and feedback process:

The results from the rubrics assessing direct and indirect measures of both ELOs will be evaluated at the end of the semester, and forwarded to the Undergraduate Studies Committee for review. If the results suggest a particular weakness or strength in the course, it will be revised to address the need for improvement or to extend its successful components. Results will be archived digitally in the departmental Undergraduate Studies files.

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<sup>1</sup> A rubric will be used to score the final presentations. See Appendix A.

<sup>2</sup> Students will be asked to complete a self-evaluation that includes questions addressing the GE ELOs in this course. See Appendix B.

<sup>3</sup> For example questions and the scoring rubric, see Appendix C.

**Appendix A:**

*Rubric for assessment of presentations.*

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Global interpretation and analysis</b>	Presentation text displays a fundamental misunderstanding of the text; or, essay has two of the problems outlined in the “2” range	Depends on plot summary, rather than analysis or interpretation; no thesis or discernable argument; inadequate coverage of the topic; basic reasoning not sufficiently in evidence	Makes an argument based on analysis, but ideas lack depth/detail; topic needs more analysis; ideas are good but are insufficiently explained or justified	A persuasive, insightful presentation of student’s own ideas that analyzes the topic thoroughly; reasoning is clearly articulated throughout
<b>Analysis of evidence</b>	Very few to no concrete examples; no real attempt at analysis	Few concrete examples; little attempt at analysis	Attempt is made to analyze an appropriate number of concrete examples	Appropriate number of concrete examples are thoroughly analyzed

**Appendix B:**

*Student Learning-Self-Evaluation*

Please select the response that best reflects your experience in this course.

As a result of this course I.....	Strongly agree	Agree	Disagree	Strongly disagree
have developed skills that will help me to analyze, interpret, and critique literary texts.				

Please explain your answer:

As a result of this course I....	Strongly agree	Agree	Disagree	Strongly disagree
am able to appraise and evaluate the personal and social values of both my own and other cultures.				

Please explain your answer:

### Appendix C:

*Sample questions to be embedded in mid-term exams.*

Example 1: Define Foucault's concept of authorship and explain how it is related to medieval writing practices.

Example 2: Explain how Goethe's *Werther* is related to new literary forms that inspired the creation of fan fiction.

#### *Scoring rubric*

1	2	3	4	5
Answer shows little understanding or knowledge of cultural object AND phenomena; No coherent explanation of relationship	Answer shows flawed understanding of OR lack of knowledge about cultural product or related ideas/phenomena; Little effort to relate product and phenomena OR explanation of relationship unclear or seriously flawed	Answer shows adequate understanding of both cultural product and the ideas or phenomena to which it relates; Explanation of the relationship between them may be simplistic or somewhat flawed	Answer shows good understanding of both cultural product and the ideas or phenomena to which it relates; Solid explanation of the relationship between them	Answer shows excellent understanding of both cultural product and the ideas or phenomena to which it relates; Clear, nuanced explanation of the relationship between them

**The Ohio State University  
College of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Proposal to review**


	225*	Fan Fiction from Homer to Harry Potter
Initiating Academic Unit	Course Number	Course Title
New		11/04/2016
Type of Proposal (New, Change, Withdrawal, or other)		Date request sent
English		11/18/2016
Academic Unit Asked to Review		Date response needed

**B. Response from the Academic Unit reviewing**

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The English Department concurs with this course offering, and asks that it be listed among the offerings for the Minor in Popular Culture Studies.

**Signatures**

		Professor & Interim Chair	Dept. of English	11/4/2016
1.	Name	Position	Unit	Date
2.	Name	Position	Unit	Date
3.	Name	Position	Unit	Date

## German Major--Curriculum Map

B =Beginning  
I = Intermediate  
A= Advanced

*Nov 2016 update*

	<b>Cultural Knowledge &amp; Awareness</b>	<b>Comprehension</b>	<b>Speaking</b>	<b>Critical Analysis</b>	<b>Writing and Critical Expression</b>
<b>Core Required Courses</b>					
1101 (GE)	B	B	B		B
1101.51 (GEC)	B	B	B		B
1102 (GE)	B	B	B		B
1102.51 (GE)	B	B	B		B
1103 (GE)	B/I	B/I	B/I		B/I
1103.51 (GE)	B/I	B/I	B/I		B/I
1266 (GE)	B	B	B		B
2101	I	I	I	B/I	I
2102	I	I	I	I	I
3101	I/A	I/A	I/A	I	I
2350 (English)	B			I	I
<b>Advanced Required Courses</b>					
3200	I	I	I	I	I
3202	I	I	I	I	I
3203	I	I	I	I	I
3300	I	I	I	I	I
3400	I	I	I	I	I
4200	A	A	A	A	A
4300	A	A	A	A	A
4600	A	A	A	A	A
4602	A	A	A	A	A
4603	A	A	A	A	A
<b>Advanced Required Courses in</b>					

<b>English</b>					
4250	A			A	A
4350	A			A	A
4650	A			A	A
<b>Elective Courses in English</b>					
2250	B			B	B
2251	B			B	B
2252H	B			B	B
2253	B			B	B
2254	B			B	B
2255	B			B	B
2256	B			B	B
2352	B			B	B
2367	B			B	B
2451	B			B	B
2798.02	B			B	B
3252	I			I	I
3253	I			I	I
3254H	I			I	I
3351	I			I	I
3353H	I			I	I
4191	A			A	A
4252	A			A	A
4670H	A			A	A