

Term Information

Effective Term Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

New GE Foundations: Race, Ethnicity, and Gender Diversity

What is the rationale for the proposed change(s)?

New GE Foundations: Race, Ethnicity, and Gender Diversity

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

New GE Foundations: Race, Ethnicity, and Gender Diversity; no additional programmatic implications

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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 analyze works of fan fiction, asking how ideas of originality, authorship, and intellectual property influence art and literature and how diverse audiences use fan fiction to engage with the stories they love--or love to hate.
<i>Previous Value</i>	<i>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.</i>
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, Lima, Mansfield, Marion, Newark, Wooster

Previous Value

Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced

No

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; Literary, Visual and Performing Arts; Race, Ethnic and Gender Diversity

Previous Value

General Education course:

Literature; Literary, Visual and Performing Arts

Course Details

Course goals or learning objectives/outcomes

- 1.1 Students will learn how to describe and evaluate the ways in which race, gender, sexual identity, and class are reflected in literary works and how those representations can be criticized
- 1.2 Students will read literary works that help lay bare the ways in which humans exist in hierarchical power systems and, specifically, how race, gender, and sexual identity impact lived experiences in these systems.
- 1.3 Students will analyze how intersectional identities combine to shape lived experiences.
- 1.4 Students will be challenged to think about the ways in which social and ethical constraints affect textual production.
- 2.1 Students will demonstrate critical self-reflection and critique of their own social positions and identities by discussing the role of literature (and reading/writing it as fanfiction).
- 2.2 Students will learn how perceptions of difference shape their own attitudes, beliefs, and behaviors through both assigned readings, discussion, and activities.
- 2.3 Students will learn to describe how race influences the lived experiences of others.
- Learning objectives for Literary, Visual, and Performing Arts

Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.

- Describe and explain how cultures identify, evaluate, shape, and value works of literature, art and design.
- Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
- Evaluate social and ethical implications in literature, visual and performing arts, and design.
- Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
- Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Previous Value

- *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

- What is Fan Fiction?
- What is an author? What is a Character? What is a Reader?
- The "Origins" of Fan Fiction and its Contemporary Problems
- Fandoms, Communities, Race
- Canon, Community, Inclusion, Exclusion
- Feminism, Sex, Sexuality

Previous Value

- *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*

Sought Concurrence

No

COURSE CHANGE REQUEST
2256 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/13/2021

[Previous Value](#)

Attachments

- Syllabus-German2256-2021.pdf: German 2256 Syllabus
(Syllabus. Owner: Miller, Natascha)
- Form_GE_German 2256.pdf: Form GE Foundations New
(Other Supporting Documentation. Owner: Miller, Natascha)

Comments

- Thanks, I've fixed it! *(by Byram, Katra A on 05/03/2021 01:13 PM)*
- - Please check off current GE Literature. You have unchecked it but the Registrar wants it to remain visible for a while even after AU22.
-OAA/ASC has reminded units that all campuses need to be checked off for the new GE. Please check off all the regionals. *(by Vankeerbergen, Bernadette Chantal on 05/03/2021 12:30 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Byram, Katra A	04/30/2021 01:08 PM	Submitted for Approval
Approved	Holub, Robert Charles	04/30/2021 01:20 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/03/2021 12:31 PM	College Approval
Submitted	Byram, Katra A	05/03/2021 01:14 PM	Submitted for Approval
Approved	Holub, Robert Charles	05/03/2021 01:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/13/2021 12:46 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal	06/13/2021 12:46 PM	ASCCAO Approval

GERMAN 2256

FAN FICTION: FROM HOMER TO HARRY POTTER

Professor Matthew Birkhold
Office: 328 Hagerty Hall
Office hours: WeFr, 1:00-2:00pm and by appointment
E-mail: birkhold.22@osu.edu

In-person lecture, 3 credits
Room: Page Hall 010
Meeting: WeFr 2:20pm-3:40pm

GE Foundations course: Race, Ethnic, and Gender Diversity

Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems. They are able to ...

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity. They are able to . . .

- 2.1 Demonstrate critical self- reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course supports these learning outcomes by training students to critically evaluate how concepts of race, gender, and sexual orientation influence Western literature and the idea of the canon. In addition to requiring students to reflect on and describe how race, gender, and sexual orientation shape lived experiences through assigned reading, written assessment, and class discussion, this course will teach students how these historically and socially constructed categories undergird Western ideas of authorship, originality, creativity, and even who gets to be a reader and a protagonist.

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 and we'll consider the role of race, gender, and sexual orientation. 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.

Required Texts

The text is available at SBX 1806 N. High and at Barnes and Noble OSU bookstore on High Street. Full versions of film excerpts shown in class will be available through the secured media library.

Goethe, *The Sufferings of Young Werther* (trans. Corngold) (978-0393343571)

All other readings available on Carmen.

Evaluation

Student evaluation will be based on the completion of three online review quizzes (Canvas), several short assignments, a midterm and final exam or final paper, as well as attendance and participation. See below for details on each category and grading scale.

Online Review Quizzes

These quizzes are designed to assist students in the review of lectures and reading material from the previous weeks. Students may use notes, but may not collaborate.

Assignments

Students will complete four short assignments, for example, identifying fan fiction and writing a short fan fiction-like work, in the course of the semester.

Attendance and Participation

Student involvement in group and class discussion will contribute to the participation grade. There will be random attendance checks throughout the term.

Midterm Exam

The midterm exam will include identification, short answer questions, and a short essay.

Final Exam, Paper, or Project

The final exam will include identification, short answer questions, and a short essay. Alternatively, students may elect to write a final paper, analyzing a work of fan fiction (5-7 pages) or create a final project. The final project can take a variety of forms, for instance a treatment for a stage adaptation, a work of fan fiction, fan art – but it must be accompanied by a short analytical essay explaining how it engages the ideas discussed in the class.

Distribution

Online review quizzes	(15%)
Assignments	(10%)
Midterm exam	(30%)
Final exam	(30%)
Attendance/Participation	(15%)

Grading Scale

A	93-100%	C+	78-79%
A-	90-92%	C	73-77%
B+	88-89%	C-	70-72%
B	83-87%	D	63-69%
B-	80-82%	E	0-62%

*Late work policy: Online review quizzes cannot be completed late. Absent an official excuse, for each day any other assignment is submitted late, 25% will be deducted from the max possible score. (For example: a paper submitted 2 days late can receive a maximum score of 50%.)

IMPORTANT DATES:

Online Quizzes: 2/5 (due by 8:00pm); 2/28 (by 8:00pm); 4/19 (by 8:00pm)

Assignments: 2/14 (due by 8:00pm); 2/28 (by 8:00pm); 3/05 (by 8:00pm) 4/09 (by 8:00pm)

Midterm exam: 3/8 (due by 8:00pm)

Final exam, paper, or project: 4/26 (due by 8:00pm)

Weekly Readings

PART I: WHAT IS FAN FICTION?

1. **Wednesday, January 9**
 - a. **Introduction**

2. **Friday, January 11**
 - a. **What is fan fiction?**

- i. Grossman, “The Boy Who Lived Forever”
- ii. Browse: HP ff selections (packet on Carmen)
- iii. Browse: Fan fiction terminology (PDF on Carmen)
- iv. Browse: fanfiction.net, archiveofourown.org

3. Wednesday, January 16

- a. **What is fan fiction? Why do authors care? Who writes fan fiction?**
 - i. “Authors on Fan Fiction”
 - ii. “13 Things Fan Fiction Authors Are Sick of Explaining”
 - iii. Read all (unless you object to explicit material!), then just the 2:
 - 1. “Simply Irresistible”
 - 2. “Yule Ball”
 - 3. “Draco Malfoy, It’s Your Lucky Day” (explicit)
 - 4. “Double or Nothing” (explicit)

4. Friday, January 18

- a. **History and theory of fan fiction**
 - i. HP ff
 - 1. “My Immortal” (explicit; if object, read at least first 4 pages)
 - 2. Skim: “Part One; The Letters of Summer, ‘75”

PART II: WHAT IS AN AUTHOR? WHAT IS A CHARACTER? WHAT IS A READER?

5. Wednesday, January 23

- a. **A little theory**
 - i. Read: Genette, *Palimpsests*, p. 1-9
 - ii. Start reading: Homer, *Iliad* (consult Reading Guide on Carmen)

6. Friday, January 25

- a. **What is a character?**
 - i. Homer, *Iliad*

7. Wednesday, January 30

- a. **Classical fan fiction?**
 - i. Homer, *Odyssey* (Consult Reading Guide on Carmen)

8. Friday, February 1

- a. **Vergil, part II**
 - i. Vergil, *Aeneid*, marked selections
 - 1. Read Book I: lines 1-50, 221-353, 417-430; 1049-1053 (p. 1-2; 6-10; 11; 27)
 - 2. Read Book II: lines 1-433, 985-1082 (p. 29-40; 53-55)

3. Read Book III: lines 680-931 (p. 74-80)
4. Read *Aeneid* Book IV (all)

Tuesday, February 5: Online Review Quiz 1 (complete on Carmen by 8:00pm)

9. Wednesday, February 6

- a. **What is an author?**
 - i. Strassburg, *Tristan* (Consult Reading Guide on Carmen)

10. Friday, February 8

- a. **Medieval fan fiction?**
 - i. Türheim, *Tristan*

11. Wednesday, February 13

- a. **Medieval fan fiction?**
 - i. Türheim, *Tristan*

Assignment: Character assignment, details given in class. Due: Thursday, February 14 by 8:00pm. 2 pages.

12. Friday, February 15

- a. **Who is a reader?**
 - i. Goethe, *Werther*, Book I

13. Wednesday, February 20

- a. **Who is a reader?**
 - i. Goethe, *Werther*, Book II

14. Friday, February 22

- i. Goethe, *Werther*, Book II

15. Wednesday, February 27

- a. **Who is a reader?**
 - i. *Werther* ff selections (packet on Carmen)

Thursday, February 28: Online Review Quiz 2 (complete on Carmen by 8:00pm).

Assignment: Write a fan fiction treatment: paragraph summary and 1-page text. Due: Wednesday, February 28 by 8:00pm.

16. Friday, March 1

- a. **What is a text?**
 - i. Fichte, *Proof of the Illegality of Reprinting*

Assignment: Send me geniuses (more information given in class) by Tuesday, March 5, 8:00pm. 1 page.

17. Wednesday, March 6

- a. **Genius and Creation**
 - i. Young, *Conjectures*
 - ii. Kant, *Critique of Judgment*, excerpt

18. Friday, March 8

- a. **In-class midterm**

Friday, March 8: Midterm exam due by 8:00pm.

SPRING BREAK!

PART III: THE “ORIGINS” OF FAN FICTION AND ITS CONTEMPORARY PROBLEMS

19. Wednesday, March 20

- a. **What is a Canon?**
 - i. Doyle, “The Final Problem”

20. Friday, March 22

- a. **Canon, Community, Inclusion, Exclusion**
 - i. Doyle, “The Case of the Man Who Was Wanted”
 - ii. Doyle, “The Adventure of the Empty House”
 - iii. McClellan, “A Black Sherlock Holmes”

21. Wednesday, March 27

- a. **The “Origins”**
 - i. Read: “Beam Me Up” (Star Trek Primer on Carmen)
 - ii. Read: “Media History of Fanzines”
 - iii. Watch: Star Trek, “Amok Time” (Carmen)

22. Friday, March 29

- a. **Feminism, Sex, Sexuality**
 - i. Read 1, your choice:
 - 1. “Desert Heat” (explicit)
 - 2. “Visit to a Weird Planet”
 - ii. Read: Select articles (packet on Carmen)
 - 1. The Joy of Slash
 - 2. Kaytal article

23. Wednesday, April 3

- a. **Fandoms, Communities, Race**

- i. Watch: “Trekkies”
- ii. Petersen-Reed, “Fanfiction as Performative Criticism”

24. Friday, April 5

- a. **Fans, Geeks, Gender**
 - i. Sjöberg, “Geek Hierarchy”
 - ii. Geek chart
 - iii. Busse, “Geek Hierarchies”

Assignment: Send me your fandoms (more information given in class) by Tuesday, April 09 8:00pm. 2 pages.

25. Wednesday, April 10

- a. **Fans, Geeks, Gender**
 - i. Jenson, “Fandoms”
 - ii. Jenkins, “Future of Fandoms”

26. Friday, April 12

- a. **Problems in IP**
 - i. Schwabach, Question 1

27. Wednesday, April 17

- a. **Problems in IP, continued**
 - i. Schwabach, Question 2

Thursday, April 19: Online Review Quiz 3 (complete on Carmen by 8:00pm).

28. Friday, April 20

- a. **The future of fan fiction?**

FINAL EXAM, PAPER, or PROJECT due April 26 (due by 8:00pm).

Statement on academic misconduct

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/>.

Information about disability services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your

disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292 3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.