Term Information

Effective Term   Autumn 2022

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	2254.02
Course Title	Grimms' Fairy Tales and their Afterlives
Transcript Abbreviation	GrimmsFairyTalesDL
Course Description	Working to understand the meaning and the enduring appeal of one of Germany's greatest successes in the realm of cultural exportation—the Grimms' fairy tales, a book whose circulation figures are exceeded in Western culture only by those of the Bible. To explore their reach, we will also compare them to their adaptations in literature and film, from dark to Disney. (Online version of 2254.01)
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?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Always
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for 2254 or 2254.01
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:

    Literature; Literary, Visual and Performing Arts

Course Details

Course goals or learning objectives/outcomes	• 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.
	• Students investigate the cultural context and composition of the Grimms' fairy tales, and explore and apply a variety of interpretive and critical approaches to them.
	• By comparing the Grimms' tales to adaptations from other cultural moments, students gain an understanding of the relationship between history, culture, and artistic production, including in their own time and place.
Content Topic List	• What is a Fairy Tale, and Who were the Grimms?
	• Cultural Specificity of Fairy Tales and the Question of Ownership: The Grimms' Tales
	• Modernist Fairy Tales
	• Contemporary Literary and Screen Adaptations
Sought Concurrence	No

Attachments

- German 2254-02_asc-distance-approval-cover-sheet.pdf: DL approval from ODE

  (Other Supporting Documentation. Owner: Miller,Natascha)

- German 2254-02_asc_DL_syllabus.pdf: DL syllabus ODE approved

  (Syllabus. Owner: Miller,Natascha)

- G_2254_InPerson_SP20syllabus.pdf: syllabus - inPerson version

  (Syllabus. Owner: Miller,Natascha)

Comments

- 10/18/21 Checked current GE. Thank you. I am also submitting the In-Person German 2254.01 shortly.

  German 2254 has already been rolled over for AU 2022. We would like to add the .01 to the existing 2254 in-person course number to indicated that it is the in-person version of 2254 since we are now submitting this request for an online version of the course to be numbered 2254.02 *(by Miller,Natascha on 10/18/2021 01:06 PM)*

- Current/old GE Literature should be checked off as well.

  Notice I checked off all campuses since OAA has requested that new GE courses be available on all campuses. (Or if you dept objects to that, please upload a rationale.) *(by Vankeerbergen,Bernadette Chantal on 10/18/2021 12:01 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	10/05/2021 11:16 AM	Submitted for Approval
Approved	Holub,Robert Charles	10/05/2021 11:58 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/18/2021 11:55 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/18/2021 12:03 PM	ASCCAO Approval
Submitted	Miller,Natascha	10/18/2021 01:19 PM	Submitted for Approval
Approved	Holub,Robert Charles	10/18/2021 01:54 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	10/18/2021 01:54 PM	College Approval

SYLLABUS
GERMAN 2254.02

Grimms' Fairy Tales and their Afterlives
Spring 2021 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: Kevin Richards, PhD.

Email address: richards.113@osu.edu

Office hours: WF 8-10 am & by appt.

Prerequisites

No prerequisites

Course description

In the present course, we will be trying to understand the meaning and the enduring appeal of one of Germany's greatest successes in the realm of cultural exportation – a book whose circulation figures are exceeded in Western Culture only by those of the Bible, namely, Grimms' fairy tales. This will mean asking a series of interlocking questions. How did the fairy tales come about? What were the aims of their compilers? How do the tales play to those aims? How do they exceed them? How do the tales tend to work structurally? What have their social and psychological impacts been?

Course learning outcomes

By the end of this course, students should successfully be able to:

- Demonstrate their knowledge of the historical, cultural, social, psychological, and political influences of fairy tales on their own and other cultures and in different social-historical contexts.

- Understand the process of transforming, collecting, editing, and constructing fairy tales and be able to produce contemporary updated versions of the Grimm tales.

General education goals and expected learning outcomes

As part of the Literature category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Students evaluate significant texts to develop capacities for aesthetic and historical response and judgement; interpretation and evaluation; and critical listening, reading, viewing, thinking, and writing.

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

Lectures will begin with those well-known tales and as we uncover their histories and their political and social influences we'll be delving into the lesser-known tales, the development of theoretical and psychological approaches and their enduring impact their transformations have left on popular culture. Student work will build towards larger projects that ask them to explore their assumptions about their culture, as well as other cultures, and where these assumptions come from, and then to begin to explore, investigate, and work with the tales that are part of this reflection, continuance, and formation of our local, regional, national, continental, and global society.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. There are optional live review sessions every fifth week that will be recorded.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance**: **AT LEAST ONCE PER WEEK**
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Office hours and live sessions**: **OPTIONAL**
  All live, scheduled events for the course, including my office hours, are optional.

- **Participating in peer reviews & discussion forums**: **2+ TIMES PER WEEK**
  As part of your participation, each week you can expect to post at least three times as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

The texts will be provided in PDF format available on Carmen, and/or through linked web resources. Audiobook versions of the texts are also available from online retailers. Mini- lectures are available as closed-captioned videos and as PDF transcripts. Allfilms are closed captioned and either available through Mediasite, Youtube, or the Secured Media Library:
https://drm.osu.edu/media/

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE
Quizzes	20%
Discussions	10%
Weekly Assignments	15%
Essays	30%
Final Project	25%
Total	**100%**

See course schedule below for due dates.

Descriptions of major course assignments

Essays

Description: You will be two short writing assignments to provide you the opportunity to analyze the texts discussed in class, both relating them to the cultural contexts discussed in the course and reflecting on their own, culturally specific response.

Academic integrity and collaboration: You are not permitted to copy or collaborate with others on their essays, but you can seek assistance from the writing center in improving their writing and in the overall structuring of your argument.

Final Project

Description: You will complete a final project that can be one of the following: a written paper (800-1000 words, ca. 3-4 pages), a final video presentation (2-3 minutes, concept of 400-500 words, ca. 1.5-2 pages), a final creative product(product and concept of 400-500 words), or a final alternative project (project and concept of 400-500 words).

Academic integrity and collaboration: With permission you can work together with another student on your final project, and by doing so, the required output doubles. Otherwise, you are not permitted to copy or collaborate with others on the final project, but you can seek assistance from the writing center to improve your writing and in the overall structuring of your argument.

Late assignments

Assignments that are uploaded late will be deducted 5% for each day they are overdue for up to five days. Afterthis point, a zero will be assigned. Accommodations can be made with appropriate documentation.

Please refer to Carmen for due dates.

Grading scale

93-100: A
90-92 : A-
88-89 : B+
83-86 : B
80-82 : B-
78-79 : C+
73-77 : C
70-72 : C-
68-69 : D+
63-67 : D
0-62   : E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **14 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/**.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: https://contactbuckeyelink.osu.edu/

FOR UNDERGRAD COURSES: Advising resources for students are available here: http://advising.osu.edu

FOR GRADUATE COURSES: List your department's advising resources here.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/10-1/16	WEEK I: ONCE UPON A TIME • Reading: *PDF* • Film: Diverse Clips from *Cinderella* Films • Lecture 1a: A New History of Fairy Tales • Lecture 1b: Cinderella and Fairy Tale Magic • Lecture 1c: The Problematic Popularity of Disney's *Cinderella* • Video Response I: *Introductions – My Favorite Fairy Tale*
2	1/17-1/23	WEEK II: THE POPULAR TALES • Reading: *PDF* • Film: Diverse Clips from *Snow White and the Seven Dwarves* (1937) • Lecture 2a: Tales of Child Abandonment • Lecture 2b: Marriage and Maidens • Lecture 2c: What's A Prince Worth – A First Glance at Disney Revisionism • Discussion I: Identifying the Elements of a Fairy Tale
3	1/24-1/30	WEEK III: THE ORAL TRADITION OF MYTH & FOLKLORE • Reading: *PDF* • Film: *The Lord of the Rings: The Fellowship of the Ring* (2001) • Lecture 3a: Myths & Legends: Germanic Oral Traditions • Lecture 3b: Folk Tales & Fables: Folk Wisdom • Lecture 3c: Friendship and Utopia in *The Fellowship of the Ring* • Insight Assignment I: Let's Bake a Hero – Examining Social Values.
4	1/31-2/6	WEEK IV: LITERARY ORIGINS • Reading: *PDF* • Film: *The Tale of Tales* (2015) • Lecture 4a: The Rise Tale - Italian Innovation • Lecture 4b: The Child's Tale - French Moralism • Lecture 4c: Agency and Disillusionment in *The Tale of Tales* (2015) • Essay I Assigned: Transformations

Week	Dates	Topics, Readings, Assignments, Deadlines
5	2/7-2/13	**Week V: Review (9/20-9/26)** • Live Session Review, • Q&A Essay I Due
6	2/14-2/20	WEEK XI: THE STRUCTURE AND PREFERENCE OF FAIRY TALES • Reading: *PDF* • Film: *Shrek!* (2001) • Lecture 11a: Story Structure and the Fairy Tale • Lecture 11b: Fairy Tale Magic and Childhood Cognition • Lecture 11c: The Culture Industry and *Shrek!* (2001) • Insight Assignment III: The Fairy Tale as Commodity (Total Marketing)
7	2/21-2/27	WEEK VII: FAIRY TALE IDEOLOGIES • Reading: PDF • Film*: The Singing, Ringing Tree* (1957) • Lecture 6a: Fairy Tales during the Third Reich • Lecture 6b: Ideological Tales of East and West Germany • Lecture 6c: The Popularity of East German Fairy Tales • Discussion II: What are the Kids Learning?
8	2/28-3/6	WEEK VIII: GRIMM ENVIRONMENTS • Reading: *PDF* • Film: *The Company of Wolves* (1984) • Lecture 8a: The Wilds and Others • Lecture 8b: Horror and Violence • Lecture 8c: The Gendered Others in *The Company of Wolves* • Insight Assignment II: Mapping The Tale

Week	Dates	Topics, Readings, Assignments, Deadlines
9	3/7-3/13	**WEEK IX: GRIMM FIGURES** • Reading: *PDF* • Film: Diverse Clips from *The Princess Bride* (1987) • Lecture 9a: Beauty and Vanity • Lecture 9b: Heroes and Heroines • Lecture 9c: The End of the Genre Cycle and *The Princess Bride* • Essay II Assigned: The Journey of the Hero
10	3/21-3/27	**WEEK X: REVIEW** • Live Session: Review, Q&A • Essay II Due
11	3/28-4/3	**WEEK XI: THE STRUCTURE AND PREFERENCE OF FAIRY TALES** • Reading: *PDF* • Film: *Shrek!* (2001) • Lecture 11a: Story Structure and the Fairy Tale • Lecture 11b: Fairy Tale Magic and Childhood Cognition • Lecture 11c: The Culture Industry and *Shrek!* (2001) • Insight Assignment III: The Fairy Tale as Commodity (Total Marketing)
12	4/4-4/10	**WEEK XII: THE PSYCHOLOGY OF FAIRY TALES** • Reading: PDF • Film: *Snow White: A Tale of Terror* (1997) • Lecture 12a: The Uses of Fairy Tales • Lecture 12b: The Personality of the Fairy Tale • Lecture 12c: Psychological Analysis of *Snow White: A Tale of Terror* (1997) • Video Response III: Fairy Tale Psychology
13	4/11-4/17	**WEEK XIII: DISNEY'S CIVILIZING DISCOURSE** • Reading: *PDF* • Film: Disney Film Clips • Lecture 13a: Disney's Golden Age

Week	Dates	Topics, Readings, Assignments, Deadlines
		• Lecture 13b: Disney's Renaissance • Lecture 13c: *Disney Cinematic History* • Discussion III: Disney's Screen Test Best
14	4/18-4/24	WEEK XIV: THE FAIRY TALE TODAY • Reading: PDF • Film: *Black Swan* (2014) • Lecture 14a: Fairy Tale Television Tropes • Lecture 14b: The Post-Modern Fairy Tale • Lecture 14c: The Fine Arts and the Fairy Tale • Final Video Project Assigned: Once Upon a Time
15	4/25-5/1	**WEEK XV - REVIEW** • Live Session: Weeks XI-XIV Review, Q&A • Final Video Project Due (Finals Week)

German 2254 (Syllabus)

Grimms' Fairy Tales and their Afterlives ● Spring 2020

Instructor:	Dr. Kevin A. Richards	Co. #:	25999
Office:	Hagerty 423	Type:	Lecture ● 3 Cr. Hrs.
Office Hrs.:	M 10-12, W 10-12 & by Appt.	Room:	Hitchcock Hall 031
Contact:	richards.113@osu.edu	Time:	Tu/Th 12:45pm-2:05pm

GE Information (Literature)

Goals: students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgement; interpretation and evaluation; and critical listening, reading, viewing, thinking and writing.

Expected Learning Outcomes:

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

Course Description

In the present course, we will be trying to understand the meaning and the enduring appeal of one of Germany's greatest successes in the realm of cultural exportation – a book whose circulation figures are exceeded in Western Culture only by those of the Bible, namely, **Grimms' fairy tales**. This will mean asking a series of interlocking questions. How did the fairy tales come about? What were the aims of their compilers? How do the tales play to those aims? How do they exceed them? How do the tales tend to work structurally? What have their social and psychological impacts been?

Lectures will begin with those well-known tales and as we uncover their histories and their political and social influences we'll be delving into the lesser-known tales, the development of theoretical and psychological approaches and their enduring impact their transformations have left on popular culture.

Required Texts

The text is available 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.

The Complete Fairy Tales of the Brothers Grimm All-New Third Edition (978-0553382167)

Evaluation

You will be evaluated with daily reading quizzes on Carmen (4 dropped), 7 assignments that aim to build community, reflection and creativity, two essays, a video project. There is no final exam in this course, but you will be given time to finish your video project during finals week. See below for details on each category and grading scale.

In-Class Review Quizzes (15%)

Everyday we will start with an open quiz to get you thinking about the material we will cover and as well as at the end of the class to review key elements. The quizzes will cover readings and also function as a means of tracking attendance. The four lowest quiz grades (two days) will be dropped and if necessary, requests for make-up quizzes will require documentation.

Discussions: (15%)

You will be asked to participate in three discussions on weekly topics that either serve as places to present and trade ideas that support the development of your essay. You will need to post a response of at least three sentences and respond to at least two other people for full credit. Responses need to be courteous, supportive, engaging and encouraging.

Assignments (25%)

These include *community building, creative and reflective assignments*, for which you will be asked to write contribute either a brief, informal two paragraph response or record a short video reflecting on the material and themes covered that week. The purpose of these assignments is to establish a sense of community in the large classroom (who lives in your classroom?), foster friendly fun, and give you a platform to draft ideas and provide fellow students with helpful, positive feedback. These assignments are due on Mondays and peer reviews (feedback) are due by the following Friday.

Essays (25%)

Two short papers provide students the opportunity to demonstrate their knowledge, develop an argument and elucidate their opinion on select topics. Papers are due electronically in the carmen (canvas) dropbox.

Video Project: (20%)

The final assignment of the course is a video essay that can combines the essential elements of the course. You will be asked to tell a story (adapted or new) that considers audience and message. You are encouraged to use editing software, animation, live action, slides or anything you would like to use in order to enhance the final product.

Distribution			Grading Scale			
Daily Quizzes	(15%)	A	93-100%	C+	78-79%
Discussions	(15%)	A-	90-92%	C	73-77%
Assignments	(25%)	B+	88-89%	C-	70-72%
Essays	(25%)	B	83-87%	D	63-69%
Video Project	(20%)	B-	80-82%	E	0-62%

Important Dates

Assignments: 1/12, 3/2, 4/13
Discussion: 1/20, 2/3
Essays: 2/18, 3/23
Video Project: 4/25 (4//28)

(**See Carmen Modules for Reading Assignments**)

Week I: Once Upon a Time
Lecture 1 (1/7): A New History of Fairy Tales
Lecture 2 (1/9): Cinderella
Film Clips: *Cinderella vs. Tinderella* - In-Class
Community Building Assignment: Introductions (Due 1/12)

Week II: The Popular Tales
Lecture 3 (1/14): Snow White, Hansel & Gretel
Lecture 4 (1/16): The Frog King, Rumpelstiltskin, Briar Rose, Little Red Cap
Film Clips: *Snow White and the Seven Dwarves* (1937)
Discussion I: What Makes a Fairy Tale? (Due 1/20)

Week III: The Oral Tradition of Myth & Folktales
Lecture 5 (1/21): Myths & Legends – Oral Tradition
Lecture 6 (1/23): Folk Tales & Fables – Folk Wisdom
Film Clips: Peter Jackson's *Tolkien's Trilogy*

Week IV: Literary Origins - Italy and France
Lecture 7 (1/28): The Fairy Tale – Italian Innovation
Lecture 8 (1/30): The Child's Tale – French Moralism

Film: *Tale of Tales* (2015)
Discussion II: Collecting Tales (Due 2/3)

Week V: The Grimms' Brothers and German History
Lecture 9 (2/4): Founding Tales - The World of the Grimm Brothers
Lecture 10 (2/6): The Political Tales of the Weimar Republic
Film: *The Adventures of Prince Achmed* (1926)

Week VI: The Fairy Tales of Totalitarianism
Lecture 11 (2/11): Nazification of the Tales in the Third Reich
Lecture 12 (2/13): Ideological Tales in East & West Germany
Film: *The Singing, Ringing Tree* (1957)
Essay One - Transformations (Due 2/17)

Week VII: The Wild and Dangerous Forest Folk
Lecture 13 (2/18): The Wilds and Others
Lecture 14 (2/20): Horror and Violence
Film: *The Company of Wolves* (1984)

Week VIII: The Beautiful and Heroic
Lecture 15 (2/25): Beauty and Vanity
Lecture 16 (2/27): Heroes and Heroines
Film Clips: *The Princess Bride* (1987)
Creative Assignment I - Dishing with Snow White (Due 3/2)

Week IX: The Structure and Psychoanalysis of the Tales
Lecture 17 (3/3): Structure & Negotiation
Lecture 18 (3/5): Psychoanalysis – Negotiating Stages of Development
Film Clips: *Snow White: A Tale of Terror* (1997)

Week X

----- Spring Break -----

Week XI: Personality and Cognitive Development
Lecture 19 (3/17): Archetypes and Personality Integration |
Lecture 20 (3/19): Correspondence – Why the Fairy Tale Form is Popular
Film: *Legend* (1985)
Essay II - The Journey of the Hero - (Due 3/23)

Week XII: The Culture and Feminist Critique
Lecture 21 (3/24): The Culture Industry – The Production of Fantasy
Lecture 22 (3/26): The Feminist Critique of Fairy Tales
Film: *Shrek* (2001)

Week XIII: Disney's Civilizing Discourse
Lecture 23 (3/31): Disney – Walt Disney's Civilizing Discourse
Lecture 24 (4/2): Disney – Reinventions and New Perspectives
Film Clips: Disney Cinematic History
Creative Assignment II: The Elevator Pitch (Due 4/13)

Week XIV: Televised Tales
Lecture 25 (4/8): Fairy Tales for Adults: Crime & Fan Fiction
Lecture 26 (4/10): The Cinderella Complex: Fairy Tale & Reality Television
Episodes*: George R.R. Martin's *Beauty and the Beast* 'Once Upon a Time in New York'
(1987); ' *I wanna marry Harry* 'Season Finale' (2014)

Week XV: Happily Ever After - Postmodern Fairy Tales
Lecture 27 (4/15): Impossible Ideals: Fairy Tale and the Fine Arts
Lecture 28 (4/17): Postmodern Fairy Tale Romance
Film: *The Shape of Water* (2017)
Video Project: Once Upon a Time (Due 4/25) (Reviews Due 4/28)

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/

 (Links to an external site.)

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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 (Links to an external site.); 098 Baker Hall, 113 W. 12th Avenue.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu (Links to

[an external site.)](#) or calling [614-292-5766](#). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](#) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org (Links to an external site.)](#)

Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [http://titleix.osu.edu (Links to an external site.)](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

Please use the required ASC's distance learning course template. For more on use of Carmen: Common Sense Best Practices.

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: About Online Instructor Presence.

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

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☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course are current and readily obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by   on

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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