

English 2367.01: Language, Identity, and Culture in the US Experience
US Culture and the Fairy Tale
Meets MWF 1:50PM-2:45PM | Hayes Hall 0012

Syllabus

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Office Hours: M 3PM-4PM, W 3PM-5PM | Denney Hall 449



[Illustration by Maurice Sendak]

Course Description

2367.01 is a second-level composition course with a focus on US language, identity, and culture. In this three-hour, second-level writing course, for which English 1110 is a prerequisite, you will continue to develop and refine the skills in analysis, research, and composition that you practiced in English 1110. This course emphasizes persuasive and researched writing, revision, and composing in various forms and media. In addition, you will build upon and improve your mastery of academic writing with and from sources; refine your ability to synthesize information; create arguments about a variety of discursive, visual, and/or cultural artifacts; and become more proficient with and sophisticated in your research strategies and employment of the conventions of standard academic discourses.

The purpose of this course is to continue to develop the skills and habits of thought you need to be a successful writer in college. Such skills include analyzing complex sources, conducting academic research, integrating the ideas of others with your own ideas, understanding the structure of written compositions, and using appropriate conventions and style for a given writing situation. Habits of thought such as valuing complexity, accepting ambiguity, and keeping an open and curious mind are equally critical for writing strong papers.

While the skills we practice in this class will help you be successful in all kinds of college-level composition, writing doesn't happen in a vacuum—you're always writing *about* some subject, and you're always writing in a particular *context*. This section of 2367 focuses on language, identity, and culture in the US and, in this class, the subject will be fairy tale narratives in particular. Our focus will range broadly across a variety of genres and media shaped by fairy tale narratives: novels, movies, short stories, television shows, comics, fashion, poetry, advertising, etc. The academic context you'll be writing within is English studies, though the class subject necessitates a sub-emphasis on folklore studies as well. I will teach you the conventions of thought, research, and writing that are standard within the discipline of English, though we'll talk about how these conventions can be transferred or modified when writing in different academic disciplines, professional settings, etc.

"Sleeping Beauty," "Jack and the Beanstalk," "Beauty and the Beast" – these are the stories we have told each other for generations, the stories we grew up with. Contemporary reworkings of these tales appear frequently in novels, movies, advertisements, fashion, short stories, art, music, video games, and virtually every form of media that we consume in the United States. Why do we recycle these stories over and over again? In what ways do they shape our expectations about how stories work and how our own lives should unfold? What messages do they suggest regarding gender, heroism, societal structure, and ethics? What happens when our expectations are subverted/reinforced and what questions are raised when old stories are retold today? In this class, we will explore the ways in which traditional tales are adapted and to what effect – what are the stakes of "happily ever after?"

GEC Requirements

As a second-level writing course at OSU, English 2367 fulfills the following GEC categories:

Writing and Communication coursework develops students' skills in written communication and expression, reading, critical thinking, and oral expression, and visual expression.

Level Two (2367) courses have the following Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically

Diversity coursework foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Social Diversity in the United States courses have the following Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Required Materials

Rosenwasser, David and Jill Stephen. *Writing Analytically* 7th Ed. Boston: Thomson, 2015.

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Charles Scribner's Sons, 1925. Print.
- any edition

Yolen, Jane. *Briar Rose*. New York: Tor, 1992. Print.
- any edition

Additional readings posted to Carmen site

Please Note: You will need to have access to all assigned readings during each class meeting, either in hard copy or digitally. Failure to bring required materials restricts your ability to participate fully in class, and may be treated as an absence.

Course Requirements

Analytical Research Paper.....		40%
Research Proposal	10%	
Annotated Bibliography	10%	
Final Draft	20%	
Oral Presentation.....		20%
Short Response Assignments (4).....		20%
Short Response #1: First Week Writing Assignment	5%	
Short Response #2	5%	
Short Response #3	5%	
Short Response #4	5%	
Participation.....		20%
Reading Quizzes	10%	
Engagement in Class	10%	

Grade Scale

A	93	B+	87	C+	77	D+	67
A-	90	B	83	C	73	D	60
		B-	80	C-	70		

Course Goals

Students will both recognize the diversity and richness of the fairy tale tradition in America and understand why traditional narratives remain important in our contemporary society.

Students will move beyond conceptions of fairy tales as children's material and be able to critically analyze them as powerful cultural materials.

Students will be able to describe and evaluate the ways in which fairy tale narratives interact with race, gender and sexuality, disability, class, ethnicity, and religion.

Course Policies

Attendance Policy

- Attendance is important to the success of this class and to your development as a writer. Therefore, each unexcused absence after three will result in the lowering of your final grade by a third of a grade. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade. It is your responsibility to contact your instructor as soon as possible if you miss class. Nine unexcused absences will automatically result in failure for the course.
- Tardiness is disruptive to the classroom environment and prevents you from fully participating and assimilating the information and materials discussed in class. Excessive tardiness will lower your participation grade.

Email Policy

- Email is my primary method of communication with you outside of class. I expect you to check your email at least once every 24 hours, including weekends. You will be held responsible for information that has been sent via email within this time frame.
- Email is also the most reliable way to contact me. I will check my email at least once every 24 hours (often more.) Please feel free to contact me at any time with questions or concerns.

Plagiarism

- Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Faculty Rule 3335-5-487 states, "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." In addition, it is a violation of the student code of conduct to submit without the permission of the instructors work for one course that has also been submitted in fulfillment of the requirements of another course. For additional information, see the Code of Student Conduct (<http://studentaffairs.osu.edu/resources/>).

Late Work Policy

- Late submission of an assignment will result in the deduction of one full letter grade for each day past the due date (i.e. a B+ becomes a C+).
- Your grade will not be affected when an assignment is late for reasons that would result in an excused absence. It is, however, your responsibility to contact me about extensions on assignments. If you fail to do so, your grade will be affected.

Class Cancellation Policy

- If class is cancelled due to emergency, I will contact you via email and request that a

note be placed on the classroom door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Electronics Policy

- I understand that electronics are sometimes helpful in the classroom – this said, please be respectful of our time and refrain from texting, surfing the web, etc. Disrespectful use of technology disrupts your instructor’s ability to teach, your classmates’ ability to concentrate, and your ability to succeed in the course. Please turn off your cellphones and restrict computer/tablet use to course-related activities. Failure to do so will affect your participation grade.

Classroom Community Policy

- In this class, the discussion of readings, ideas, and your writing is at the center of everything we do. We will frequently work with sensitive issues, and these issues demand that we discuss and interact with respect and maturity. Everyone should feel welcome, respected, and safe in our classroom.



[Illustration by John Batten]

Resources

The **Ombud of the Writing Programs**, Debra Lowry (lowry.40@osu.edu), mediates conflicts between instructors and students in Writing Programs courses. Her Fall 2014 walk-in office hours in Denney Hall 441 are Monday, 1-3PM, and Thursday, 9-11AM. All conversations with the Ombudsman are confidential.

The **OSU Writing Center** is available to provide free, professional writing tutoring and consultation. You may set up an appointment by visiting <http://cstw.osu.edu/writing-center>.

Leila Ben-Nasr is the **Research Tutor for OSU Libraries**. Leila is available to provide help to students during any stage of the research process. She is available for tutoring sessions at the Writing Center in Thompson Library located behind the reference desk in rooms 120/122A. Research tutoring hours are Mondays, Tuesdays, and Wednesdays from 1PM-

3PM and 5PM-7PM. Thursday tutoring hours are from 12PM-3PM. All sessions are drop-in and last for up to twenty minutes. Leila can be reached at ben-nasr.1@osu.edu. Another excellent place for research assistance for this class in particular is the **OSU Center for Folklore Studies**, located in the Ohio Stadium Room 218. Visit their website at <http://cfs.osu.edu>.

Students with disabilities that have been certified by the **Office for Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The ODS is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

The **Student Advocacy Center** empowers students to overcome obstacles to their growth both inside and outside the classroom and helps them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 1120 Lincoln Tower, call at (614) 292-1111, email advocacy@osu.edu, or visit their website: <http://studentlife.osu.edu/advocacy/>.

Schedule

W 27 August	Topics: Introduction to the Course, Syllabus Overview, First Week Writing Assignment, What is a Fairy Tale? Reading Due: Writing Due: Free Write – “What is a fairy tale?” (due in-class)
F 29 August	Topics: Introduction to Fairy Tales Reading Due: Tatar – Introduction to <i>The Classic Fairy Tales</i> (ix-xviii) [Carmen], “Little Red Riding Hood” and “The Story of Grandmother” [Carmen] Writing Due: Short Response #1: First Week Writing assignment due in Carmen Dropbox by midnight
M 1 September	Labor Day No Class
W 3 September	Topics: The Analytical Frame of Mind, Discussion of First Week Writing Assignment Reading Due: <i>Writing Analytically</i> (1-16) Writing Due:

F
5 September
Topics: Genre and Structure
Reading Due: Aarne and Thompson – from *The Types of the Folktale* (373-378) [Carmen], Propp – from *The Morphology of the Folktale* (382-387) [Carmen]
Writing Due: Free Write – “How does ‘Little Red Riding Hood’ work with Propp’s ideas?” (due in-class)

M
8 September
Topics: Childhood and Disney-fication
Reading Due: Tatar – “Sex and Violence: The Hard Core of Fairy Tales” (364-373) [Carmen], Zipes – “Breaking the Disney Spell” (332-353) [Carmen]
Writing Due:

W
10 September
Topics: Primary Sources, Beauty and the Beast
Reading Due: Beaumont – “Beauty and the Beast” [Carmen], Grimm – “Hans My Hedgehog” [Carmen]
Writing Due: Short Response #2 due in Carmen Dropbox by midnight

F
12 September
Topics: Beauty and the Beast Literary Retellings
Reading Due: Carter – “The Courtship of Mr Lyon” and “The Tiger’s Bride” [Carmen]
Writing Due: *Inkshed 1* (questions due at the beginning of class, responses done in-class)

M
15 September
Topics: The Five Analytical Moves
Reading Due: *Writing Analytically* (16-33)
Writing Due:

W
17 September
Topics: Reading Analytically
Reading Due: *Writing Analytically* (39-44)
Writing Due:

F
19 September
Topics: Writing Research Proposals
Reading Due:
Writing Due: Short Response #3 due in Carmen Dropbox by midnight

M
22 September
Topics: Race and Fairy Tales in the US – Disney’s *The Princess and the Frog*
Reading Due: Grimm – “The Frog Prince” [Carmen]
Writing Due:

W
24 September
Topics: Race and Fairy Tales in the US
Reading Due:
Writing Due: Research Proposal due in Carmen Dropbox by midnight

<p>F 26 September</p>	<p>Topics: Gender Roles, Sexuality, and the Fairy Tale Reading Due: “Snow White” [Carmen], Sexton – “Snow White and the Seven Dwarves” [Carmen] Writing Due:</p>
<p>M 29 September</p>	<p>Topics: Gender Roles, Sexuality, and the Fairy Tale Reading Due: Andersen – “The Snow Queen” [Carmen], Block – “Ice” [Carmen] Writing Due:</p>
<p>W 1 October</p>	<p>Topics: Finding Secondary Sources, MLA Citation Style Reading Due: <i>Writing Analytically</i> (207-217, 227-228) Writing Due:</p>
<p>F 3 October</p>	<p>Topics: Working with Secondary Sources Reading Due: <i>Writing Analytically</i> (181-198), Cecire – “Reality Remixed: Neomedieval Princess Culture in Disney’s <i>Enchanted</i>” [Carmen] Writing Due:</p>
<p>M 6 October</p>	<p>Topics: Evaluating Secondary Sources Reading Due: Writing Due: Secondary Sources Worksheet (due in-class)</p>
<p>W 8 October</p>	<p>Topics: Writing Annotated Bibliographies Reading Due: Writing Due:</p>
<p>F 10 October</p>	<p>Topics: Context and Interpretation Reading Due: <i>Writing Analytically</i> (119-137, 140-144) Writing Due:</p>
<p>M 13 October</p>	<p>Topics: Introductions, Conclusions, and the Thesis Reading Due: <i>Writing Analytically</i> (147-156) Writing Due:</p>
<p>W 15 October</p>	<p>Topics: The Evolving Thesis Reading Due: <i>Writing Analytically</i> (156-161) Writing Due:</p>
<p>F 17 October</p>	<p>Topics: Evidence vs. Claims Reading Due: <i>Writing Analytically</i> (89-96, 103-109) Writing Due: Annotated Bibliography due in Carmen Dropbox by midnight</p>

M
20 October
Topics: Sleeping Beauty
Reading Due: "Sleeping Beauty" [Carmen], *Briar Rose* by Yolen – Ch. 1-5
Writing Due: *Inkshed 2* (questions due at the beginning of class, responses done in-class)

W
22 October
Topics: *Briar Rose*: Rewriting the Fairy Tale
Reading Due: Yolen – Ch. 6-13
Writing Due:

F
24 October
Topics: *Briar Rose*: Expressions of Ethnicity
Reading Due: Yolen – Ch. 14-21
Writing Due:

M
27 October
Topics: *Briar Rose*: Storytelling and Trauma
Reading Due: Yolen – Ch. 22-25
Writing Due: Short Response #4 due in Carmen Dropbox by midnight

W
29 October
Topics: Conclusion to *Briar Rose*
Reading Due: Yolen – Ch. 26-33 (end)
Writing Due: Free Write – "What are your thoughts on the end of *Briar Rose*? How does this novel help you think about US literature and the fairy tale?"

F
31 October
Topics: Disability and Fairy Tales
Reading Due: Andersen – "The Wild Swans" and "The Little Mermaid" [Carmen]
Writing Due:

M
3 November
Topics: Disability and Fairy Tales
Reading Due: Grimm – "The Girl Without Hands" [Carmen], Gordon – "The Powers of the Handless Maiden" [Carmen]
Writing Due: Free Write – "If you had to pick a fairy tale to apply to your own life, which one would it be and why?" (due in-class)

W
5 November
Topics: Fixing Weak Thesis Statements, Intro to Oral Presentations
Reading Due: *Writing Analytically* (175-179)
Writing Due:

F
7 November
Topics: *The Great Gatsby*: Introduction
Reading Due: Fitzgerald – Ch. 1-2
Writing Due:

<p style="text-align: center; font-size: 2em; margin: 0;">M</p> <p>10 November</p>	<p>Topics: <i>The Great Gatsby</i>: The American Fairy Tale?</p> <p>Reading Due: Fitzgerald – Ch. 3-5, Kuehl – “Scott Fitzgerald: Romantic and Realist” [Carmen]</p> <p>Writing Due: Free Write – “How is <i>Gatsby</i> drawing on the fairy tale form? Consider our discussions from earlier this semester and our readings, particularly Propp, Tatar, etc.” (due in-class)</p>
<p style="text-align: center; font-size: 2em; margin: 0;">W</p> <p>12 November</p>	<p>Topics: <i>The Great Gatsby</i> and Fairy Tale Characterization</p> <p>Reading Due: Fitzgerald – Ch. 6-7, Coffin – “Gatsby’s Fairy Lover” [Carmen]</p> <p>Writing Due:</p>
<p style="text-align: center; font-size: 2em; margin: 0;">F</p> <p>14 November</p>	<p>Topics: <i>The Great Gatsby</i> and the Subversion of the Fairy Tale</p> <p>Reading Due: Fitzgerald – Ch. 8-9</p> <p>Writing Due: <i>Inkshed 3</i> (questions due at the beginning of class, responses done in-class)</p>

<p style="text-align: center; font-size: 2em; margin: 0;">M</p> <p>17 November</p>	<p>Topics: Oral Presentations I</p> <p>Reading Due:</p> <p>Writing Due: <i>ALL</i> Presentations due in Carmen dropbox by midnight on Sunday, November 16th!</p>
<p style="text-align: center; font-size: 2em; margin: 0;">W</p> <p>19 November</p>	<p>Topics: Oral Presentations II</p> <p>Reading Due:</p> <p>Writing Due:</p>
<p style="text-align: center; font-size: 2em; margin: 0;">F</p> <p>21 November</p>	<p>Topics: Oral Presentations III</p> <p>Reading Due:</p> <p>Writing Due:</p>

<p style="text-align: center; font-size: 2em; margin: 0;">M</p> <p>24 November</p>	<p>Topics: Oral Presentations IV</p> <p>Reading Due:</p> <p>Writing Due: Analytical Research Paper DRAFT due in Carmen Dropbox by midnight (optional)</p>
<p style="text-align: center; font-size: 2em; margin: 0;">W</p> <p>26 November</p>	<p>Thanksgiving Break No Class</p>
<p style="text-align: center; font-size: 2em; margin: 0;">F</p> <p>28 November</p>	<p>Thanksgiving Break No Class</p>

M	Topics: Discussion and Wrap Up of Oral Presentations
1 December	Reading Due:
	Writing Due:
W	Topics: Revising and Moving Toward Your Final Paper
3 December	Reading Due:
	Writing Due:
F	Topics: Work Day – Individual Conferences Available
5 December	Reading Due:
	Writing Due:
M	Topics: Final Reminders, Evaluations, Celebration
8 December	Reading Due:
	Writing Due: Final Analytical Research Paper due in Carmen Dropbox by midnight
