

Fairy Tales and Identity
UF Quest 1/Identities IDS2935 (section 16165)
General Education: Humanities, Writing (4000 words)
[Note: A minimum grade of C is required for General Education credit]
FALL 2019, M/W/F Period 4 in Turlington 2336

Class resources, announcements, updates, and assignments (including daily reading assignments) will be made available through e-learning.

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Office Hours: Mondays 12pm-2pm

Course Description

Using approaches from literature, history, film studies, and gender studies, this course conducts a cross-disciplinary examination of fairy tales to discover how these stories dramatize the construction of human identities. We will analyze classic tales and contemporary adaptations of them in order to explore representations of human relationships: between children and adults, men and women, princes and peasants, humans and animals. Students will discover the historical contexts that produced classic European fairy tales, but they will also learn how contemporary cultural movements – including surrealism, psychoanalysis, environmentalism, and feminism -- have repurposed fairy tales in innovative ways. Through close readings of fairy-tale texts and films as well as scholarly studies of them, students will learn that these familiar stories contain multiple meanings and offer myriad possibilities for reinterpretation. In this class, students will benefit from opportunities for face-to-face discussion and individualized feedback as they learn how to craft sound arguments supported by textual evidence.

Quest 1 and Gen Ed Descriptions and Student Learning Outcomes

☑ QUEST 1 DESCRIPTION: Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

○ QUEST 1 SLOs:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).

HUMANITIES DESCRIPTION: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general.

Students will learn to identify and to analyze the key elements that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

○ HUMANITIES SLOs

- Identify, describe, and explain the history, underlying theory and methodologies used in the course. (Content)
- Analyze key elements that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking)
- Communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area. (Communication)

WRITING DESCRIPTION: The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

○ WRITING EVALUATION:

- This course carries 4000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 4000 words in order to receive credit for those words.
- The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics.
- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

Student Learning Outcomes for *Fairy Tales and Identity*

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking *Fairy Tales and Identity* students will be able to:

1. Identify the representation of identity (class, gender, etc.) in literary texts and films.
2. Analyze how the choice of medium (textual or film) impacts meaning in works of art.
3. Evaluate how historical and social contexts inform works of art.
4. Identify the main idea and argumentative structure of scholarly essays.
5. Present clear and effective responses to essential questions in oral and written forms appropriate to the relevant humanities disciplines incorporated into the course.
6. Transfer communication skills developed in this course to other classes at UF.
7. Connect critical thinking skills developed in the course to other texts, films, and works of art, especially when such works pertain to the representation of human identities.

Required Texts

Books: Required books for class and the recommended writing guide are available at the UF Bookstore. Other assigned readings will be available through e-learning. Students are required to bring the day's assigned reading to class either on a page or on a screen.

Required books for class:

Perrault, Charles. *The Complete Fairy Tales*. Trans. C. Betts. Oxford: Oxford University Press, 2009.
Carter, Angela. *The Bloody Chamber and Other Stories*. New York: Penguin, 2015.

Films: This course requires you to view two films. You may watch them on reserve at Library West; request them from the circulation desk. You may also find these films on streaming sites.

Required films for class:

Jean Cocteau, *Beauty and the Beast (La Belle et la bête)*
Jacques Demy, *Donkeyskin (Peau d'âne)*

Recommended Texts:

The Allyn & Bacon Guide to Writing, 7th Ed, by JD Ramage, JC Bean, and J Johnson. Pearson-Longman, 2014.

Week 1: Introduction

Introduction: Who was Mother Goose (Charles Perrault)?
Perrault, Hop o' My Thumb and Bettelheim, *The Struggle for Meaning*
Tournier, *Tom Thumb Runs Away*

Week 2: Peasants and Princes

Perrault, *The Ridiculous Wishes* and Darnton, *Peasants Tell Tales*
Perrault, *Little Red Riding Hood*
Grimm, Thurber, Dahl and folk versions of *Little Red Riding Hood*

Week 3: Childhood to Adulthood

Bettelheim, *Little Red Riding Hood*
Carter, *The Company of Wolves*

Week 4: Humans and Animals

Propp, *Morphology of the Folktale* (excerpt) and Marin, *Power of Signs, Signs of Power*
Perrault, *Puss in Boots*
La Fontaine, *Fables* (selections)

Week 5: Fairy Tales and National Identity

Préchac, *Prince Peerless*
Murat, *The Savage*

Week 6: Fairy Tales and National Identity
Grimm, The Four Feathers, Rapunzel
D'Aulnoy, The White Cat

Week 7: Fairy Tales and Gender (Masculine and feminine happy endings)
Perrault, Cinderella and Zipes, Breaking the Disney Spell
D'Aulnoy, Finette Cendron
Jones, Thoughts on Heroism **ARTICLE SUMMARY DUE**

Week 8: Fairy Tales and Gender **MID-TERM PAPER DUE** (Literary history and women authors)
Harries, Twice Upon a Time (excerpts) and Villiers, Conversations on Fairy Tales (excerpts)
D'Aulnoy, The Island of Happiness (with excerpts from Murat: The Elf Prince and The Island of Magnificence)

Experiential learning opportunity at SMATHERS LIBRARY SPECIAL COLLECTIONS: A presentation by librarian Suzan Alteri of the Baldwin Collection of Historical Children's Literature will familiarize students with the libraries' holdings of first and rare editions of children's books and show them what kinds of information may be gleaned from examining physical books instead of electronic editions. Students will be required to complete an assignment analyzing the illustrations of a volume of fairy tales. A rubric for this "library response" assignment is provided on page 5 of this syllabus.

Week 9: Fairy Tales and Gender **RESPONSE TO LIBRARY VISIT DUE** (Beauty, ugliness, and cross-dressing)
Perrault, Ricky with the Tuft
Bernard, Ricky with the Tuft
Lhéritier, Marmoisan

Week 10: Fairy Tales and Gender (Abusive spouses: Marriage and Violence)
Perrault, Blue Beard and Tatar, The Attractions of Blue Beard
Sade, Faxelange
Carter, The Bloody Chamber

Week 11: Fairy Tales and Gender (The Origins of "Beauty and the Beast")
Apuleius, Cupid and Psyche
D'Aulnoy, Gracieuse and Percinet

Week 12: Fairy Tales and Gender (Gender roles in "Beauty and the Beast")
D'Aulnoy, The Great Green Worm
Beaumont, Beauty and the Beast

Week 13: Fairy Tales and Gender (Gender roles in "Beauty and the Beast")
Warner, From the Beast to the Blonde (excerpts) and Carter, The Tiger's Bride
Cocteau, Beauty and the Beast

Week 14: Fairy Tales and Gender (Domesticity and the abject feminine)
Perrault, Griselda
Perrault, Donkeyskin
Duggan, Women Subdued- **ARTICLE SUMMARY DUE**

Week 15: Conclusion (Surrealism meets queer aesthetics)
Demy, Donkeyskin (Peau d'âne) **FINAL PAPER DUE during exam week**

Assigned Work : NO LATE WORK IS ACCEPTED WITHOUT A DOCTOR'S NOTE.

- **Class participation**: = 15% (5 pts each for September, October, November)
- **2 critical responses to a fairy tale** to be submitted on a powerpoint slide or slides one hour before the class in which they are due. Due dates TBA. (2x100=200 words) **2x5%=10%**
- **1 critical response to our Library Special Collections** visit. 200 words. =5%
- **2 article summaries**. 2x500 words=1000 words =**2x10%=20%**
- **2 papers**, each comparing 2 versions of the same story. 2x1300 words=2600 words =**2x25%=50%**
- **Please note: There is NO FINAL EXAM/PAPER in this class. Paper 1 (due week 8) and Paper 2 (due week 16) are of equal weight.**

Note on participation: By completing the assigned reading and reviewing any study questions provided, students should be prepared to contribute both to small group exercises and to the general class discussion. Each month, each student must make at least 2 substantive comments to discussion. A substantive comment goes beyond a yes/no answer to provide a full sentence or two of response, often supported by a reference to a passage in a text.

Rubric for brief responses: State in 1-2 sentences how your assigned fairy tale fits one of the themes of the course as indicated in bold type on the syllabus (Childhood and Adulthood, Human and Animal, etc.) (2 points). Select a passage that corresponds to the theme, identifying (by underlining) 2-3 key words in the passage that correspond to the theme. Explain in 1-2 sentences why you chose your key words. (3 points) You must write a total of 100 words NOT including the quoted passage. Please e-mail me your slide(s) so that I may provide feedback via email.

This assignment advances **student learning objectives** by encouraging students to identify the representation of human identities (class, national, gender, etc) in a work of art, to draw on evidence by locating the representation of identity in a passage in a text or scene in a film, and to develop and present clear and effective responses in oral and written forms.

Rubric for library response. Choose an illustration from a fairy tale collection, identify it and describe it for the reader. Why do you think the editor asked the visual artist to create this image? (2 points) Does it reflect something about the time in which it was made (as opposed to the time when the story was written)? (2 points) Does it correspond to your vision of the text? (1 point)

This assignment advances **student learning objectives** by encouraging students to connect course content with the resources of the UF Libraries, to identify the representation of identities across disciplines (by comparing a text to an illustration), to identify the impact of historical context on the

creation of the work of art (if created in a period distinct from that of the text), and to present clear and effective responses in written form. It also promotes self-reflection by asking students to compare their mental image of a work with an illustrator's rendering of a character or scene.

Rubric for article summary: Explain the main idea of the article and provide an overview of its structure in a 3 sentence introduction (3). For each major section of the article's argument (try to divide the article in either 2 or 3 main sections), write a 3 sentence summary (6 points). In conclusion, evaluate the interest of this article by quoting the most striking sentence and then explain why it intrigued you (1 point)

This assignment advances **student learning objectives** by encouraging students to identify, describe and explain the theories and methodologies used in this course (specifically through a close reading of scholarship in literary criticism) and to present clear and effective responses in written form.

Rubric for comparative essays (mid-term and final papers)

- Introduction: The introduction should present the texts and provide a thesis statement that goes beyond a superficial observation of likeness to state how the chosen works are similar and different. In addition to the thesis, there should be a clear indication of the steps of the argument to follow. 5pts
- Structure: A topic sentence at the start of each body paragraph should express the paragraph's main idea. 5pts
- Supporting evidence: Direct quotation from the texts must be provided as supporting evidence. (at least 6 direct quotations; for films use specific references to a scene or other filmic element).6pts
- Analysis of Quoted passages. Quoted passages must correspond logically to the main idea of the paragraph. Indicate which words in the quoted paragraph are most important and why. 6 pts
- Conclusion: The conclusion should contextualize the argument within a general understanding of the structures and features of fairy tales. 3pts
- Quality of thought: The paper must go beyond a superficial comparison of plot points. In addition to a clear argument, the paper should show close analysis of the author's or director's language. 5pts

This assignment advances **student learning objectives** by encouraging students to create arguments, draw on evidence and articulate ideas about the ways in which identities are represented in works of art, specifically evaluating how people are identified as belonging to various groups according to their class, nationality, gender, etc.. The comparison may examine how past societies understood the construction of identity and how identities may be represented in different ways at different times. Students will use the principles, terminology, and methodology of literary and/or film studies and will incorporate theoretical concerns from psychoanalysis, feminism, and other approaches evoked in class as they present clear and effective responses in written form.

For each writing assignment, points will be deducted for poor use of English grammar and style (1 point for shorter pieces, 2 points for longer pieces).

Each assignment will be returned to students with a grade and comments that address the students' writing skills. Comments will be provided throughout in addition to a completed rubric. Feedback on Paper 2 will be provided electronically by the end of finals.

Grading Scale

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
E	0-59

More information on UF grading policy is available at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpolicies>

Policies

Class Attendance

Class attendance is expected. Students are allowed five discretionary absences (see "Attendance" under "Graded Work" above) to cover excused and unexcused absences. Additional absences that meet the standard of "excused" per UF's policies may be allowed. After 5 absences, 1 point will be deducted for every additional absence.

Making Up Work

Work is due as specified in the syllabus. Late work is subject to a 1/3 grade penalty for each 24 hour period it is late (e.g., a paper that would've earned an A if turned in in class on Monday becomes an A- if received Tuesday, a B+ if received Wednesday, etc, with the weekend counting as two days). To be excused from submitting work at the assigned time, you must give 24 hours advance notice and/or meet the UF standards for an excused absence.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period

opens. They can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Class Demeanor

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

Materials and Supplies Fees

There are no additional fees for this course.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington for one-on-one consultations and workshops.