

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**
<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2016-2017 C LIT 243: Fairy Tales and Folk Tales
(Summer Term)

Instructor: Jérémie Pelletier-Gagnon

Time: M W F @ 14:00 pm to 15: 50 pm

Office: 441-B

Place: Tory B-108

Telephone: N/A Fax: 780-492- 9106 (MLCS)

Office Hours: Tuesday @ 13:00-14:00 pm

E-mail: jrmie@ualberta.ca (within 24 hours on business days)

or by appointment

Personal Website: jeremiepgagnon.net

Course Website: eClass

Course Prerequisite: No prerequisite

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

- Exam registry – Students’ Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

The course is designed as a survey of representative print adaptations of traditional oral folk tales as well as the genre of literary fairy tale. Students will be introduced to the history and development of folk and fairy tales and will examine a wide range of representative texts from a variety of historical periods and traditions (Late Antiquity; Middle Ages; Renaissance; Enlightenment; North America; contemporary feminist and postmodern adaptations on different media). Students will close read these texts in relation to their historical contexts, intended readership, and pedagogical intentions. Analysis of literary texts will be complemented by film screenings and examples from other media such as paintings, comics

and video games. Student will engage with the contemporary production of Fairy Tales by creating their own adaptation of a classic fairy tale on an interactive platform. By the end of this course successful students will be able to identify representative characteristics of oral folk tales; recognize the diverse audiences and ideological functions of literary fairy tales during different historical periods; present an analysis of several texts in a specific socio-historical context and a create an interactive short story based on a classic fairy tale.

Learning Outcomes

At the end of this course, students will be able to:

- **identify** key examples for Folk Tales and Fairy Tales literary genres;
- **situate** them in their historical context;
- **trace** the lineage of contemporary revisions and reinterpretations of these texts;
- apply their knowledge to conduct **comparative analyses** of Fairy Tales texts abroad a wide range of medium and historical periods;
- **discuss** these texts through the lens of gender, identity politics, pedagogy, race and social class
- **demonstrate** their knowledge of genre through the creation of an interactive text derived from one of the classic Fairy Tales examined in this class.

Texts:

Mandatory purchase:

Tatar, Maria, ed. *The Classic Fairy Tales*, Second Edition (Norton)

This textbook is available at the University of Alberta Bookstore.

Complementary texts and short stories will be provided on eclass

Recommended Texts:

Zipes, Jack, ed. *The Oxford Companion to Fairy Tales*. Oxford UP, 2000 (library e- resource)

Zipes, Jack, ed. *Don't Bet on the Prince: Contemporary Feminist Fairy Tales in North America and England* (Routledge). (PS 648 F4 D66 1989)

Zipes, Jack, ed. *Spells of Enchantment: The Wondrous Fairy Tales of Western Culture* (Penguin)

Warner, Marina. *From the Beast to the Blonde: On Fairy Tales and Their Tellers*. London: Chatto & Windus, 1995. (GR 550 W382 1995)

Grade Distribution (see “Explanatory Notes”):

Attendance and Participation: **10%**

Short Critical Essays: **2X10%**

Discussion Questions: **10%**

Interactive Short Story: **30%**

Final Exam: **30%**

<http://www.registrarsoffice.ualberta.ca/Examinations/Spring-Summer-Exam-Planner.aspx>

Date of Deferred Final Exam (if applicable):

A student who has missed a final exam because of incapacitating mental and/or physical illness, severe domestic affliction or for circumstances as described in the University's Discrimination, Harassment and Duty to Accommodate Policy (including religious belief) may apply for a deferred exam. Please consult the website for more information: <http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations> (Exams)

Explanatory Notes on Assignments:

Attendance and Participation (10%): The class is structured around discussion around the readings, therefore attendance and participation is essential. Students are expected to attend class, participate in group discussion while contributing in maintaining a collegial and respectful atmosphere during class session and online interactions.

Students must attend **all** sessions and are expected to be ready to engage with the material in class through group conversation. This also include special sessions likes movie screening and others. Class attendance will be verified through a sign-in sheet distributed at the beginning of every class that students must write their name on. Any unjustified absence will result in subtracting one (1) point out of the participation grade to a minimum of zero (0).

Short Critical Essays (10%): Students must submit two short response papers over the course of the term. They should be focused on one of the texts discussed in class, and their length should be around 500 words. The papers should demonstrate critical engagement with the text, and should focus on one (1) specific aspect. **Identify** one theme or issue featured in the story and **discuss** it.

The goal of these papers is to see how you have absorbed the reading material and how well you can apply it to a critical reading. These are intended to help you become familiar with the type of questions and the level of discussion expected in the final exam. The papers will be assessed based on the quality of writing and the coherence of the argumentation (please see the rubric attached). What matters is your own personal reading, not a collection of scholarly debates; therefore, it is not necessary to use secondary scholarly sources to back up your reading. The deadlines for this assignment are flexible, and they will be announced in class.

Discussion Questions (10%): On the first day of class, students will choose a partner and will be asked to select a presentation date. In either pairs or in groups students are required to prepare two (2) critical questions in relation to the assigned reading for that day to facilitate discussion. Students must acquire a good knowledge of the texts prior to class for this to be effective.

CONTENT: The questions must be open-ended and prompt discussion within the class about the text's thematic issues, socio-political context or formal aspects. Students may also focus on a particular passage and conduct a close reading, or refer to a specific scene from a film. At least one out of the three questions must refer to the supplementary, critical reading (if applicable). Writing strong questions requires you to think about what you are reading, enabling you to consider your own critical insight and knowledge about a topic. Students will be encouraged to draw connections with other texts, and use a comparative approach while creating these questions.

FORMAT: Questions should be more than one sentence. They may take the form of an introductory statement that leads into discussion, or confer knowledge about the supplementary reading followed by a question. **Questions must be typed and sent to the instructor on the day before the class for review and implementation.** Students should also be able to develop an answer to these questions themselves

This exercise is meant to encourage collaborative work and the sharing of ideas in a respectful and professional manner with your peers. Please send me your question one day before the class so that the instructor has time to review and implement it.

Interactive Short Story (30%): Students will be tasked to team up in groups of maximum three (3) people and create an original interactive short story using the online platform Twine. The story must demonstrate student' application of the Fairy Tales genre and concepts seen in class, while paying attention to the format of the media (please see rubric for further information). The short stories will be adaptations of a single story to be determined later. After the deadline, the short stories will be collected into a corpus, and made available to be read by the public online (contact me if you don't want yours to be published online). The stories should take about 10 to 15 minutes to read.

Students may be allowed to use a different format/platform if they desire, but they must confirm it with the instructor beforehand. A special workshop session will be held during the term to analyze a few examples, as well as introducing students to the basics of Twine. Student are encouraged to start work early and meet outside of class to complete the assignment. Some in-class time will be dedicated to group work towards the end of the term.

Students must also provide a 500-word document describing their experience of writing an interactive short story, as well as introducing the story itself. The students may discuss themes, characters and/or interactive dynamic that comprise the text.

Deadline: August 13th, 10:00 PM (22:00)

Final Exam (30%) (August 18th, 11:30 AM): Students will be provided with a series of questions from which they will be asked to choose **two (2)** to answer. Students will have an entire class session (two hours) to write long-form answers. The answers must

include an introduction (including a thesis and a roadmap), development paragraphs and a conclusion. Students will be graded on both form and style. There will be no need to write a bibliography or cite passages from the texts. The questions will not be introduced on the day of the exam, and will cover a range of topic and approaches taken from the entire course material.

Required Notes:

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

Academic Integrity:

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Academic Honesty:

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in

assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course, regular attendance is mandatory. Any absences from the class will lead to partial or total loss of the participation segment of the course grade (10%), unless the student has a valid excuse for his/her absence (e.g., health problems, serious emergency case, serious domestic issues). Planning conflicts or being too busy with assignments of other courses DO NOT count as valid excuse for absence.

Policy for Late Assignments:

Students who consult in advance with the instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. **No second extension** will be granted to a student. The penalty for late submission of assignments is 5% per day. Example: An essay that is worthy of grade “A” (~94%) will be graded “B+” (~89%) if submitted one day late, and “B” if submitted two days late. Late excuses will **not** be accepted for any reason.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381).

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	D+	1.3	65-69
	D	1.0	60-64
Failure.	F	0.0	0-59