

Spring 2008  
LIT 211D  
The Individual and Society: Folklore and Fairy Tales  
CRN 20351  
**Mondays 1:25-2:20**  
**Wednesdays 1:25-3:15**

**Professor Patricia Hamill**  
Office hours by appointment  
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One might say that a well-informed, critical reader is able to understand the thematic considerations of a text as defined by the moral and ethical dilemmas faced by characters and the consequences to specific actions. But imagine that you are handed literature as the only source of what anthropologists call *acculturation*. Can one correctly learn how to behave in and interact with their immediate world based on the content and outcomes of certain texts? Would one need to read variations on a theme to be able to understand the messages contained in the versions and revisions and thus clearly understand how to function in society?

In truth, possessing the same citizenship does not guarantee that each person in a group holds the same understanding of customs, thus, acceptable behavior. As Pace is quite a diverse school, the multifaceted backgrounds of so many students offer fertile ground for discussion of “proper” behavior and “acceptable” consequences within a text’s thematic structure. These revisions then are more than just literary creation for leisure; they are tools for understanding the dynamics of human interaction in relation to place and time, gender, and culture. Discussing the thematic considerations of various tales offers a rich opportunity for dynamic interaction and learning.

**AOKI/Civil Engagement Qualification and Objectives:** This course enables students to understand how thematic concerns in literature affect our understanding of the world as it was or as it is now. One must explore various perspectives of life and functioning in the community in order to explore one’s own place in the world. What better way than to read, discuss, and debate with a discourse community the pros and cons of the content of a particular work and its revision and interpretations and then take this outside to a larger audience to test the developed theories?

*Community-based Work:* Upon approval, students will work with Children’s Services, youth empowerment groups, or another youth organization approved by Pace. Students will visit weekly with individuals or sit with small groups (as the final choice of location allows). They will read pre-approved versions of fairy tales and perhaps watch movies and then discuss what meanings and lessons the children gleaned from these experiences.

**Outcomes:** Students will come to understand how individuals relate to literature according to age and culture and how/if this directly influences the reader’s idea of acceptable or deviant societal interaction.

The participants from the youth groups will be able to spend time and interact intellectually with people who care about what they have to say. The children will also gain valuable experience in reading comprehension and enjoy investigating themes that lie beyond the cookie-cutter world of the TV. This literary interaction with young people often brings them outside of themselves and opens their hearts and minds up to new ideas. As well, children often gain a sense of pride in having worked out an intellectual conundrum with an adult and even having offered a fresh perspective on an “old” story.

**Required Texts (to be purchased by students)**

*Rules for Writers*, 6<sup>th</sup> edition, Diana Hacker (if you have the 5<sup>th</sup> edition, this is alright to use)

*Learning Through Serving*, by Cress, Collier, Reitenauer and Associates

**Required Texts (provided by Professor Hamill or available online)**

Snow White (Grimm’s)

The Crystal Casket (Italy)

Cinderella

Little Red Cap (Grimm’s)

Little Red Riding Hood (Perrault)

In the Company of Wolves (Angela Carter)

**Recommended Texts:**

Merriam Webster Dictionary 11<sup>th</sup> edition

*Field-Working: Reading and Writing Research*, Sunstein and Chiseri-Strater (Bedford, 2nd ed, 2002)

*Perspectives on Contemporary Issues*, Ackley (Thomson, 3rd ed, 2002)

*Writing the Research Paper*, Weidenborner and Caruso (St. Martin's, 6th ed, 2001)

*Folklore Matters*, Alan Dundes

*Children and Play in the Holocaust: Games Among the Shadows*, George Eisen

*Touch Magic*, Jane Yolen

*Shadow and Evil in Fairy Tales*, M.L. von Franz

**Writing-Enhanced Component**

This is a writing-enhanced course that requires an effective amount of writing, in addition to exams, to help students learn course content. **Formal writing elements, such as clear focus, good organization, development, and editing are considered in grading, as well as content.** Students will receive detailed written handouts for each writing assignment, specifying criteria and clearly setting forth expectations.

All papers and presentations will be in 12-point type, double-spaced, and will have margins *no greater than 1 inch*. Papers must be stapled. Your last name and the page number must be at the top right of every page submitted. Students must turn in all required work to pass the course. Late papers will be penalized one half-letter grade for each DAY they are late. Extensions will be granted at my discretion. All assignments will be presented in hard copy AND to Turnitin.com (in Microsoft Word formatted for PC [.doc]). Failure to follow directions will affect your grade.

**Writing Assignments:**

Students will keep a *journal* of notes and observations of their community work. There will be *presentations* assigned and debates based on the readings and community work. There will be one *final paper* of 15-20 pages.

The students will take their individual work and present it to the group for planning, feedback, revision, and debate of their interpretation of the texts and the community work itself. This interaction will encourage the students to appreciate the strength of their individual contributions while appreciating the advantages of collaboration and community learning.

**Assessment:** The presentations, journal entries, debate topics, and final paper will each be guided by a rubric that I will provide. Each student will be required to hand in his or her journal periodically over the semester. Journals must be legible and organized, providing detailed and organized evaluations of the readings and the specific community service activities of each week.

**Preparation and Participation:** Regular attendance and participation are required. The online portion of the semester holds the same weight as the classroom portion. Preparation includes following ALL directions including completing all reading and homework assignments on time and as directed, and having your text in class. Participation includes paying attention, offering clear and substantial feedback to the professor and peers, and completing all assignments. In-class assignments cannot be made up.

**Attendance:** Three absences lower the student's grade by one half. Four absences lower the grade by one full letter. Five absences constitute a failing grade for the semester. Three late arrivals equal one absence. Students are expected to contact a fellow student for notes in case of a missed class. Your attendance and participation include reliably attending assigned community service appointments.

**NOTE:** Students must notify Professor Hamill AND their assigned organization or center in a timely fashion if they cannot make their scheduled community service learning appointment. Remember, you represent Pace University. Please be reliable and courteous.

**Turnitin.com**

In addition to handing in hard copies of their final papers, students will submit .doc files to Turnitin.com. Please familiarize yourself with this site BEFORE the assignment is due and inform me if you have any trouble accessing it. **Class name: The Individual and Society; Class ID: 2157755, Password: Integrity.**

**Blackboard:**

There are online resources available for this class via Blackboard. Be sure to check the Announcements, External Links, Course Documents, and Course Information portions regularly.

**Etiquette:**

*Cell phone* use is *prohibited* during class time and weekly meetings at the organizations. Please check to make sure your phones are turned off **before** entering the classroom or building. There will be only one "incident" allowed for the entire semester. After that, the

student will be excused from the room and marked absent or removed from the weekly program, until an apology is proffered to the participant(s).

**Plagiarism**

According to Merriam Webster's online dictionary, to plagiarize means to "steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source." Plagiarism will most likely result in the student's permanent dismissal from the course with failing grade

**Grades:**

- 40% writing assignments (journals, presentations, final paper)
- 20% mid term and final exams
- 20% classroom participation (this includes attendance)
- 20% civic engagement participation (this includes attendance, reliability, and courtesy)

The following is a **list of the primary stories** we will focus on this semester and where they can be found on the Internet. **Make sure you print the stories out and any specified illustrations to bring to class** so you can have them in front of you for in-class reading. This list may be amended so please do note any updates that I e-mail or announce in class.

The research aids I have added are not the only research you should do for assignments or your final paper. There are a number of books on reserve at the library under the class name and number for you to use.

### **Little Red Riding Hood**

*The Fairy Book: The Best Popular Stories Selected and Rendered Anew*

By Dinah Maria Mulock (AKA Miss Mulock) (1826-1887)

First published circa 1863

Available via PROJECT GUTENBERG

Access: [http://www.gutenberg.org/files/19734/19734-h/19734-h.htm#LITTLE\\_RED-RIDING-HOOD](http://www.gutenberg.org/files/19734/19734-h/19734-h.htm#LITTLE_RED-RIDING-HOOD)

*The Tales of Mother Goose As First Collected* by Charles Perrault in 1696 (published in 1901)

Access: <http://www.gutenberg.org/files/17208/17208-h/17208-h.htm>

*My Book of Favourite Fairy Tales* Ed. By CAPT. EDRIC VREDENBURG,  
ILLUSTRATED BY JENNIE HARBOUR

Published circa 1910

Access: <http://www.gutenberg.org/files/15145/15145-h/15145-h.htm#page17>

### **Snow White**

*Snow Glass Apples*, Neil Gaiman

Access: <http://www.holycow.com/dreaming/stories/snow.html>

*My Book of Favourite Fairy Tales* Ed. By CAPT. EDRIC VREDENBURG,  
ILLUSTRATED BY JENNIE HARBOUR

Published circa 1910

Access: <http://www.gutenberg.org/files/15145/15145-h/15145-h.htm#page17>

Note the illustrations

*The Crystal Casket* (Italy) <http://www.pitt.edu/~dash/type0709.html#crystalcasket>  
(Source: Thomas Frederick Crane, *Italian Popular Tales* (Boston and New York: Houghton, Mifflin, and Company, 1885), no. 21, pp. 326-331. is 1885 but original tale is much older)

Research aids:

*The Snow White Bibliography* List of books:

<http://www.scils.rutgers.edu/~kvander/swbibliography.html>

Link to reach specific stories: <http://www.pitt.edu/~dash/type0709.html> : Grimm's 1812 story

Snow Glass Apples: The Story of Snow White, Terri Windling: <http://www.endicott-studio.com/rdrm/forsga.html>

### **Cinderella**

*The Fairy Book: The Best Popular Stories Selected and Rendered Anew*

By Dinah Maria Mulock (AKA Miss Mulock) (1826-1887)

First published circa 1863

Access: [http://www.gutenberg.org/files/19734/19734-h/19734-h.htm#LITTLE\\_RED-RIDING-HOOD](http://www.gutenberg.org/files/19734/19734-h/19734-h.htm#LITTLE_RED-RIDING-HOOD)

*The Tales of Mother Goose As First Collected by Charles Perrault in 1696* (published in 1901)

Access: <http://www.gutenberg.org/files/17208/17208-h/17208-h.htm>

*My Book of Favourite Fairy Tales* Ed. By CAPT. EDRIC VREDENBURG,  
ILLUSTRATED BY JENNIE HARBOUR

Published circa 1910

Access: <http://www.gutenberg.org/files/15145/15145-h/15145-h.htm#page17>

Research Aids:

Cinderella Bibliographies

<http://www.lib.rochester.edu/Camelot/cinder/cinintr.htm>

<http://ccb.lis.uiuc.edu/Projects/storytelling/jpeters6/cinbib.html>

General:Folklore and Mythology Electronic Texts

<http://www.pitt.edu/~dash/folktexts.html>

There are also nonfiction texts on reserve under the course and my name in the library.

**The following is a *tentative* schedule of lectures and readings. Depending on our progress, this syllabus may be adjusted to allow more time on certain subjects or to add any materials students may wish to work on.** Students must check with me or with fellow students if a class is missed to make sure they are abreast of any changes or notes.

**January**

- W 23           **Online Introduction:**  
All course materials and overall course description and requirements provided via Blackboard. **All paperwork to be filled out must be returned to Professor Hamill prior to next class time.**
- M 28           Online lecture and assignment of Discussion Board topic.
- As well, student availability for civic engagement portion of the course must be submitted to designated Discussion Board location by class time on the 30th.
- W 30           Online lecture. Response to Discussion Board postings.

**February**

- M 4            Online lecture. Read Little Snow White (in online book: *My Book of Favourite Fairy Tales*). Note date of publications and make sure to read intro entitled *Old, Old Stories* and note the illustrations (style, color or not, characters represented, etc.)  
Assignment of Discussion Board postings.
- W 6            Online lecture. Read *The Crystal Casket* (online: <http://www.pitt.edu/~dash/type0709.html#crystalcasket> )  
Response to Discussion Board postings.
- M 11           Classroom lectures begin. Begin scheduling civic engagement times. Bring your *Learning Through Serving* texts.
- W 13           Bring all Snow White texts for discussion and comparison. Read Snow, Glass, Apples (Access: <http://www.holycow.com/dreaming/stories/snow.html>)  
  
Bring your *Learning Through Serving* texts
- M 18           No classes

- W 20 Movie: Snow White. Please do not skip the movie. This is not about sitting and watching. We will be “reading” the film critically.
- M 25 Snow White film continued
- W 27 Audio: *Snow, Glass, Apples* by Neil Gaiman  
Please bring a printout of the story

**March**

- M 3 Debates/Presentations based on the moral and ethical concerns each text offers. Updates on Community visits and results of meeting.
- W 5 Begin discussion of Little Red Riding Hood (specific texts to be handed out by Professor Hamill)  
View: *Little Red Riding Rabbit*
- M 10 Little Red Riding Hood continued
- W 12 Mid term exam
- March 17-22 Spring Break
- M 24 To be announced  
Assignment of Annotated bibliographies for final paper.
- W 26 Debates/Presentations based on the moral and ethical concerns each text offers. Updates on Community visits and results of meeting.
- M 31 Movie: The Company of Wolves

**April**

- W 2 Movie: The Company of Wolves
- M 7 To be announced
- W 9 Debates/Presentations based on the moral and ethical concerns each text offers. Updates on Community visits and results of meeting.

M	14	Begin discussion of <i>Cinderella</i> (text to be announced) <b>Annotated bibliographies due</b>
W	16	Movie: EverAfter
M	21	Movie: EverAfter
W	23	Debates/Presentations based on the moral and ethical concerns each text offers. Updates on Community visits and results of meeting.
M	28	To Be Announced
W	30	No classes
<b>May</b>		
M	5	Last day of class. Review for exam. <b>Final papers due.</b>