

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA CC – HUMANITIES

Please Read Instructions on Next Page of This Form

Course Number LTWR **304** Course Title The Fairy Tale

- This is a new course. A FORM C is being filed concurrently.
- This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
- This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.
- This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. *A FORM C-2 is required only if the course is being changed.*

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)

3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 yes no

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 yes no

c. If you answered “yes” to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

This course would be accessible to both majors and non-majors because fairy tales represent a canon of literature not commonly taught at length in standard literature distribution areas for the major. The history and cultural context of fairy tales and their study as literature would be equally new material for both majors and non-majors. Course will provide instruction in close reading analysis to introduce concept for non-majors and reinforce concept for majors. Specialized theories and concepts regarding fairy tales and their literary study would be introduced for all students as it would be new material for all students enrolled.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

	Signatures
Rebecca Lush / Martha Sticker / Holmes	2/04/14
Originator	Date
Suleh Moutchlis	2-7-14
Program Director	Date
	Date
General Education Coordinator	Date
	Date
General Education Committee Chair	Date

**FORM INSTRUCTIONS FOR UDGE-CC (WHITE)
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA CC – HUMANITIES**

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
 - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area C requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Criteria for Upper Division Area CC Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Humanities category.

On a separate sheet of paper, address the criteria implied by the following instructions. Provide specific examples wherever possible.

5. Please specify how this course represents both past and present approaches to at least one of the following: a) spirituality, b) the arts, c) philosophy or intellectual thought.
6. Please specify how in this course students address issues involving both the cognitive and affective aspects of human experience either using critical analysis or creative activity.
7. Please provide specific examples of the way in which this course examines at least one of the following: aesthetic, metaphysical, or ethical manifestations of the human intellect in at least one of the following contexts: a) diverse historical contexts; b) diverse cultural contexts.

Assessment for Upper Division Area CC Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8.
 - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

See attached paper assignment sheet

b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

On a separate sheet of paper, address the criteria implied by the following instructions. Provide specific examples wherever possible.

5. Please specify how this course represents both past and present approaches to at least one of the following: a) spirituality, b) the arts, c) philosophy or intellectual thought.

Students will assess past and present literary analysis of fairy tale material and contextualize how changing aesthetic features create new and nuanced meanings as well as how fairy tales have been theorized historically. Course will incorporate intellectual theories including but not limited to feminist thought, cultural studies, disability studies, and psychoanalytic approaches. Students will be introduced to the basics of different kinds of intellectual thought and be asked to apply those theories in their analysis of the primary material (fairy tales). For example, students may be asked to analyze the role of the "marriage plot" in the narrative structure of fairy tales and how that convention has changed over time.

6. Please specify how in this course students address issues involving both the cognitive and affective aspects of human experience either using critical analysis or creative activity.

Student will use an array of theoretical lenses to analyze the course material as stated in question 5. Class time and instruction may also give students an opportunity to use creative activities (i.e. rewriting a fairy tale through collaborative group authorship; drawing a frontispiece illustration of a thematically rich moment in the narrative) to further develop critical thinking about a range of issues that connect to the academic queries about human experience including but not limited to issues regarding family, institutions (church, school, etc.), identity, and ability. Theories about nostalgia and literature may be included to propel academic analysis of the emotional responses and attachments readers have to fairy tales and other aspects of reader response theories.

7. Please provide specific examples of the way in which this course examines at least one of the following: aesthetic, metaphysical, or ethical manifestations of the human intellect in at least one of the following contexts: a) diverse historical contexts; b) diverse cultural contexts.

The assigned reading for this course will enable students to assess the changing role of fairy tales and their forms. Students will consider how the social and cultural context of fairy tales change with each new iteration and allow for changing views about gender, race, class, and embodiment. Since fairy tales have many iterations over time students will learn about the historical conditions that produced the earliest written versions of fairy tales, the revision of fairy tales for children, and contemporary reclamations of fairy tales that seek to diversify the

types of characters and experiences portrayed. Such analyses engage aesthetic issues (narrative patterns and purposes; illustrations and representations as cultural work) but reflect how aesthetics are inherently politicized engagements of ethical relationships.

LTWR 3XX The Fairy Tale

Paper #1 Assignment Sheet

DRAFT due date: MON 2/18 in class

FINAL due date: MON 3/11 in class

Length: 2-3 pages, 12 point font, double-spaced, Times New Roman, One inch margins

All assignments must be handed in hard-copy only and must be typed!

Respond to the following prompt and write a well-argued, 2-3 page paper in response to the question. Papers must have a clear, arguable thesis, and the body of the paper must consist of close readings of the texts that support your thesis. Please adhere to reasonable margins (no more than one inch in width) and double-space line-spacing for your work. Font should be 12 point and Times New Roman. Papers short of the specified length will be penalized. Refer to your detailed writing guide when in doubt about formatting issues.

The paper should show *your* ideas about the fairy tale, not someone else's nor ideas from the lectures. PLEASE do not Google for ideas or look on SparkNotes; you will not be able to distinguish your ideas from what you read and you may inadvertently plagiarize. Please note that although every line of a work of literature is important, *not* every line is important for your argument. Carefully select the quotes that *best* support your claims.

All papers will need to include developed textual analysis that pays attention to issues of form, style, and literary technique as appropriate as discussed in class.

The Prompt: Literature scholar Rhoda Zuk has said of Hans Christian Andersen's "The Little Mermaid" that "The heroine's aspiration to progress and perfection is forwarded by the virtues appropriated from feudal romance...including imaginative sympathy, resourcefulness, courage, and self-discipline. Yet the tale is also predicated on the marriage quest." As we discussed in class, Zuk's attention to the marriage plot offers ways for us as readers to think about how the Little Mermaid both challenges and adheres to socially prescribed gender roles (such as being a "wife").

Your task now is to consider how *embodiment*—here defined as any aspect of our experience in the body—complicates how the story engages the marriage plot, using *textual analysis* to make your case. For this assignment you are analyzing the original text assigned for class—do **NOT** approach this assignment by analyzing the very different Disney version widely familiar to us now. Please work with what the text suggests, not "how women were treated in this time period" or "what is always true about bodily change." Accept that you don't have time to do the historical research to support the first approach, and let go of the second to allow yourself to be surprised or learn something new.

Some questions or topics you may want to consider in preparing your argument and analysis might include but are not limited to:

- How does the Little Mermaid’s embodiment complicate her love for a human? Is embodiment represented as a “disability,” why or why not?
- Can this embodiment issue be read symbolically for other forms of socially repressed desire (i.e. in a “queer” reading)? Can it be read literally as about cross-species relationships?
- Is the Little Mermaid’s pursuit of the “marriage quest” linked to her desire for a body that conforms to patriarchal expectations about women’s beauty? Think in particular about the conversation the Little Mermaid has with the old woman who tells her “To be beautiful up there, you have to have those two clumsy pillars that they call legs.”
- Consider how the text represents “beautiful” qualities that can be seen as opposed to “beautiful” qualities that cannot be seen—which type of qualities does Andersen’s text imply are more valuable and why?
- Analyze the language Andersen uses to describe the Little Mermaid’s appearance and the different types of clothes she wears paying attention to issues of beauty, gender, and embodiment.

Special instructions:

- You must include a printout of your selected textual passage that you have annotated by hand. This will help you stick to the text.
- You **MUST** discuss aspects of the fairy tale that we have not addressed at length during class lectures or discussions—if you repeat what has been covered in lecture or class discussion you will not receive full credit for the assignment.
- **ALL PAPERS MUST HAVE A THESIS!**
- You must use correct MLA citation style when referring to the fairy tale and quoting relevant passages from them.

Happy Writing!

Student Assignment Outcomes:

In completing this assignment, students will be able to:

1. Provide a close-reading of a literary passage that pays attention to form, symbol, theme, connotation, or other literary aesthetic elements.
2. Formulate complex thesis claims.
3. Support arguments through reasoned evidence and analysis
4. Engage and analyze the cultural construction of embodiment through written narrative.

Grading Criteria:

Successful papers will demonstrate the highest level possible in these three areas:

1. Content—the paper has a complex thesis claim about the text that is not self-evident and not easily discredited by other features of the text. Writer has anticipated possible draw-backs to the thesis and has provided reasonable counter-evidence. The thesis is well supported through relevant textual examples that are

fully explained and analyzed. The facts of the text used as support are accurately described and represented.

2. Organization—the paper has a logical progression. Paragraphs are arranged so that the writer builds his or her argument successively. Supporting paragraphs have a clear topic sentence claim and appropriate evidence and analysis. The transitions between paragraphs are logical and smooth.
3. Grammar and Style—the paper is clearly written. There are no or minimum mechanical errors. Sentences are clear and direct. There are no vague or unclear phrases or terms. The paper exhibits sophisticated and academically appropriate language.