

University of Wisconsin Oshkosh
Department of Global Languages and Cultures
German Program



Foreign Language 126 (39-126)
Quest I: *Fairy Tales of the Brothers Grimm: Then and Now* (3 crs.)
Fall 2019 MWF

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Quest 1 Peer Mentor:

Signature Question: *How do people understand and bridge cultural differences?*
Explore Category: *Culture*

Please read the syllabus carefully. It explains policies, procedures, and criteria. Ask questions about any points that are unclear; policies will not be changed retroactively at the end of the semester. You are responsible for knowing the terms set forth here. You will acknowledge these policies with your signature at the end of this document.

COURSE MATERIALS

- **Textbook:** Hallett, Martin & Barbara Karasek. *Folk and Fairy Tales*. Fifth Edition. Peterborough: Broadview Press, 2018.
- **Available through CANVAS:** Course package: additional handouts, articles, links, and materials provided by instructor or as download from our Canvas site.

COURSE DESCRIPTION IN BULLETIN: This course introduces the genre of the fairy tale, a particularly enduring oral and literary form that expresses human longing for a better life in a hostile and unjust world and our quest for greater understanding of our inner lives. The goal of the course is to introduce you to the world of the Grimm's fairy tales, their historical background, and their cultural significance and influence in Germany, the U.S. and throughout the world. Prerequisite: None.

COMMENT: The fairy tale's origins lie in tales told centuries--even millennia ago, but whose later popularity can be credited in large part to the efforts of several nineteenth-century German scholars. Our focus will be on the *Märchen* ("little tales"—"fairy tales" in English) collected and edited by the Grimm Brothers as well as later and more modern adaptations of their fairy tales. In keeping with the scope of liberal arts education, we will examine fairy tales from a cultural-historical perspective as well as consider why the genre is still so internationally popular in our own time.

COURSE OBJECTIVES:

- The goal of the course is to introduce you to the world of the Grimm's fairy tales, their historical background, and their role in Germany, the U.S. and throughout the world. You will read, hear, discuss, and write about ten well known and less well-known fairy tales and adaptations of them, which may be familiar to you.
- Throughout this course, you will expand your communicative abilities not only by listening to lectures, watching film clips, fairy tales, reading critical articles on fairy tales, but also by engaging in discussions, presenting selected topics in front of your classmates, and by short writing assignments and one longer research paper.

COURSE ORGANIZATION

Our course will be organized on Canvas. On the course homepage, you'll see the most recent announcements at the top as well as daily assignments. Some of our course materials will be found in Modules on Canvas. On our Canvas site, you will also find a detailed schedule for the semester, including due dates, readings, materials to be submitted, and any evaluations (e.g. quizzes).

LIBERAL ARTS EDUCATION

Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings. ([AAC&U](http://www.aacu.org/leap/what-is-a-liberal-education), <http://www.aacu.org/leap/what-is-a-liberal-education>)

The philosophy of the Global Languages and Cultures Department at UW Oshkosh is in full congruence with the College of Letters and Science's mission to enhance the skills of communication and critical thinking. These programs contribute to the intellectual, social and emotional growth of our students, so they will attain fulfillment as individuals and as members of society. Our programs also help students meet the challenges of today's world and to become prepared to meet future challenges. By gaining insight into another culture, students gain insight into their own culture(s). For our students, who will live their lives in a world of increasing global interdependence, this insight can be critical to their personal and professional fulfillment. By introducing students to the original Grimms' fairy tales in translation and to their adaptations in successive eras and cultures in a variety of media, this course helps students to become tolerant, open-minded citizens and sensitive, knowledgeable people, who understand cultural diversity and the perspectives of others, and can adapt to change as a member of a globally aware society.

Program Learning Outcomes

- Students in this course will be able to describe the value of a Liberal Education.
- Students will become familiar with the expectations of a college-level education, the UW Oshkosh Essential Learning Outcomes, and the University Studies Program.
- Students will begin their acculturation to life at this university, developing familiarity with the academic resources and community engagement opportunities at UW Oshkosh.
- Students will engage in learning communities to enhance their connections to the class, the university, and one another.
- Students will participate in campus and community life through co-curricular activities.

USP & THE SIGNATURE QUESTIONS

The University Studies Program (USP) is your gateway to a 21st-century college education at the University of Wisconsin Oshkosh. This Quest I course is the first in a series of courses you will take to introduce you to the campus and all it has to offer, the vibrant Oshkosh community, and the challenges and opportunities of academic life as you pursue a liberal education. In these courses, you'll have the opportunity to be exposed to three "Signature Questions" that are central to a UW Oshkosh education:

- How do people understand and engage in community life?
- How do people understand and create a more sustainable world?
- How do people understand and bridge cultural differences?

The Quest classes are designed to provide a solid foundation for the rest of your education here, no matter which major you choose. Your USP courses will also provide the opportunity for you to Explore and Connect as you begin your college education. For further information about the unique general education program at UW Oshkosh, visit the [University Studies Program website](#).

THE QUEST SEQUENCE

All new students at UW Oshkosh take a Quest I course during their first term. Rather than thinking of this as a burdensome requirement, I invite you to consider it an opportunity to build a learning community and to reflect on the exciting, sometimes dizzying experience of starting your college career. In addition to doing a good deal of reading and writing this semester, we will also spend time getting to know UW Oshkosh by attending campus activities, visiting locations on campus, getting acquainted with the many resources here, and learning about the USP, which will form the core of your college education.

After completing this Quest I course along with your paired writing or speech communication course, you will move on to your next Quest—Quest II. These courses integrate knowledge, skills, and responsibility into student learning through the incorporation of disciplinary content, a signature question, and ethical reasoning. You will be engaged in the process of ethical reasoning by identifying situations with a significant ethical component and determining your own course of action. In your second year, your Quest experience ends with a Quest III course, where you will extend your classroom into a community setting, working with a local non-profit, community group, or campus partner. This experience allows you to apply your classroom learning to a real world, practical experience, and then return to the classroom with a higher proficiency.

LEARNING COMMUNITY: To support your learning in this first-year experience, this course will be paired with a writing course or a speech course, so that you and your classmates—as well as your professors and peer mentor will form a learning community, a group you look to for guidance and support. With your learning community's help you will gradually become accustomed to college life and to this university.

INTERCULTURAL KNOWLEDGE AND COMPETENCE

Definition: Intercultural knowledge and competence is the understanding of one's own culture as well as cultures beyond one's own; the recognition of the cultural values and history, language, traditions, arts, and social institutions of a group of people; the ability to negotiate and bridge cultural differences in ways that allow for broader perspectives to emerge; and the skill to investigate a wide range of world views, beliefs, practices, and values.

Our Signature Question: How do people understand and bridge cultural differences?

Many of the fairy tales we will read this semester may be somewhat familiar to you, since they have become part of our popular culture. Because you will read them in their original form (albeit in English), they and your earliest memories of them will begin to appear in a new light this course and thus will also provoke thoughts about your own culture—its assumptions and expectations. As we read and enjoy adaptations of several fairy tales, you will begin to see and appreciate that other cultures have similar and different interests, assumptions and expectations.

Jakob and Wilhelm Grimm were men of the nineteenth century. Their work as collectors of fairy tales and other older stories and myths reflects both their scholarly interests and the culture within which they lived. Nonetheless, their edition of central European fairy tales enjoyed great success in Europe in their own time, but soon became popular all over the world in places as far away culturally as Japan, for example. Thus, we can say that fairy tales most certainly “negotiate and bridge cultural differences.” In this course, we will examine the essence of several well known and less well known fairy tales through close reading in order to discover the main features of the classical fairy tale genre. We will also consider adaptations of several fairy tales by writers and artists in other countries such as the U.S., the former East Germany, France, and Japan to understand what it is about the fairy tale in general and about specific fairy tales that has invited and continues to invite adaptation. We will see that adaptations often reveal cultural perspectives, beliefs, practices, and values even as they exhibit the features of the classical fairy tale.

UW OSHKOSH GLOBAL CITIZENSHIP REQUIREMENT

Definition: Global Citizenship is the knowledge of nations, cultures, or societies beyond the U.S.; the recognition of how interaction, interdependence, and inequity among diverse geographical, social, political, or economic systems have shaped historical and contemporary global challenges and opportunities; and the skills to engage with the responsibilities of informed citizenship in a complex, interdependent, and changing world.

Course Criteria: Global Citizenship courses must provide students with substantial learning opportunities to: 1) examine nations, cultures, and societies beyond the U.S. historically or in the present; 2) appreciate diverse human ideas and traditions; and 3) understand forms of and sources of interaction, interdependence and inequity at the local and global levels.

In this course specifically, you will examine the German fairy tale tradition, learn about the genre's historical development, its current global role, as well as how the fairy tales recorded by the Brothers Grimm continue to take new forms in current culture. You will compare cultural differences and draw conclusions as to the global interactions and consequences—often expressing varieties of inequity--engendered by this popular German genre.

EARLY ALERT

After the third week of class, you will receive a grade for your overall progress in this course and each of the courses you are taking in your first semester. This process is called "Early Alert." You will receive this information in an email during the 5th week of classes. Early Alert is designed to help you evaluate your study skills and your class attendance so that you know if you are on the right track. If you need to make some changes, there are resources available to support your academic success. These Early Alert grades are not permanent and will not appear on your transcript.

In this class, we will have quizzes and graded assignments, so you will see if you are doing what you need to do to be successful in college. Your grades will be posted to the gradebook in CANVAS and you will be able to check them at any time.

ACADEMIC ADVISOR VISIT: An adviser from the Undergraduate Advising Resource Center (SSC 101) will visit our class once this semester.

YOUR PEER MENTOR: One of your best resources on this campus is your peers, especially those who have "been there, done that." In this class, we are fortunate to have someone who is specially trained and willing to help you become familiar with academic life at UW Oshkosh. Our peer mentor will attend campus events with the class, answer your questions about the campus, and refer you to various resources. You should not hesitate to get to know our mentor as (s)he is an important part of the Quest I experience.

OFFICE HOUR VISIT: You will visit my office at least once either as an individual or part of a small group before the midpoint of the semester. This is just to chat and see how you are doing in the course. No pressure.

COMMUNITY EVENTS

Students will attend at least two (2) community events (mandatory, attendance taken).

Events offered by the UW Oshkosh German Program in previous semesters included lectures, discussions, film screenings, exhibitions related to the 20th and 25th anniversaries of the fall of the Berlin Wall, the 25th anniversary of Germany's Unification, the 500th anniversary of Luther's posting of his 95 Theses which started the Protestant movement, the centennial of World War I, film screenings of German-language films, talks on the Amish in Wisconsin, on German artists, politicians, and writers, and lectures on issues of the European Union, the European refugee crisis, etc.

Topics, dates and places for Fall 2019 events will be announced, distributed, posted, and updated on Canvas.



Illustration from “Hansel and Gretel.” Silhouette animation created and directed by Lotte Reiniger, UK: Primrose Productions, 1955. Running time: 10 minutes.

CAMPUS RESOURCES

In the University Studies Program, we want you to be successful. Please visit this [resource page](#) (or the CANVAS course page) to read about all the campus services available to support your success. This is a list of available resources. Please make use of these as appropriate or needed.

Academic and other on-campus resources:

- [Center for Academic Resources](#)
- [Developmental Math Lab](#)
- [Math Tutor Lab](#)
- [Multicultural Retention Program](#)
- [Project Success](#)
- [Reading and Study Skills Center](#)
- [Writing Center](#)
- [Polk Library](#)
- [Undergraduate Academic Resource Center](#)
- [Career Services](#)
- [Counseling Center](#)
- [Dean of Students](#)
- [Financial Aid](#)
- [Health Advocate](#)
- [Health Center](#)
- [LGBTQ Resource Center](#)
- [Multicultural Education Center](#)
- [Office of International Education](#)
- [Student Leadership and Involvement Center](#)
- [Student Recreation and Wellness Center](#)
- [Student Support Services](#)
- [Student Technology Center](#)
- [Veterans Resource Center](#)
- [Women's Center](#)

Here is a selection of available resources you should be aware of:

- **Center for Academic Resources:** The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most undergraduate classes on campus. CAR is in the Student Success Center, Suite 102. Check the Tutor List page on [CAR's website](#) (www.uwosh.edu/car) for a list of tutors. If your course is not listed, click on a link to request one, stop by SSC 102 or call 424-2290. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet.

- **Writing Center:** The Writing Center helps students of all ability levels improve their writing. Trained peer consultants help writers understand an assignment, envision possibilities for a draft and improve their writing process. They even help writers learn to identify their own proofreading errors. Students can make a free appointment or stop by to see whether a consultant is available. For more information, view their [website](http://www.uwosh.edu/wcenter) (http://www.uwosh.edu/wcenter), call 424-1152, email wcenter@uwosh.edu, or visit them in Suite 102 of the Student Success Center.
- **Reading Study Center:** The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note-taking, test preparation, and test-taking. For more information, email readingstudy@uwosh.edu, view the [website](http://www.uwosh.edu/readingstudycenter) (http://www.uwosh.edu/readingstudycenter), visit them in Nursing Ed Room 201, or call 424-1031.
- **Polk Library/Information Literacy*:** Polk Library offers many professional librarians who can help you find library resources for your research. Specifically, Ted Mulvey, the Information Literacy Librarian, is available to assist you as you access, evaluate, and use information in University Studies Program classes. Phone: 424-7329; email: mulveyt@uwosh.edu. You may also set up a research advisory session with a librarian at: rap@uwosh.edu. (Description written by Ted Mulvey)

FL 126 COURSE LEARNING OUTCOMES

1. Students will discuss the differences and similarities between their own culture's understanding and adaptation of the fairy tales of the Brothers Grimm and the genre as it was shaped by the nineteenth-century German cultural matrix within which they lived and worked.
2. Students will acquire knowledge of and appreciation for diverse beliefs, ideas, traditions, as they learn about the global reach of Grimm's fairy tales.
3. Students will gain an appreciation for an important part of German culture.
4. Students will gain competency or familiarity with different forms of intercultural communication as they familiarize themselves with the many ways the fairy tales of the Brothers Grimm have been adapted worldwide.
5. Students will acquire the confidence to critique adaptations of the fairy tales of the Brothers Grimm based on a thorough knowledge of a selection of original fairy tales and gain an interest in how cultures preserve their cultural heritage(s), yet also adapt traditional motifs and forms to meet the needs of the present, recognizing that the study of the humanities reveals how world cultures influence and interact with one another on numerous levels throughout time.
6. Students will recognize the connections, past and present, between personal experiences, and the experiences of enduring characters with timeless human dilemmas as they familiarize themselves with the fairy tales of the Brothers Grimm in both a German and a global context and contrast it to their own experiences in U.S. society.
7. Students will critically, creatively, independently and / or collaboratively engage with global challenges, connections, and opportunities for greater understanding as they discuss the role of the quintessentially German genre of the classical fairy tale, crafted by the Brothers Grimm, in today's U.S. entertainment culture as well as the genre's international reach.

COURSE REQUIREMENTS AND GRADING:

15%: Class Discussion

30%: Assignments & Short Quizzes

15%: Midterm-Exam

20%: Final Exam

20%: Research Paper & Presentation



A	92.6-100%	B-	82.5-79.6%	D+	69.5-67.6%
A-	92.5-89.6%	C+	79.5-77.6%	D	67.5-62.6%
B+	89.5-87.6%	C	77.5-72.6%	D-	62.5-59.6%
B	87.5-82.6%	C-	72.5-69.6%	F	59.5% and below

Assignments and participation:

Active participation in class means you are required to complete daily assignments with care and on time. Worksheets that accompany assignments are to be turned in on time. Missing class does not excuse you from preparing assignments for the following class. All assignments are posted on Canvas and you are expected to complete them for the day for which they are assigned. More than simply the timely completion of assignments, class participation includes active class discussion in small groups, with a partner, or within our classroom setting. Your discussion arguments should be backed up with facts. I encourage you to critically voice your opinion on any of the topics discussed in class.

Reading and video worksheets:

For most reading assignments and viewing assignments, you will be asked to complete worksheets to accompany the assignment. These worksheets are designed not only to help you digest the reading material, but also to encourage you to think critically about the fairy tales we're studying. The worksheets will be posted on Canvas by assignment (content or topic) and due date. Please print out the worksheet for an assignment and bring it completed to the following session on the assigned date.

Research Paper & Presentation:

By the end of the course, you will have become very familiar with the genre of the classical fairy tale through your study and work with those by the Brothers Grimm. With a partner, you will read and research one fairy tale not by the Brothers Grimm (by Hans Christian Andersen, Charles Perrault, etc.), its background, and one or more adaptations of it. You will write a paper on that topic and present your research at the end of the course. Details such as formal requirements and due dates will be posted on Canvas.

Quizzes & Exams:

There will short quizzes, a midterm, and a final exam.

ATTENDANCE POLICY

Attendance in class is considered part of your participation grade. If you miss class, it is your responsibility to obtain special assignments by either contacting a fellow student, or by checking the Canvas course website (assignments will be posted daily). If you have **more than 3 (excused or unexcused) absences** (the equivalent of one week of class), your final participation grade for the semester will **automatically drop one letter grade**. If you miss **more than 3 classes (excused or unexcused)**, the equivalent of three weeks of classes, your **final** participation grade will be "F".

NO MAKE-UP EXAMS OR PRESENTATIONS WILL BE ALLOWED UNLESS THE INSTRUCTOR IS NOTIFIED OF ABSENCES BEFORE THE TEST OR PRESENTATION BEGINS.

COURSE GUIDELINES & OTHER POLICIES

- You are expected to **participate** actively in all course activities. This includes, but isn't limited to, preparing the weekly readings, assignment worksheets, and other written assignments on the due date. Please note, no late work will be accepted. Manage your time wisely and plan ahead if you expect to be busy during the semester.
- There is **no extra credit** for this course. You earn your grade through the work you do.
- **Turn off your cell phone** before class. If your phone rings during class, or if you are seen texting, e-mailing, or web-surfing in class, you will receive an automatic F for the day's participation. If this happens three times during the semester, your final participation grade is

an automatic F.

- **Leaving class early** without informing the teacher beforehand will count as an absence for the entire class.
- **Abusive or threatening language and behavior** toward fellow students or the instructor will result in your removal from the course.

Academic Misconduct Policy: Academic honesty is essential to a good learning environment. Cheating and plagiarism will result in an automatic F for the assignment and further action at the discretion of the instructor. This includes:

- plagiarism (turning in work of another person and not giving them credit),
- stealing an exam or course materials,
- copying another student's homework, paper, exam
- cheating on an exam (copying from another student, turning in an exam for re-grading after making changes, working on an exam after the designated time allowance)
- falsifying academic documents

Please refer to: <http://www.uwosh.edu/deanofstudents/university-policies-procedures/academic-misconduct>). Be especially careful when writing. Make sure to give sources when quoting ideas/statements that are not your own.

Statement of Reasonable Accommodation: If you have any **special needs** or individual concerns, such as disabilities, required accommodations, or Project Success status, it is essential that you let me know at the beginning of the semester so that we can plan accordingly.

Mandatory Disclosure Statement: "Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990: <https://uwosh.edu/financialaid/consumer-information/>."

NOTE: If I email you, I will be using your uwosh.edu email address. Please check your uwosh email regularly. Most announcements however will be posted on the CANVAS site under announcements.

Remember to consult the UW Oshkosh Weather Hotline at 424-0000 for current information about class cancellations in the event of a weather emergency.

One final note: If any substantive changes are made in the course syllabus, such as changes in schedule or assignments, notification will be provided in a timely manner and a revised syllabus made available. The grading criteria, as published here, will be adhered to throughout the term.

Mandatory Reporting: UW Oshkosh is committed to providing the safest campus possible for our students, faculty and staff. Students experiencing any form of prohibited discrimination or harassment, including but not limited to sex or gender based violence, can report it by contacting Equal Opportunity, Equity & Affirmative Action/Title IX office (920-424-1166), or Dean of Students office (920-424-3100). If you choose to contact one of these offices, your information will be private but may not remain confidential. You may also call the [Campus Survivor Advocate](https://uwosh.edu/campus-survivor-advocate/) (920-424-2024) for confidential help and resources. You can also find more information on policies and resources at <https://uwosh.edu/titleix/> and <https://uwosh.edu/hr/policies-procedures/> and <https://uwosh.edu/equity/>.

Please note that I am a responsible employee for UW Oshkosh and therefore have an obligation to report incidents of sexual violence and misconduct that are brought to my attention to the Title IX Coordinator. For more information about my reporting requirements visit <https://uwosh.edu/titleix/employee-responsibilities/>. Under [Executive Order 54](#), I am a mandatory reporter and also have an obligation to report child abuse/neglect.

SEMESTER SCHEDULE (tentative & subject to change as needed, for most recent updates, check CANVAS announcement page after each class session)

Dates for quizzes will be scheduled, announced in class and then posted on Canvas under assignments.)

Week	Topic	Learning Outcomes (see below)	Readings/Assignments	Assessment (for assignments, see Canvas "Announcements")
1	Introduction to Course			
1 & 2	Overview: The Brothers Grimm: Their Life and Work	1 & 3	CANVAS articles/links posted for week 2	Assignments for week 2
3	Overview: The Brothers Grimm & the Classical Fairy Tale	1, 2, 3, 4, 5, 6	CANVAS articles/links posted for week 3 Hallett & Karasek, "Introduction" pp. 15-	Assignments for week 3
4	"Hansel and Gretel"	1, 2, 3, 4, 5, 6, 7	CANVAS articles/links posted for week 4 Hallett & Karasek, Ch.	Early Alert! Assignments for week 4
5	"Little Red Riding Hood"	1, 2, 3, 4, 5, 6	CANVAS articles/links posted for week 5 Hallett & Karasek, Ch.	Assignment for week 5
6	"Snow White"	1, 2, 3, 4, 5, 6	CANVAS articles/links posted for week 6 Hallett & Karasek, Ch.	Assignments for week 6
7	"Rapunzel"	1, 2, 3, 4, 5, 6	CANVAS articles/links posted for week 7 Hallett & Karasek, Ch. 4.	Assignments for week 7 Tentative: Mid-Term Exam
8	"Brier Rose"	1, 2, 3, 4, 5, 6	CANVAS articles/links posted for week 8 Hallett & Karasek, Ch.	Assignments for week 8
9	"Cinderella"	1, 2, 3, 4, 5, 6	CANVAS articles/links posted for week 9 Hallett & Karasek, Ch.	Assignments for week 9
10	"The Frog Prince"	1, 2, 3, 4, 5, 6, 7	CANVAS articles/links posted for week 10 Hallett & Karasek, Ch.	Assignments for Week 10
11	"Rumpelstilzchen"	1, 2, 3, 4, 5, 6	CANVAS articles/links posted for week 11 Hallett & Karasek, Ch.	Assignments for week 11
12	"The Girl Without Hands"	1, 2, 3, 4, 5, 6, 7	CANVAS articles/links posted for week 12	Assignments for week 12

13	"The Blue Light"	1, 2, 3, 4, 5, 6	CANVAS articles/links posted for week 13 Hallett & Karasek, Ch.	Assignment for week 13 Tentatively:
14	Summary & Lessons learned	1, 2, 4, 5, 6, 7		Student Presentations Research Paper

Foreign Language 126 (39-126)
Fairy Tales of the Brothers Grimm: Then and Now
Learning Outcomes (also on p. 6)

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PLEASE SIGN AND TURN IN ON THE FIRST FRIDAY OF THE SEMESTER!!!

I, _____ (please print your name)

hereby confirm that I have read the syllabus for FL 126 (Fall 2020) and that I understand the rules, policies and criteria as outlined.

Date:

Signature:

Name:

Email & campus or local phone:

Major or Minor:

Previous German training or background (Please specify years of study, education in high school or college/ parents' or grandparents' German language skills etc.):

Why are you taking this course, and what do you expect? Name three things you hope to learn in this course.

1.

2.

3.

Name two things you think may be particularly challenging or difficult.

1.

2.

On the back of this page, write down one thing you think I should know about you.



