

ENGLISH 2150:008, 009 LITERATURE IN 20TH- AND 21ST-CENTURY CONTEXTS

The Fairy Tale in Modern and Contemporary Fiction

Clemson University

Spring 2016

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Office Information: 511 Strode Tower, T/Th 10:45-12:15, and by appointment

Course Information: T/Th 8:00-9:15 (section 008) and T/Th 9:30-10:45 (section 009), Daniel Hall 407

DESCRIPTION

From their rise in the 18th century, novels have tended to follow one of two diverging roads—one of narrative realism, the other of imaginative fantasy—between which writers of fiction in the 20th and 21st centuries have built numerous meandering paths, offering a range of new generic modes. Often such narratives use traditional folk and fairy tales both as sources of inspiration and as a means of accessing, departing from, and improvising upon the past. Through deep engagement with a few select texts and with a special emphasis on critical thinking, this course will explore a range of uses of the fairy tale in modern and contemporary fiction, viewing them through a variety of critical lenses.

COMPETENCIES AND OUTCOMES

Your work in this course will enhance your competency in the subject areas of arts and humanities and critical thinking. By the end of the course, you will demonstrate knowledge of a range of contemporary literary novel forms and their treatment of folk and fairy tales; you will identify and articulate effective interpretive questions; you will develop multiple solutions to literary problems; and you will argue a complex claim effectively and eloquently, by recognizing flaws in logic and thinking, assessing and sorting relevant information to use as evidence, and analyzing in close, engaged readings of the course texts.

REQUIREMENTS

CRITICAL THINKING ASSIGNMENTS, 20%. This class is participating in Clemson's "CT²" campus-wide Quality Enhancement Plan to target undergraduate critical thinking, an invaluable skill for you to develop during your college career. As a part of this focus, you will complete a series of worksheets targeting critical thinking skills. These worksheets will facilitate your thinking about critical thinking and will guide you in using your critical thinking skills to develop a formal essay for the class. You will also complete two versions of the California Critical Thinking Skills Test (CCTST) and submit your formal essay to the CT² assessors as an artifact of your progress in critical thinking at the end of the semester.

FORMAL ESSAY, 20%. Your critical thinking work will lead you to develop one formal essay that makes an effective literary argument by employing the building blocks of argumentation: claims, evidence, and analysis. This assignment is outlined in the document titled "Formal Essay Assignment" on our Blackboard course page.

EXAMINATIONS: QUIZZES, 20% & FINAL EXAM, 20%. We will begin almost every class with a short quiz. Unless you are otherwise notified, all quizzes are closed-book and will include the following: 1) a factual question about an aspect of the day's reading or a passage identification (worth up to 3 points), 2) a short interpretive question about the reading (worth up to 5 points), and 3) space for you to provide an interpretive question of your own about the day's reading assignment that you have prepared in advance (worth up to 2 points). Quizzes will begin precisely at the start of class, so it is imperative that you arrive to class on time. I will drop your three lowest quiz scores at the end of the semester, but **there will be no make-up quizzes offered, regardless of excused or unexcused absence.** (Please make separate arrangements with me in advance if this policy conflicts with Title IX, such as instances of pregnancy.)

The cumulative final exam will test your mastery of the texts, terminology, and concepts we cover throughout the course. It will ask you to identify points of major significance in particular passages, articulate what's at issue, and then to make a case for an interpretive solution. It will also ask you draw sophisticated comparisons between texts. Much of the material for the final exam will be drawn directly from the interpretive complexities we explore in our class discussions. **The best way to prepare for these exams, therefore, is to come regularly to class, actively participate in discussion, and take careful notes along the way in your notebook and in the margins of your texts.**

PARTICIPATION, 20%. Group discussion will be the primary mode in which we will engage with the course texts and the larger issues they raise. A significant portion of your grade, therefore, will be determined by your sophisticated and meaningful participation in these discussions. Be prepared with interpretive questions to share and ideas about how to answer them the moment you arrive in class. Students who receive an A in participation will volunteer significant positive contributions to discussion every day. Students who receive a C in participation will at least offer a thoughtful response when called upon. Habitually failing to offer a response when called upon will earn a participation grade lower than a C.

GRADE SCALE: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59; final averages within 0.5 of the next highest grade *may* be rounded up for students who have demonstrated sufficient merit.

TEXTS

Our required textbooks for the class are listed below. Please purchase only these editions of the texts:

The Metamorphosis by Franz Kafka (Dover, 978-0486290300)

To the Lighthouse by Virginia Woolf (Harcourt Brace, 978-0156907392)

The Tiger's Wife by Téa Obreht (Random House, 978-0385343848)

The Icarus Girl by Helen Oyeyemi (Anchor, 978-1400078752)

Two Years, Eight Months, and Twenty-Eight Nights by Salman Rushdie (Random House, 978-0812998917)

Other readings are posted on our course website. **Please print these** and bring them to class so that you may annotate them in preparation for the final exam. **For reasons we will discuss in class, laptops and other electronic readers will not be permitted in the classroom unless otherwise specified.**

POLICIES

ON READING. On the following page of this syllabus is a schedule of reading assignments for the semester. The schedule is subject to change. Please complete each assignment by the date on which it is listed. Read deeply and carefully, annotating your texts with questions and comments, marking words and passages that strike you. Remember to compose, record, and bring to class your interpretive questions for the quiz.

ON DEADLINES. You may excuse one late assignment with your Late Assignment Coupon (available on our course website) for up to one week. **All other assignments, regardless of excused or unexcused absence, must be turned in in class on or before the day they are due in order to receive full credit and will lose one letter grade per class day that they are late.** If I consent to accept an assignment by email rather than in class, the assignment must be pasted into the body of the email as well as sent by attachment. Please do not assume I have received your email unless I've confirmed its receipt.

ON ATTENDANCE. If you miss class, you will not be permitted to make up the quiz for the day, regardless of the reason for the absence, nor will you earn points for participation. I will drop your three lowest quiz scores at the end of the semester so that you may miss class three times without penalty to your quiz average. In some instances, you may arrange to take the quiz in advance of a planned absence, but you must contact me one week before the absence to arrange for this contingency.

You are responsible for keeping up with what has happened in class—including analyses of texts, information for the final exam, and any changes to assignments—even when you miss class. You should therefore arrange with a classmate to receive notes on what you've missed well in advance of the following class period. Please do not ask me to summarize what you've missed. As this policy applies to all absences, you do not need to provide me with any form of note or excuse when you miss class. If you are absent, I will assume that it is with good reason and that you are aware of the consequences.

Students are expected to wait fifteen minutes if the instructor is late for class.

ON DISCRIMINATION AND SEXUAL HARASSMENT. Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/anti-harassment-policy.html>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He is also the director of Access and Equity. His office is located at 111 Holtzendorf Hall, 864.656.3181 (voice) or 864.565.8099 (TDD).

ON ACADEMIC INTEGRITY. There is no research component to the written work for this class; it is designed to be solely a forum for your own close readings and ideas. Please do not use sources other than the texts or films about which you are writing without consulting me first. If you are having trouble in your writing, please see me during my office hours or visit the Writing Center. You can find information about the Writing Center website at: <http://www.clemson.edu/centers-institutes/writing/>.

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge. If you have any questions whatsoever about what constitutes plagiarism, see me before you turn in final drafts of your work. Students are not allowed to submit work from other classes for credit in this course. **The minimum penalty for plagiarism in this course will be failure of the assignment; it may result in a failing grade for the course or even expulsion from the university.**

ON SPECIAL NEEDS. It is university policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students with disabilities who need accommodations should make an appointment with Dr. Arlene Stewart, Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in Suite 239 Academic Success Building (864.656.6848; sds-l@clmson.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

ON GRADES. If you are aiming for a specific grade in this class, the beginning of the semester is the proper time to strategize about ways to meet your goal. Track your progress carefully and meet with me in office hours at the first sign of trouble. I'll do my best to help. Although meeting with me early does not guarantee that you will receive the grade you wish, waiting to address problems until late in the semester will almost certainly make your situation impossible to turn around.

	TUESDAY:	THURSDAY:
1	NOTE: titles with page numbers can be found in our course textbooks; titles without page numbers are available for download on Blackboard.	THURSDAY, JANUARY 7 Course Introduction; Grimm, “The Juniper Tree,” 190-192
2	TUESDAY, JANUARY 12 Grimm, “The Juniper Tree,” 193-197; Kafka, “The Metamorphosis,” 11-52	THURSDAY, JANUARY 14 Nicolas Carr, “The Juggler’s Brain”; Critical Thinking Workshop and Test—bring laptop
3	TUESDAY, JANUARY 19 Grimm, “The Fisherman and his Wife”; Woolf, <i>To the Lighthouse</i> , 3-15	THURSDAY, JANUARY 21 Woolf, <i>To the Lighthouse</i> , 15-65
4	TUESDAY, JANUARY 26 Woolf, <i>To the Lighthouse</i> , 65-124	THURSDAY, JANUARY 28 Woolf, <i>To the Lighthouse</i> , 125-143
5	TUESDAY, FEBRUARY 2 Woolf, <i>To the Lighthouse</i> , 145-209	THURSDAY, FEBRUARY 4 Critical Thinking and Writing Workshop
6	TUESDAY, FEBRUARY 9 de Beaumont, “Beauty and the Beast”; Obrecht, <i>The Tiger’s Wife</i> , 3-6	THURSDAY FEBRUARY 11 Obrecht, <i>The Tiger’s Wife</i> , 7-92
7	TUESDAY, FEBRUARY 16 Obrecht, <i>The Tiger’s Wife</i> , 93-189	THURSDAY FEBRUARY 18 Obrecht, <i>The Tiger’s Wife</i> , 190-274
8	TUESDAY, FEBRUARY 23 Obrecht, <i>The Tiger’s Wife</i> , 275-338; selected poems by Charles Simić	THURSDAY FEBRUARY 25 Critical Thinking and Writing Workshop
9	TUESDAY, MARCH 1 Perrault, “The Beauty in the Sleeping Wood”; Oyeyemi, <i>The Icarus Girl</i> , 3-12	THURSDAY, MARCH 3 Oyeyemi, <i>The Icarus Girl</i> , 13-106
10	TUESDAY, MARCH 8 Oyeyemi, <i>The Icarus Girl</i> , 107-220	THURSDAY, MARCH 10 Oyeyemi, <i>The Icarus Girl</i> , 221-306
SPRING BREAK, MARCH 14-18		
11	TUESDAY, MARCH 22 Oyeyemi, <i>The Icarus Girl</i> , 309-335	THURSDAY, MARCH 24 Critical Thinking and Writing Workshop
12	TUESDAY, MARCH 29 from <i>Alf Layla Wa Layla (The Thousand and One Nights)</i> ; Rushdie; <i>Two Years, Eight Months, and Twenty-Eight Nights</i> , preliminary epigraphs-5	THURSDAY, MARCH 31 Rushdie; <i>Two Years</i> , 5-61
13	TUESDAY, APRIL 5 Rushdie; <i>Two Years</i> , 65-117	THURSDAY, APRIL 7 Rushdie; <i>Two Years</i> , 121-178
14	TUESDAY, APRIL 12 Rushdie; <i>Two Years</i> , 181-234	THURSDAY, APRIL 14 CT ² Wrap-up—bring laptop
15	TUESDAY, APRIL 19 Rushdie; <i>Two Years</i> , 234-278	THURSDAY, APRIL 21 Rushdie; <i>Two Years</i> , 281-286; Course Review
FINAL EXAMS: Wednesday, April 27, 8am-9:30am (009) and Friday, April 29, 7pm-9:30pm (section 008)		