

A - New Course Proposal V. 7.2022 : Entry # 3402
DEAN Decision Approved
Date 01/07/2025
Is this course intracollegiate or intercollegiate? Intracollegiate
SCHOOL EPC Decision Approved
Date 03/14/2025
SCHOOL EPC Comments Revisions were requested to the learning outcomes and the repeat option for this course, both were revised before proposal was submitted to GEC.
GEC Decision Approved
Date 05/02/2025
APIRC Decision Approved
Date 05/09/2025
Begin Form
Today's Date 01/02/2025
Your Name: Laura Alexander
Your Email: laalexander@highpoint.edu
Are you a Department Chair?

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No

Department Chair Name

Bryan Vescio

Email address of your Department Chair

bvescio@highpoint.edu

By checking below, I certify that my department chair has seen and approved the new course that I am proposing.

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

When should this proposal take effect?

Fall 2025

Information for the Registrar**Choose the department designator from the list below.**

DIS

Proposed Course Number?

1000

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Fairy Tales

Write the catalog description of your proposed course:

In this DIS section, we will read several influential writers of fairy tales, including, among others, Giovan Francesco Straparola, Marie-Catherine d'Aulnoy, Henriette Julie de Murat, Jacob and Wilhelm Grimm, Hans Christian Anderson, Charles Perrault, and Oscar Wilde. Along with reading and interpreting the tales, we'll look at the oral traditions and cultures that helped to form the genre, consider why different versions of the tales emerged, and investigate why some tales do not end as happily as others do. Over the semester, we'll cover a range of topics from clever thieves to bloodthirsty husbands and question the notion of a "moral to the story." Students will encounter familiar fairy tales still prevalent in popular culture and children's books, like "Hansel and Gretel," along with tales less often retold. We'll think about why some fairy tales persist over time, while others do not, and we'll look at modern adaptations as we consider the role fairy tales play in shaping our cultural imagination. We will think about some of the values communicated in the stories written for the course and compare them to what we've seen in earlier writers and stories.

A - New Course Proposal V. 7.2022 : Entry # 3402**How many credit hours will this course be?**

4

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Fall semester

Does your course have any prerequisites?

No

Is this new course being proposed because of a new or revised major or minor proposal?

no

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

Intellectual Discovery [DIS]

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

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A DIS section on Fairy Tales would give greater variety for new students coming to HPU. I think it would have a wide appeal to first year students and help them in the transition to college.

List all student learning outcomes for this course.

Learning Outcomes

1. Teamwork: Demonstrate the ability to operate in a constructive team environment.
2. Integrative Learning: Synthesize concepts, theories, or frameworks of fields of study and apply them to situations or problems.

List any units or content areas that will be required for all sections of this course.

Syllabus below:

DIS-1000-xx: DIS: Fairy Tales
Undergraduate
High Point Campus

M/W/F 9:35 AM - 10:25 AM
8/21/2025 - 12/15/2025
Phillips 216

Professor Contact:
Dr. Laura Alexander
Email: lalexander@highpoint.edu
Phone: 336-841-9560
Office Hours: 8:15-9:15 am MWF, by appointment

Section Description

In this DIS section, we will read several influential writers of fairy tales, including, among others, Giovan Francesco Straparola, Marie-Catherine d'Aulnoy, Henriette Julie de Murat, Jacob and Wilhelm Grimm, Hans Christian Anderson, Charles Perrault, and Oscar Wilde. Along with reading and interpreting the tales, we'll look at the oral traditions and cultures that helped to form the genre, consider why different versions of the tales emerged, and investigate why some tales do not end as happily as others do. Over the semester, we'll cover a range of topics from clever thieves to bloodthirsty husbands and question the notion of a "moral to the story." Students will encounter familiar fairy tales still prevalent in popular culture and children's books, like "Hansel and Gretel," along with tales less often retold. We'll think about why some fairy tales persist over time, while others do not, and we'll look at modern adaptations as we consider the role fairy tales play in shaping our cultural imagination. We will think about some of the values communicated in the stories written for the course and compare them to what we've seen in earlier writers and stories. Readings and materials will be posted on the course website. Please check the website frequently for updates.

Learning Outcomes

Intra & Interpersonal Skills #2: Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.

Intra & Interpersonal Skills #4: Demonstrate emotional intelligence, a growth mindset, and resilience while addressing challenges and when facing new opportunities.

Integrative Learning #1: Connect concepts, theories, and frameworks of fields of study to life experiences, drawn from a variety of contexts (e.g., family life, creative endeavors, civic participation, work experience).

Integrative Learning #2: Adapt and apply skills, abilities, theories, or methodologies acquired in one situation or discipline to new situations or problems

Fourth Hour Requirement: Our class meets for 50 minutes, three times per week. In addition, we meet the fourth hour requirement through semester-length work on a digital project.

Attendance Policy

There is a point at which a student's absences simply prohibit him or her from being a true member of the class; i.e., from fully

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engaging in the course work. You may miss three classes without penalty. On the fourth absence, I place you on academic attendance probation in Starfish. Be advised: These absences are not "freebies." They should be used for illness and/or emergency and are automatically excused (i.e., you do not need to provide documentation). On the fifth absence, you will be involuntarily withdrawn from the course. If you participate in a sport or other university approved event, please have your documentation ready, and notify me ahead of time. Remind me throughout the semester before a game, performance, etc. Poor attendance also negatively influences the participation grade.

Punctuality: If you arrive 10 minutes late or leave 10 minutes early from class, you will be marked absent for the day.

STUDENTS WITH DISABILITIES: Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. A student's need for accommodations should be made at the beginning of a course because accommodations are not retroactive.

Grading Scale:

A 93-100%

A- 90-92

B+ 87-89

B 83-86

B-80-82

C+77-79

C73-76

C-70-72

D+67-69

D63-66

D-60-62

F59 and below

Assignments:

Participation: (Outcomes: Integrative Learning #1 and #2). 25% of grade. This includes all oral and written in-class work and group work (small and large). Excessive absences, texting/unapproved laptop use, and taking frequent "breaks" during class also negatively affect the grade.

Midterm: This exam will comprise four short essay questions on the readings and course materials. (Integrative Learning #1 and #2). 25% of grade.

Final Exam: This exam will comprise four short essay questions on the readings and course materials since the midterm. (Integrative Learning #1 and #2). 25% of grade.

Fairy Tale Digital Project: You will adapt a tale of your choice on a digital platform. Plan to present your project to the class. (Intra & Interpersonal Skills #2 and #4). 20% of grade.

Reflective Essay: For this assignment, please write a reflective essay responding to a prompt. Your final product for this assignment will be an essay of at least 500-words. (Integrative Learning #1 and #2). 5% of grade

Schedule:

Unit One, "Fairy Tale Introductions" 8/18-8/31:

Fairy Tale Introductions:

Syllabus and Course Expectations

*I have supplemented readings with instructor notes and other readings or videos.

Reading: Introduction CFT Norton; excerpts from Ernst Bloch critical essays; Vladimer Propp's "Folklore and Literature," and excerpt from Morphology of the Folktale; read also Bettelheim, "The Uses of Enchantment" attached at the bottom of this page.

Unit 2 on Little Red Riding Hood, 9/1-9/11

Little Red Riding Hood (LRRH)

Reading: Norton: LRRH Introduction and all versions of the "Little Red Riding Hood" tale type

Unit 3 on Beauty and the Beast, 9/15-9/30:

Beauty and the Beast (BB)

Reading: BB Introduction and all versions of BB

Unit 4 on Snow White, 10/1-10/9:

Snow White (SW)

Reading: Norton: SW Introduction and all versions; also read Sandra M. Gilbert and Susan Gubar, "Snow White and Her Wicked

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Stepmother," also in the Norton

10/12 Midterm Exam,

Unit 5 on Cinderella 10/15-10/26:

Cinderella (CR)

Read: Norton: Introduction and all versions of the CR tale

Unit 6 on Disney and Fairy Tales 10/27-11/2:

Please stream the documentary Mickey Mouse Monopoly from the HPU library:

<https://hpulibraries.on.worldcat.org/oclc/897765592>

Read this article online about controversial depictions in Disney by Megan Condis: "She Was a Beautiful Girl and All of the Animals Loved Her: Race, the Disney Princesses, and their Animal Friends," from the peer-reviewed journal Gender Forum.

Read Jack Zipes's article "Breaking the Disney Spell," in the Norton; read also about the recent controversy about girls' self-image and the movie Brave.

Unit 7 on Bluebeard, 11/3-11/10:

Bluebeard (BLB) Norton: BLB Introduction and all versions of the BLB tale in the Norton and the Essay by Maria Tatar, "Sex and Violence: The Hard Core of Fairy Tales" also in the Norton

Unit 8 on Tricksters in Grimm, Jacobs, and Perrault together, 11/11-11/16:

Read in Norton, Introduction and all trickster tales

Unit 9 on Hans Christian Andersen, 11/18-30

Hans Christian Andersen (HCA)

Read: Norton: HCA Introduction and all tales by Andersen

Unit 10 on Fairy Tale Reflections, Dec. 1-6

Final Projects Due, Dec. 2

Final Reflective Essay, Dec. 4

Review for Final Exam, Dec. 6

Final Exam Date (Decided by HPU calendar)

List any assignments, tests, or other assessments that will be required for all sections of this course.

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Reflective Essay: For this assignment, please write a reflective essay responding to a prompt. Your final product for this assignment will be an essay of at least 500-words. (Integrative Learning #1 and #2). 5% of grade

List any readings or other materials that will be required for all sections of this course.

Text: The Classic Fairy Tales, ed. Marie Tatar (Norton Critical Edition, 2016). 2nd Edition. ISBN-10:0393602974; ISBN-13:9780393602975

List any course policies that will be required for all sections of this course.

Fourth Hour Requirement: Our class meets for 50 minutes, three times per week. In addition, we meet the fourth hour requirement through semester-length work on a digital project.

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C-70-72

D+67-69

D63-66

D-60-62

F59 and below

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

Digital Learning Group Project will replace 1 hr. Students will meet weekly with groups, complete a log of all meetings/discussion, form a proposal on a digital adaption project, design a digital project adapting one of the tales, and presenting it to the class.

Sample Syllabus

- [DIS-Fairy-Tales-3.docx](#)