

Course Syllabus

SLAV 3301 Sections 001 & 002 The Vampire in East European and Western Culture Fall 2013

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Course Description

TTU Catalog Description: An investigation of the myth of the vampire from its inception in early East European culture to its popularization in the West. Fulfills multicultural and humanities core requirement.

Additional Description: In this course we will address how the vampire has been used in a variety of cultures as a metaphor for the things humans fear and desire. The first half of the course will address traditional Eastern European peoples, their cultures, beliefs, and their attitudes toward those who were different. The second half of the course will be dedicated to the vampire in Western culture and its change from being not just a monster to be feared but also an object of desire. Throughout the course we will discuss the role gender, sexuality, ethnicity, class, and power relations play in vampire folklore, literature and film. Students will learn how to formally analyze a folkloric and literary vampire.

Students will learn about the value of studying different cultures. Students will also learn how to apply the critical thinking skills used to analyze the significance of the vampire in folklore and literature in different environments. Through learning about different cultures and belief systems, students should come to a better understanding of their own beliefs and culture and a greater appreciation of the world at large.

Expected Learning Outcomes & Their Assessments

- Students will be able to show their knowledge of mythological creatures, particularly the vampire, from East European folklore and the social and cultural significance of these creatures.

Assessment: Classroom discussion, reading responses, and midterm

- Students will present a formal analysis of the folkloric and literary vampire.

Assessment: Classroom discussion, midterm, and reading responses

- Students will examine and interpret why the vampire is popular in Western culture.

Assessment: Classroom discussion, reading responses, and final

- Students will be exposed to a broad variety of vampires in film, literature, and television in Western and Slavic culture. They will be able to discuss the social and cultural significance of these vampires.

Assessment: Classroom discussion, quizzes, midterm, reading responses, and final.

- Humanities Core Curriculum Learning Objective: Students will be able to think critically and demonstrate an understanding of the possibility of multiple interpretations, cultural contexts, and values.

Assessment: Written portions of the midterm and final.

- Multicultural Core Curriculum Learning Objective: Students will be able to demonstrate awareness and knowledge of diverse cultures and subcultures, including but not limited to ethnicity, gender, class, political systems, religions, languages, or human geography.

Assessment: Embedded questions on the midterm and final.

Texts

Required Materials (available in local bookstores):

Paul Barber, *Vampires, Burial, and Death: Folklore and Reality*

Bram Stoker, *Dracula*, Norton Critical Edition

Alan Ryan, *The Penguin Book of Vampire Stories*

Course Requirements & Policies

Course Requirements

Regular class attendance correlates strongly with students' final grades, and, therefore, attendance is taken. I ask that no one use their cell phone in class. Computers are allowed if the student can show that s/he is using the computer to take notes. No headphones are allowed. **The best way to contact me is by email. Please include SLAV 3301 in the subject line.**

Grading Policies

A student must achieve an overall grade of 60% and take the final to pass the course. The final will be held in our regular classroom. Grading criteria are discussed below.

Attendance	5%
Reading Quizzes, Film Quizzes, and Peer Grading Reports	10%
Reflection Papers	10%
Reading Responses	15%
Midterm	30%
Final	30%

Attendance/Class Participation: Attendance is taken at every class period. I will hand out a list with names on it which you will sign. Occasionally I will request that you turn in a short written piece on topics related to the lectures. Also, you will sometimes be asked to work in groups. The latter two points will be counted as attendance. **You must write me an email to be excused for an absence. Please write SLAV 3301 in the subject heading line.**

If you are seen looking at your phone during a film viewing, you will receive 50% for that day's attendance score.

Reading quizzes, Film Quizzes, and Peer Grading Reports: There will be a quiz on each of the readings and films assigned for class. The purpose of reading quizzes is to ensure that the students read each work in order to be familiar with the content in class, with the exception of the quiz on Perkowski. No analysis of the text is required for reading quizzes. All questions will be based on facts from the text. Film quizzes are to ensure that students attend class viewings and watch films actively. Quizzes should take a prepared student no more than five minutes to complete. Each quiz is weighted equally regardless of the length of the work or works. There will be no dropped quizzes. Students will also grade two of the three reading responses using a grading rubric that will be provided. Grading reports are worth the same amount as a quiz.

Reading responses: Students are required to turn in a written response for three vampire stories from *The Penguin Book of Vampire Stories*. Students will write a brief formal analysis of the vampire in the story (using a modified Perkowski's model). Responses should be 2-3 pages double-spaced. We will conduct group discussions in class on the responses. You will have the opportunity to improve your response in class to ensure a better grade, but you must bring in a typed version of your completed response to class. Corrections and additions can be added during class discussion. Late responses will be penalized by one letter grade for every class day it is late.

Reflection papers: Students are required to write three short personal responses (250 words minimum) on 1) folklore from their own community or culture; 2) how you or your culture deal with people who are different; 3) societal anxieties in contemporary culture.

Midterm: The first midterm will cover the material presented on the folkloric vampire. It will consist of multiple choice questions and short answers. A study guide will be made available before the exam.

Final: The final will cover the material presented in the second half of the course. It will be in the same format as the midterm, but there will be more questions. A study guide will be made available before the exam.

Extra Credit: Students will be able to replace a quiz grade by attending films which will be shown in the evening in the second half of the class. Students can also watch a film or read a story approved by the instructor and write a 10-point Perkowski analysis on the work. There will be four extra credit opportunities.

Attendance

Absence Due to University Approved Trips:

Department chairpersons, directors, or others responsible for a student representing the university on officially approved trips should notify the student's instructors of the departure and return schedules in advance of the trip. The instructor so notified must not penalize the student, although the student is responsible for material missed. Students absent because of university business must be given the same

privileges as other students (e.g., if other students are given the choice of dropping one of four tests, then students with excused absences must be given the same privilege).

Effects of Absences on Grades:

Students with excused absences have the option of making up missed quizzes or having missed quizzes excused. Students who miss a reading quiz because of an unexcused absence will receive a 0 (zero) as a grade. Late reading responses will be penalized by ten percent for every class day that it is late. Missed midterms and finals will be dealt with on an individual basis.

Absence Due to Religious Observance

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Students with Disabilities

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Academic Honesty

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Tentative Assignment and Lecture Schedule

Week 1

- 8/27 Introduction to the Slavic peoples and the geographical home of the vampire
- 8/29 Introduction to Perkowski analysis: Country/Region, Name and Attributes

Week 2 Read “A Recent Vampire Death” and “Slavic Testimony” available on Blackboard.

- 9/3 Applying Perkowski analysis
- 9/5 **Quiz:** Perkowski Ten-Point Analysis and peoples of Eastern Europe
The Folkloric Vampire: Attributes, Activities, Precautions, and Cures

Week 3 **Read** pages 5-28 in Barber's *Vampires, Burial, and Death* (Introduction, "Peter Plogojowitz," "The Shoemaker of Silesia," "Visum et Repertum," and "De Tournefort's *Vrykolakas*").

- 9/10 **Quiz** on Week 3 TTU elearning tab readings
The Folkloric Vampire: Origins
Early Slavic Social organization: The Zadruga
- 9/12 **1st Personal Reflection due: Folklore from your community**
FILM: The X-Files "Bad Blood" and discussion

Week 4 **Read** pages 29-40 in Barber ("How Revenants Come into Existence" and "The Appearance of the Vampire").

- 9/17 The religious layers of Eastern Europe: Animism, Polytheism, Dualism and Christianity
9/19 Religious Layers cont. & Rites of Passage: Intro

Week 5

- 9/24 Rites of Passage: Dying, Death, and After
9/26 Rites of Passage: Marriage, Childbirth, and Monsters

Week 6 **Read** "The Family of the Vourdalak," "Three Brothers," and "The Vampire and St. Michael" available on Blackboard.

- 10/1 **Quiz:** "The Family of the Vourdalak," "Three Brothers," and "The Vampire and St. Michael"
"Folklore" versus "Fakelore"—bring copies of the stories from Blackboard to class for discussion
- 10/3 **2nd Personal Reflection due: Difference in American Society**
FILM: *Vii*
Discussion on literary representations of traditional beliefs

Week 7 **Read** pages 102-119 in Barber ("The Body After Death").

- 10/8 **Quiz:** Barber readings
Barber on Decomposition of Corpses
Midterm review
- 10/10 **MIDTERM**

Week 8 **Read** Polidori's "The Vampyre," and Ryder's "Varney the Vampyre," in *The Penguin Book of Vampire Stories*.

- 10/15 The Vampire in 19th century England (part I)
10/17 **Quiz:** "The Vampyre" and "Varney the Vampyre"
The Vampire in 19th century England (part II)
Introduction to Bram Stoker's *Dracula*

Week 9 **Read** *Dracula* chapters 1-16

- 10/22 **Quiz:** *Dracula* chapters 1-16
Bram Stoker's *Dracula* and Victorian anxieties
- 10/24 **First Reading Response due**
Choose from the following in the *Penguin Anthology*
"Good Lady Duayne"
"Dracula's Guest" Bram Stoker
Bring a copy of your analysis to class

Week 10

- 10/29 **Quiz:** *Dracula*, chapters 17-27
 Bram Stoker's *Dracula* as Anti-Redeemer
 Vlad Tepes: Myth and Man
- 10/31 FILM: *Dracula* with Bela Lugosi
- Week 11 **Read** *Dracula*, chapters 17-27
- 11/5 Guest lecture: Rob Weiner on *Dracula* in comics and film
- 11/7 Film: Francis Ford Coppola's *Dracula*, Part I
- Week 12 **Read** C.L. Kornbluth's "The Mindworm"
- 11/12 Film: Francis Ford Coppola's *Dracula*, Part II
- 11/14 **Quiz:** "The Mindworm"
 "The Mindworm" and Mid-20th-Century Anxieties
 Second Reading Response Due
 Choose from the following in the *Penguin Anthology*
 "School for the Unspeakable" – Manly Wade Wellman
 "The Drifting Snow" – August Derleth
 Bring a copy of your analysis to class
- Week 13 **Female Vampires**
- Read** Le Fanu's *Carmilla* (Penguin Book, 71-137) Mary Wilkens-Freeman "Luella Miller" (Penguin Book 175-187) and Fritz Leiber's "The Girl with the Hungry Eyes," (Penguin Book 334-348)
- 11/19 **Quiz:** *Carmilla*
 Carmilla and the Homely Gothic
 FILM: "Carmilla"
- 11/21 **3rd Personal Reflection due: Contemporary American Anxieties**
 Quiz: "Luella Miller" and "Girl with the Hungry Eyes"
 Female Vampires
- Week 14 **The Vampire Slayer and the Rise of the Sympathetic Vampire**
- Read** R. Chetwynd-Hayes's "The Werewolf and the Vampire" (Penguin Book 415-440) and Chelsea Quinn Yabro's "Cabin 33" (Penguin Book 451-504)
- 11/26 **Quiz:** "Cabin 33" and "The Werewolf and the Vampire"
 The Vampire Slayer & The Diminishing Role of the Human in Vampire Fiction
- Week 15 12/3 Third Reading Response due
 Choose from the following in the *Penguin Anthology*
 "Place of Meeting" - Charles Beaumont
 "The Living Dead" - Robert Bloch
 Bring a copy of your analysis to class
 FINAL REVIEW

FINAL

1:30 p.m. to 4:00 p.m. Wednesday, December 11 FL 105