

**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 9/23/2013

1b. Department/Division: Modern & Classical Languages

1c. Contact Person

Name: Jeanmarie Rouhier

Email: j.rouhier@uky.edu

Phone: 7-1756

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Humanities

Inquiry - Social Sciences

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: MCL 135

2c. Full Title: Vampires: Evolution of a Sexy Monster

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. **Course Description for Bulletin:** This course answers the following questions: What is a vampire? Where do they come from? Why do we have an obsession with the walking dead, especially with fanged monsters? How do we get rid of them (or attract them)? The course will explore the origin of the vampire in Slavic folklore and trace the movement of the legend across Europe into literature and then finally into today's films and pulp fiction. We will learn about the legends, rituals and folk religious beliefs associated with the vampire phenomenon and how they have been interpreted over the centuries by various peoples. We will explore the myriad of approaches to the vampire from psychology, folkloristics, literature, physiology and anthropology. Taught in English.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: No

If No, explain: It will be offered as needed to meet demand for UK Core courses within MCL.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 75-100

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: As a UK Core course, it should attract significant numbers of students fulfilling these requirements.

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RHANSON|Roxanna D Hanson|MCL 135 NEW College Review|20131003

SIGNATURE|JALLISO|Jonathan M Allison|MCL 135 NEW UKCEC Expert Review|20140407

SIGNATURE|PCOOK2|Patricia G Cook-Craig|MCL 135 NEW UKCEC Expert Review|20140512

SIGNATURE|JMETT2|Joanie Ett-Mims|MCL 135 MCL 135MINOR\_TEXT\_FOR\_TITLEMCL 135MINOR\_TEXT\_FOR\_TITLE&|20140516

SIGNATURE|JMETT2|Joanie Ett-Mims|MCL 135 NEW Undergrad Council Review|20140904

Courses	Request Tracking
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### New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

**Attachments:**

Browse... No file selected.

ID	Attachment
Delete 2086	intellectual_inquiry_Humanities_MCL_135.doc
Delete 2087	Intellectual_Inquiry_Social_Science_MCL_135.doc
Delete 3644	MCL135Revised9_23_13.docx

First 1 Last

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

- a. \* Submitted by the College of: ARTS & SCIENCES      Submission Date: 9/23/2013
- b. \* Department/Division: Modern & Classical Languages
- c.
  - \* Contact Person Name: Jeanmarie Rouhier      Email: j.rouhier@uky.edu      Phone: 7-1756
  - \* Responsible Faculty ID (if different from Contact)      Email:      Phone:
- d. \* Requested Effective Date: \* Semester following approval OR \* Specific Term/Year<sup>1</sup>
- e.
  - Should this course be a UK Core Course? \* Yes \* No
  - If YES, check the areas that apply:
    - Inquiry - Arts & Creativity       Composition & Communications - II
    - Inquiry - Humanities       Quantitative Foundations
    - Inquiry - Nat/Math/Phys Sci       Statistical Inferential Reasoning
    - Inquiry - Social Sciences       U.S. Citizenship, Community, Diversity
    - Composition & Communications - I       Global Dynamics

**2. Designation and Description of Proposed Course.**

- a. \* Will this course also be offered through Distance Learning? \* Yes<sup>4</sup> \* No
- b. \* Prefix and Number: MCL 135
- c. \* Full Title: Vampires: Evolution of a Sexy Monster
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other      If Other, Please explain:			
- g. \* Identify a grading system:
  - \* Letter (A, B, C, etc.)
  - Pass/Fail
  - Medicine Numeric Grade (Non-medical students will receive a letter grade)
  - Graduate School Grade Scale
- h. \* Number of credits: 3
- i. \* Is this course repeatable for additional credit? \* Yes \* No
  - If YES: Maximum number of credit hours:
  - If YES: Will this course allow multiple registrations during the same semester? \* Yes \* No
- j. \* Course Description for Bulletin:

This course answers the following questions: What is a vampire? Where do they come from? Why do we have an obsession with the walking dead, especially with fanged monsters? How do we get rid of them (or attract them)? The course will explore the origin of the vampire in Slavic folklore and trace the movement of the legend across Europe into literature and then finally into today's films and pulp fiction. We will learn about the legends, rituals and folk religious beliefs associated with the vampire phenomenon and how they have been interpreted over the centuries by various peoples. We will explore the myriad of approaches to the vampire from psychology, folkloristics, literature, physiology and anthropology. Taught in English.

k. Prerequisites, if any:

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes \*  No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes \*  No

If No, explain: It will be offered as needed to meet demand for UK Core courses within MCL.

5. \* Are facilities and personnel necessary for the proposed new course available? \*  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? 75-100

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes \*  No

b. \* Will it be of interest to a significant number of students outside the degree pgm? \*  Yes  No

If YES, explain:

As a UK Core course, it should attract significant numbers of students fulfilling these requirements.

8. \* Check the category most applicable to this course:

- Traditional -- Offered in Corresponding Departments at Universities Elsewhere  
 Relatively New -- Now Being Widely Established  
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes \*  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement<sup>5</sup> for ANY program?  Yes \*  No

If YES<sup>5</sup>, list affected programs:

10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes \*  No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

MCL 135  
Vampires: Evolution of a Sexy Monster  
Spring 13  
TR 2-3:15  
RGAN 203

Jeanmarie Rouhier-Willoughby  
Office: POT 1061  
Telephone: 7-1756  
Office Hours: M 12-2, T 3:30-4:30 and by appt.  
e-mail: [j.rouhier@uky.edu](mailto:j.rouhier@uky.edu)

### Course Overview:

This course answers the following questions: What is a vampire? Where do they come from? Why do we have an obsession with the walking dead, especially with fanged monsters? How do we get rid of them (or attract them)? The course will explore the origin of the vampire in Slavic folklore and trace the movement of the legend across Europe into literature and then finally into today's films and pulp fiction. We will learn about the legends, rituals and folk religious beliefs associated with the vampire phenomenon and how they have been interpreted over the centuries by various peoples. We will explore the myriad of approaches to the vampire from psychology, folkloristics, literature, physiology and anthropology.

### Course Objectives:

- 1) Learn the history and conceptions of the walking dead, in particular vampires, within the Slavic world.
- 2) Understand how the vampire lore transferred to the genre of literature.
- 3) Understand how the literary vampire transferred to the genres of film and popular culture.

### Learning Outcomes:

- 1) Explain how folkloric, literary and pop culture vampires reflect cultural norms and concerns of the time.
- 2) Explain and apply major approaches to vampire lore, literature and popular culture.
- 3) Determine how cultural categories and structures are shared or differ between cultures.
- 4) Improve analytical skills through written analyses of cultural data.

### Texts:

- 1) Alan Dundes, ed. 1998. *The Vampire. A Casebook*.
- 2) Anne Williams, ed. 2003. *Three Vampire Tales*.

### Additional Materials (available on the course Blackboard site):

- 1) Afanas'ev, A. A. "East European Vampire Beliefs," Adapted from *Poetic Views of the Slavs on Nature*, 1866-1869.
- 2) Anchev, Anatole. "Vampires in 20<sup>th</sup>-Century Bulgarian Folk Belief."
- 3) Brunvand, Jan. "The Field of Folklore." Adapted from *The Study of American Folklore*, New York: W. W. Norton, 1978), 1-8.
- 4) Bulgarian and Macedonian Folktales. In E. Mitseva, *Nevidimi noshtni gosti* [Sofia, 1994]); translated by Tanya D. Ivanova.
- 5) Collins, Daniel, *Guides* 1-3.
- 6) Gogol, Nikolai. "Viy." In *The Vampires in Slavic Cultures*, Thomas Garza, ed., Austin, TX: U. of Texas, 2010, 401-429.
- 7) Matossian, Mary. "The Peasant Way of Life." In Farnsworth, Beatrice and Lynne Viola, eds. *Russian Peasant Women*. Oxford: Oxford University Press, 1992, 11-40.
- 8) Moyle, Natalie, "Mermaids (*Rusalki*) and Russian Beliefs about Women," In Crone, Anna Lisa, and

Catherine V. Chvany, eds. *New Studies in Russian Language and Literature*. Columbus, OH: Slavica. 1996, 221-238.

- 9) Perkowski, "Vampires, Dwarves, and Witches among the Ontario Kashubs." In *Vampires of the Slavs*, Bloomington, IN: Slavica, 190-197.
- 10) Perkowski, Jan. "Slavic Testimony." (numbered 1, 2, 3 on BB). In *The Darkling*, Bloomington, IN: Slavica, 1989, 75-121.
- 11) Rheubottom, David. "The Seed of Evil Within." In *The Anthropology of Evil*, edited by David Parkin Oxford, U.K.: Basil Blackwell, 1985, 77-91.
- 12) Rouhier-Willoughby, Jeanmarie. "19<sup>th</sup> Century Funerary Ritual in Russia." In *Village Values*, Bloomington, IN: Slavica, 2008, 20-27.
- 13) "Svetieva, Aneta. "The Institution of the Village as a Court in the Traditional Culture of Porece." In *Post-Yugoslav lifeworlds : between tradition and modernity : results of the Slovenian/Macedonian Ethnological and Anthropological Research Project, 2000-2002*, Smitek and Svetieva, eds., 2005.
- 14) Tolstoy, Alexei. "The Family of a Vourdalak." In *The Vampires in Slavic Cultures*, Thomas Garza, ed., Austin, TX: U. of Texas, 2010, 383-399.
- 15) Turgenyev, Ivan. "Phantoms." In *The Vampires in Slavic Cultures*, Thomas Garza, ed., Austin, TX: U. of Texas, 2010, 431-455.
- 16) Vucinich, Wayne. "A Zadruga in Bileća rudine." 1976. In: *Themenportal Europäische Geschichte* (2006), URL: <http://www.europa.clio-online.de/2006/Article=40>.

**Films:** Available on reserve at the WT Young Library in the Media Center as of 3/15/13.

- 1) *Bram Stoker's Dracula*, dir. Francis Ford Coppola, 1997.
- 2) *Dracula*, dir. Tod Browning, 1931/1999.
- 3) *Horror of Dracula*, dir. Terence Fisher, 1958/2002.
- 4) *Near Dark*, dir. Kathryn Bigelow, 1987/2009.
- 5) *Night Watch (Nochnoi Dozor)*, dir. Timur Bekmambetov, 2004.
- 6) *Nosferatu*, dir. F. W. Murnau, 1922/2000.
- 7) *Shadows of Forgotten Ancestors (Tini zabutykh predkiv)*, dir. Sergei Parajanov, 1965.
- 8) *Shadow of the Vampire*, dir. E. Elias Merhige, 2000.
- 9) *The Lost Boys*, dir. Joel Schumacher, 1998.

**Course Requirements:**

**Grading Scale:**

Class Participation	20%	90-100%	A
Reading/Film Responses	30%	80-89%	B
Paper #1	20%	70-79%	C
Paper #2	30%	60-69%	D
		59% or below	E

**Mid-term Grade:** Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**Reading Assignments:** You are responsible for the assignments given below in the daily syllabus. You should read the material BEFORE the class in which we will cover it, so that you will be prepared to discuss it. Not being prepared will adversely affect your class participation grade, which will be assessed daily through graded in-class writing and discussion assignments. The material in the readings/viewings is only the basis for class discussion. Therefore, you are also responsible for the material covered in class, which may not be in the



readings/viewings.

**Class Participation:** Along with regular attendance, I expect your regular and full participation in classroom discussions. Needless to say, your ability to participate regularly and fully in class discussions will be greatly improved by your conscientious preparation of the required readings BEFORE the session in which we will discuss it. Not being prepared will adversely affect your class participation grade, which will be assessed daily through graded in-class writing and discussion assignments. Class participation will be assessed as follows:

- 5 Student is completely prepared to answer or attempt to answer all questions (written or oral) and participate in the discussion/in-class exercises actively and thoughtfully (and considerately).
- 4 Student is partially prepared to do the above.
- 3 Student is minimally prepared to do the above.
- 2 Student is completely unprepared to do the above.
- 0 Student is absent.

**Attendance:** Attendance is mandatory. More than two unexcused absences will lower your grade by one full grade. If you miss a class session for any reason, it is your responsibility to find out what was covered in that session and ensure that you understand the material covered. Get notes from your classmates and/or come to see me to find out what you missed. In addition, I expect everyone to come to class on time and to stay for the full duration of the class session. If you are absent from class *for one of the following reasons* on a day when an assignment is collected, you must make arrangements with me within one week of your absence to arrange for making up that work and bring appropriate documentation of the reason you missed class. If you are absent from class *for any other reason* on a day when an assignment is collected, you will not be allowed to make up that work and it will be assigned a grade of "0" ("zero").

**Making up missed work:** Make-up work will only be allowed when the work is missed for one of the reasons listed in University Faculty Senate Rule 5.2.4.2 (September 2009) as "excused absences":

"A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification."

"B. The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent"

"C. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips."

"D. Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays no later than the last day for adding a class."

"E. Any other circumstances which the Instructor of Record finds reasonable cause for absence."

**Reading/Film Responses:** You will write responses to certain readings using the Perkowski method of vampire analysis. You will also be viewing films on for the last 1/3 of the class in lieu of readings. You will write responses to the films using the Perkowski method of vampire analysis.

Reading and Film Responses will be assessed as follows:

- 5 Student has demonstrated mastery of the concepts/theory under consideration, familiarity the materials and class discussion. The response is original, well-thought out, written and/or organized and supported with examples/data.
- 4 Student has demonstrated some mastery of the concepts/theory under consideration, some familiarity the readings and class discussion. The response is less original, well-thought out, written and organized. It is supported with some examples/data, but not all points are adequately supported.
- 3 Student has demonstrated minimal mastery of the concepts/theory under consideration, minimal familiarity with the readings and/or the class discussion. The response reiterates a common interpretation, is minimally well-thought out, written and/or organized and is supported with minimal examples.
- 2 Student has demonstrated no mastery of the concepts/theory under consideration, no familiarity the readings, the class discussion and other students' responses. The response is not original, well-thought out, written and/or organized or contains no support from examples/data.
- 0 Student does not submit the assignment or submits it late.

**Papers:** I distribute (and post to BB) the assignments as soon as we have covered the relevant material. The project assignments will have a separate assessment rubric. Paper 1 is due IN CLASS in hard copy no later than 2:00. Paper 2 is due in my office in hard copy no later than 11 a.m. on 4/30/13 (in lieu of a final exam). Late papers will not be accepted without documentation of an excused absence. If you are having trouble with an assignment or with a concept, please let me know, either during class or office hours. Questions are always welcome.

**Cheating and Plagiarism:** I expect all work that you submit for a grade produced on your own. This does not mean that you cannot study with a friend or in study groups, but it does mean that the work that you submit must not be the product of collaboration with others or stolen from someone else. **You may work together on the assignments, but once you begin writing the answer, no consultation with others is permitted. The minimum penalty for handing in an assignment any part of which is copied from another student or from another source or from which another student is allowed to copy is an E for the course.** Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (September 2009):

### **“6.3.1 Plagiarism**

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be

a part of the public domain.”

**E-mail:** You must have a UK e-mail account; I will use that account for communication related to this class.

**Classroom Etiquette;** Students are expected to behave with respect toward other students and to the professor. You should not talk over others, insult them or their ideas, raise your voice, sleep, write in your planner, do puzzles, read newspapers or other material unrelated to the class. These behaviors will not only result in a reduced class participation grade, but if persistent, will result in consultation with the Dean of Students, which may result in removal from the class.

Lateness will not be tolerated. If you are not in the classroom when class begins, you will lose class participation points for each instance. After two instances of lateness, you will receive a 0 in class participation for any further instances of lateness.

You may not use cell phones or computers (exceptions will be made for students with a disability who provide proper documentation). If I see or hear a cell phone or computer (or any other electronic device), students will receive a 0 for class participation that day.

**Disability Policy:** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services.

**Expectations from the professor:** This class requires a great deal of reading, writing and class participation. I have high standards for my classes and for the students in them. I also have high standards for myself.

I will return your assignments, graded and with comments, within a week. In order for you to have the weekend to work on the papers, they are generally due on Tuesdays. As a result, I cannot have them read the same week, since I also need a weekend to grade.

I will be at my office hours. If I have to cancel office hours, I will email changes and will offer alternate times to ensure that I am in my office at least 3 hours a week.

I will make appointments with you if you cannot meet with me during office hours and will always try to answer questions in class and outside of it.

I will NOT read drafts of your papers, but I encourage you to meet with me to discuss your ideas.

I will be flexible regarding deadlines (within reason), but a majority of the class must agree for a deadline to be changed. Once a deadline is set, you should expect all work to be due by class. I will not accept any work that is late, even by five minutes.

### Daily Syllabus

- R 1/10 Introduction to the course: Folklore and Folkloristics  
BEFORE CLASS READ: Brunvand, “The Field of Folklore”
- T 1/15 History of the Central/East European Peoples  
BEFORE CLASS READ: Collins, Guides 1-3; Brunvand, “The Field of Folklore”;
- R 1/17 Peasant Life and Death in the Slavic World of the 19<sup>th</sup> Century  
BEFORE CLASS READ: Matossian, “The Peasant Way of Life”; Vucinich, “A Zadruga in Bileca Rudine”

- T 1/22 Peasant Life and Death in the Slavic World  
BEFORE CLASS READ: Svetieva, "Village as Court"; Rouhier-Willoughby, "19<sup>th</sup> Century Funerary Ritual in Russia"; Rheubottom, "The Seed of Evil Within"
- R 1/24 Introduction to Slavic Folk Beliefs on Vampires: What is a vampire and what kinds are there?  
Thinking About the Vampire: Approaches and Questions  
BEFORE CLASS READ: Dundes, 3-11; 47-56; Afanas'ev, "Eastern European Vampires"
- T 1/29 Thinking About the Vampire: Approaches and Questions  
BEFORE CLASS READ: Dundes, 35-46, 85-108
- R 1/31 Thinking About the Vampire: Approaches and Questions  
BEFORE CLASS READ: Dundes, 109-142, 159-175
- T 2/5 East Slavic Vampire Beliefs: Stories and Analysis  
BEFORE CLASS READ: Moyle, "Mermaids (*Rusalki*) and Russian Beliefs about Women";  
Perkowski, Slavic Testimony (1), pp. 114-121
- R 2/7 NO CLASS: I'll be at a conference on Post-Socialist Religion.  
In lieu of class: Watch *Shadows of Forgotten Ancestors*
- T 2/12 Discussion of *Shadows of Forgotten Ancestors*  
Film Response #1 due
- R 2/14 South Slavic/Southern European Vampire Beliefs: Stories and Analysis  
BEFORE CLASS READ: Dundes, pp. 12-34, 57-66
- T 2/19 South Slavic/Southern European Vampire Beliefs: Stories and Analysis  
BEFORE CLASS READ: Perkowski, Slavic Testimony (2), pp. 75-102; Anchev, "Bulgarian Vampire Beliefs"; "Bulgarian and Macedonian Folktales"; Ristievski, "'Evil Dead' in Macedonian Folk Religion"
- R 2/21 West Slavic/Central European Vampire Beliefs: Stories and Analysis  
BEFORE CLASS READ: Perkowski, Slavic Testimony (3), pp. 102-114; Perkowski, "Vampires, Dwarves, and Witches among the Ontario Kashubs"
- T 2/26 The Literary Vampire in England  
BEFORE CLASS READ: Polidori and Le Fanu from *Three Vampire Tales*  
Reading Response #1 due
- R 2/28 The Literary Vampire in England  
BEFORE CLASS READ: Stoker, pp. 151-201 from *Three Vampire Tales*  
Paper #1 due
- T 3/5 The Literary Vampire in England  
BEFORE CLASS READ: Stoker, pp. 202-297  
Reading Response #2 due
- R 3/7 The Literary Vampire in England

BEFORE CLASS READ: Stoker, pp. 297-340

3/11-3/15 Spring Break

T 3/19 The Literary Vampire in England  
BEFORE CLASS READ: Stoker, pp. 340-432

R 3/21 The Literary Vampire in England  
BEFORE CLASS READ: Stoker, pp. 432-460  
Reading Response #3 Due

T 3/26 The Literary Vampire in Russia  
BEFORE CLASS READ: Tolstoi, *The Family of a Vourdalak*, Gogol, *Vij* and Turgenev,  
*Phantoms*  
Reading Response #4 due

R 3/28 The Literary Vampire in Russia

T 4/2 The Pop Culture Vampire: Early Iterations  
Watch *Nosferatu* and *Dracula*

R 4/4 The Pop Culture Vampire: Early Iterations  
Film Response #2 due

T 4/9 The Pop Culture Vampire: Dracula Reimagined  
Watch *Horror of Dracula* and *Bram Stoker's Dracula*

R 4/11 The Pop Culture Vampire: Dracula Reimagined  
Film Response #3 due

T 4/16 The Pop Culture Vampire: The Vampire Family  
Watch *Lost Boys* and *Near Dark*

R 4/18 The Pop Culture Vampire: The Vampire Family  
Film Response #4 due

T 4/23 The Pop Culture Vampire: The Blockbuster Returns to its Roots  
Watch *Night Watch* and *Shadow of the Vampire*

R 4/25 The Pop Culture Vampire: The Blockbuster Returns to its Roots  
Film Response #5 due

Submit Paper #2 no later than Tuesday, 4/30/13 at 11:00 a.m.

## Papers 1 and 2

### Brief Description:

In both papers students are required to demonstrate facility with theoretical approaches to folklore and literature containing vampires. They also have daily class discussions in which they must discuss theoretical approaches to the material and compare different approaches using appropriate terminology to demonstrate that they grasped the material.

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

### Example(s) from syllabus:

#### Paper 2

### Brief Description:

Paper 2: Your task for this paper is to make a case for how the folk vampire has been adapted to the needs and socio-cultural standards of contemporary (20th-21st century) life. Essentially, we hypothesized what functions the folk vampire had for 19th century villages. You are now turning your attention to the same question for contemporary, urban people. You should be prepared to back up claims you make about the society of the time period and culture you choose, and not just based on your personal experience, but from peer-reviewed sources on that period, e.g., parallel to the material on village life in the 19th century we read to provide context for the folk vampire.

You must choose one literary vampire and one popular culture (from film or television) vampire to compare. The choices need not be from English-language sources, but you should be consistent. That is, if you choose a French literary vampire, you should choose a French film; if an American literary vampire, you should choose an American film. Be sure to pick items from roughly the same time period, e.g., two vampires from the 50s or the from the 90s.

Note: If you choose a television vampire, e.g., Buffy, you need not consider every season in your paper. Pick one season to focus on.

The vampire has been the source of much discussion from all major theoretical approaches in the 20th century, from psychology to structuralism to biology. You may take any approach you choose in analyzing the material, but you must cite at least two peer-reviewed analytical/theoretical sources on the literary vampire and on the film/tv vampire you chose. Take the arguments in these approaches into account as part of your argument about the needs and socio-cultural standards of the vampires you are analyzing.

### Information literacy component:

Paper 2 requires students to use peer-reviewed sources as part of their research.

### Reviewer's Comments:

**Course Review Form  
Intellectual Inquiry in the Humanities**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** MCL 135

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:  
Paper 1

Brief Description:

Students may choose any one of the theoretical approaches we have discussed to analyze a given set of data. They must apply their chosen approach to the data from the region they have chosen and assess how well this approach accounts for the data and what data, if any, it cannot or can only partially account for. They must make an argument for why this is the best approach to explaining the existence and cultural functions of the vampire within the sociocultural context of the region they have chosen.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:  
1/17-1/31

Brief Description:

Students will read various approaches to the question of the vampire and contrast their approaches. Of particular concern is how the author's/analyst's attitudes affected their conclusions on the vampire. In preparation for class students will answer questions such as: Do the attitudes of the authors differ toward their material? If so, does this have an effect on the way they approached the material?

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:  
2/5-2/21

Brief Description:

Students will compare the attitudes toward the vampire in the folklore of various regions, e.g., East Slavic, South Slavic, Southern Europe (non-Slavic groups), West Slavic.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

argument for why this is the best approach to explaining the existence and cultural functions of the vampire within the sociocultural context of the region you have chosen. You must cite at least 2 peer-reviewed sources as part of your research, in addition to the approach you have chosen from those we read and the data sources you will focus on.

Reviewer's Comments

Pending Senate Review



- 3) South Slavic (Bulgarian, Croatian, Macedonian, Serbian, Slovenian)
- 4) Romanian

You may choose any one of the approaches you like to analyze your data: Perkowski (from any of his articles/readings), Afanasev, du Boulay (i.e., structuralism; note that the structural metaphor you use need not be the same as she chose for the Greek village), Barber, Dundes, or Moyle. You must apply your chosen approach to the data from the region you have chosen and assess how well this approach accounts for the data and what data, if any, it cannot or can only partially account for. Make an argument for why this is the best approach to explaining the existence and cultural functions of the vampire within the sociocultural context of the region you have chosen. You must cite at least 2 peer-reviewed sources as part of your research, in addition to the approach you have chosen from those we read and the data sources you will focus on.

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:  
4/2-4/25

Brief Description:

In this portion of the class, we examine how the vampire, a traditional Slavic folkloric being, has been adapted in Europe and America in the film tradition. Students bring to bear the readings from the first portion of the class on the various social scientific approaches to vampire lore to determine which, if any, explanations can account for the "new" version of the vampire. They thus learn to be critical observers of their own culture using the theoretical tools of social science.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:  
Paper 1

Brief Description:

The vampire has been the source of much discussion from all major theoretical approaches in 20th century scholarship, from psychology to anthropological structuralism to sociology to biology.

Your task for this paper is to make a case for why vampires exist and what cultural functions they serve using one of the many approaches we have discussed. You may choose to study the material from one of the following four areas:

- 1) East Slavic (Belarusian, Russian, Ukrainian)
- 2) West Slavic (Czech, Kashubian, Polabian, Polish, Slovak, Slovincian, Sorbian)
- 3) South Slavic (Bulgarian, Croatian, Macedonian, Serbian, Slovenian)
- 4) Romanian

You may choose any one of the approaches you like to analyze your data: Perkowski (from any of his articles/readings), Afanasev, du Boulay (i.e., structuralism; note that the structural metaphor you use need not be the same as she chose for the Greek village), Barber, Dundes, or Moyle. You must apply your chosen approach to the data from the region you have chosen and assess how well this approach accounts for the data and what data, if any, it cannot or can only partially account for. Make an

**Course Review Form  
Inquiry in the Social Sciences**

**Course: MCL 135**

**Reviewer Recommendation**

Accept  Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:  
1/15-2/21

Brief Description:  
Students read articles that variously take anthropological, sociological, psychological, historical and ethnographic approaches to vampire lore.

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:  
2/5-2/21

Brief Description:  
In this portion of the class, students read data on vampires beliefs collected by scholars of various time periods in various regions. We discuss the limitations of the data, the assumptions made by the collectors about what they were collecting and their motivations for doing so and how their collection process differs from ethnographic data collection in the field today.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:  
Paper 1

Brief Description:  
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Your task for this paper is to make a case for why vampires exist and what cultural functions they serve using one of the many approaches we have discussed. You may choose to study the material from one of the following four areas:

- 1) East Slavic (Belarusian, Russian, Ukrainian)
- 2) West Slavic (Czech, Kashubian, Polabian, Polish, Slovak, Slovincian, Sorbian)