

Draining the Text: The Vampire in the 19th and 20th centuries

Contact information:

Professor Caballero

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Office hours: MW: 4:45-6:00 pm

T: 1:30-5:00 pm

Required texts:

The Penguin Book of Vampire Stories

Dracula, Bram Stoker

MLA Handbook, 7th edition

Sakai materials

Films (available at the library)

Objectives:

FS 201 is the discipline specific seminar in the FS curriculum, after FS 101, 102, and before Junior Seminars and Senior projects. The purpose of the course is to introduce students to English literary studies as a discipline under the rubric of “persuasive communication.”

Students are expected to:

- identify and utilize evidence in a manner that is persuasive and consistent with disciplinary norms
- articulate or demonstrate how the work of practitioners in the discipline draws on and responds to the work of other practitioners
- incorporate the work of others in their own writing and presentations in discipline-appropriate ways
- produce written and oral presentations that conform to disciplinary conventions

Note: This material is directly quoted from the Dean’s resource list.

This class is structured around the figure of the vampire, and we will spend the semester thinking about the ways in which the vampire shifted and changed in the course of 19th century British literature and then into 20th century cinema. Questions we may consider include: what is the role of the vampire in the 19th century? How does it shift and change? How does the vampire address issues of race, sexuality, gender, class? What happens when the vampire is female? Young? Old? How does film revise, reconfigure, re-conceive of the vampire?

Requirements:

- Two formal literary/interpretive essays: % of final grade (the first 20%, the second 25%)
Formal Essay #1: 5 pages for the first close-reading, interpretive essay, Formal Essay #2: 7-9 pages for the second (research/interpretive essay) (MLA style, citation)
- Annotated Bibliography 10% (6-8 peer reviewed sources)
- Two formal speeches: 5 minutes: 15% of final grade
- Class participation/discussion, including attendance, written homework, group work, etc.: 10% of final grade
- Short Essays: 20% of final grade (chose 2 of 3 scheduled throughout semester.)

Please be aware that all writing that is not done in class must be typed, double-spaced with 1" inch margins and in an appropriate font (Times New Roman in 12 point is usually standard), paginated, dated, and with your name at top of the first page. Do not add any unnecessary spaces between paragraphs or before the first line of your essay. Use MLA (Modern Language Association) documentation format when necessary.

Students are encouraged to avail themselves of the tutors in the Learning Commons as they begin and work through assignments.

Sakai: Get comfortable with it. Learn to love it, and learn to use it. All reading material not found book will be on Sakai. You will deliver your essays, out of class writing, etc. via Sakai. Essay topics will be posted here as well. All relevant information, discussion questions, etc. will be on Sakai. And you'll receive graded essays this way too. If you've got questions, ask, and get familiar with Murray Hall, and with the help desk, ext. 2755. No excuses for not being able to do this, etc.

Participation etc.:

All work must be submitted to pass the course. Active, engaged class participation and attendance are expected.

Talking in Class:

Class participation is central to the success of your experience in this class. This means that you have carefully read each assignment, have thought about it in the context of our other classes and conversations, are ready with questions and concerns that you have, and are energized and excited about our class time. You may find the material difficult to follow and hard to read, and for this reason, class discussion is a crucial. This is not a time to be "timid" or "shy;" remember that a well-asked and well thought out question is as valuable in a discussion as a declarative statement. Keep in mind, however, that quantity of comments and questions does not trump quality. Talk often and insightfully. Not doing so will detrimentally affect your grade.

A participation is marked by its active nature, its consistency, and its quality. An **A** participant doesn't wait to respond to questions that the instructor poses but initiates discussion by coming prepared with questions, ideas, observations about the reading assigned that day. This participant will also be consistently engaged in class discussion, always letting me know that she/he has engaged the reading thoroughly and thoughtfully. Finally an **A** participant will not try to substitute quantity of participation for quality (being consistent is not the same thing as dominating a discussion). To earn the highest grade for your participation, you will want to make it possible for others to participate productively too (this is not a competition); thus, habits such as interrupting others and taking up too much conversational space will not enhance your grade. It will also do you no good to participate if you haven't done the reading. I expect participation to be firmly grounded in careful and thoughtful reading. As the **A** reader reads, she or he prepares to participate in a class discussion with other readers.

A **B** participant is less consistent than an **A** in initiating discussion but is active in responding to questions or problems posed by the professor and other students. To get a **B** in participation, you will need to be in class and talk regularly-- more, certainly, than once during a class session once a week or so. Regular means regular. This level of class participation will also

communicate clearly to me that you have done all the reading for the day and that you have done it thoughtfully. This level will also include productive discussion habits, such as engaging the ideas of others, not dominating, listening carefully, etc.

A **C** grade for participation means that you have contributed in an average way to the discussion. Your contributions have been less frequent than those of the **B** participant or have let me know that you are not always keeping up with the reading or have, in some way, interfered with good discussion—for instance, a “dominator” would get credit for participating often but would get knocked down to a **C** for taking over and not engaging others in discussion. In short, you have not been silent or absent or altogether uninvolved, but your involvement did not work consistently to make the class a productive learning experience.

A **D** grade means that you were there physically most of the time and maybe even piped up three or four times during the semester but that's it. It's just the grade it should be—a minimal passing grade.

An **F** grade should need no explanation.

All work must be submitted to pass the course. Active, engaged class participation and attendance are expected. Four or more absences will result in automatic failure for the class. Absences are absences, no distinctions, so use them wisely.

Late essays are not accepted and will be knocked down one full letter grade for each day they are late, including weekend. Late explanation essays are not accepted; if late, you earn a zero.

IMPORTANT NOTE: If you do not bring your books, handouts, materials to class, you will be asked to leave and get them and then return to class. Too many of these incidents will detrimentally affect your final grade.

Other Information:

Students should schedule appointments during office hours. Students may contact Professor Caballero via email. Please allow 2 business days for email responses.

Students will conduct themselves in a responsible and respectable manner towards fellow students and professors.

Cell Phones must be off, not on vibrate. If a cell phone rings, I take the call.

Plagiarism: Don't do it. You will be sent to the Honor Committee if any sign of plagiarism emerges in your work, any work, written, oral, homework, formal and informal writing, etc. Any work means any work. If you're caught cheating, it's not a good thing. Period.

Plagiarism is another word for stealing. When you plagiarize you directly or indirectly use the ideas and/or language of another person or persons without acknowledgement and claim these words and ideas as your own. Not only is it a serious offense and grounds for academic expulsion, it is also against the law. You are plagiarizing if you do any or all of the following, though please keep in mind that these are not the only ways to plagiarize: 1) Use others' words

directly without proper citation and quotations, 2) Use others' ideas and wording so closely (paraphrasing) that you are essentially quoting them without proper acknowledgement, 3) re-use assignments not written for this class and pretend that they are written for this class, 4) Borrow, buy, steal, download (you get the idea) others' essays, ideas, words, language, etc. and pass them off as your own. I should say that I regularly visit on-line websites that sell college essays and that I belong to a large network of websites that assist me in finding stolen essays students have bought on line. Please see me at any time if you have citation and documentation questions.

ADA:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination status that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Learning Commons at 332-2898. It is your responsibility to do this and inform your professors ahead of time, not after assignments, tests, exams, etc are due or in progress.

Religious Accommodation:

As a non-sectarian institution, Allegheny College affirms the variety of religious faiths represented within our community and supports individuals' personal practice and expression of religion. In recognition of this, the Diversity and Gender Equity Committee (DGE) suggests that faculty add a statement about religious accommodation for observant students to their course syllabi.

If you need to miss class due to a religious observance, then please speak to me in advance to make arrangements to cover material from that day. For further information, see <http://www.allegheny.edu/news/inw/holidays.php>.

The calendar is subject to change as the semester progresses.

Calendar

Draining the Text: The Vampire in the 19th and 20th centuries

Week 1 Wednesday, Jan. 18	Introduction <i>Nosferatu</i> <i>The Oxford English Dictionary</i>
Week 2 Monday, Jan. 23 Wednesday, Jan. 25	The Origins of a Myth George Gordon, Lord Byron “Fragment of a Novel” pg 2 John Polidori “The Vampyre” pg 7 Polidori continued
Week 3 Monday, Jan. 30 Wednesday, Feb. 1	Poetic Manifestations Samuel Taylor Coleridge, “Christabel” (Sakai) “Christabel” continued
Week 4 Monday, Feb. 6 Wednesday, Feb. 8	Coleridge and John Keats “Lamia” (Sakai) (Short Essay #1 due on Sakai) Keats “Lamia” (Sakai)
Week 5 Monday, Feb. 13 Thursday, Feb. 15	“Lamia” continued Speeches
Week 6 Monday, Feb. 20 Wednesday, Feb. 22	Speeches Speeches “Critical Strategies for Reading and Writing” (Sakai)
Week 7 Monday, Feb 27 Wednesday, Feb 29	When Women Love: Another Vampire J. Sheridan Le Fanu, <i>Carmilla</i> 71-106 J. Sheridan Le Fanu, <i>Carmilla</i> , pg 107-137 (5 page essay #1 due on Sakai)
Week 8 Monday, March 5 Wednesday, March 7	<i>Carmilla</i> continued Mary Elizabeth Braddon, “Good Lady Ducayne” pg 138 Mary E. Wilkins-Freeman “Luella Miller” pg 175 Nina Auerback from <i>Our Vampires, Ourselves</i> , “Chapter One: Giving Up the Ghost: Nineteenth Century Vampires” pg 11-58 (Sakai) (Short Essay #2 due on Sakai)
Week 9 Monday, March 12 Wednesday, March 14	(You need to have watched <i>Nosferatu</i> and <i>Let the Right One In</i>) Discuss films, literary article, and the vampire up to here Discuss film, literary article, and the vampire up to here

Week 10
Monday, March 19
Thursday, March 21

Spring Break
No classes
No classes

Week 11
Monday, March 26
Wednesday, March 28

Our Modern Vampire: Dracula
Dracula pg 9-101
Dracula pg 101-173
(Short essay #3 due on Sakai)

Week 12
Monday, April 2
Wednesday, April 4

Dracula pg 173-228
Dracula pg 229-291

Week 13
Monday, April 9
Wednesday, April 11

Dracula pg 291-326 and getting ready for MLA tutorial
MLA tutorial

Week 14
Monday, April 16
Wednesday, April 18

(You need to have watched *Dracula* with Bela Legosi and *The Hunger* both on reserve at the library for this class)
Speeches and discuss films
Speeches and discuss films
(Annotated bibliography due Friday, April 20th @ 5 pm on Sakai)

Week 15
Monday, April 23
Wednesday, April 25

Manifestations in Film
Speeches and discuss films
discuss films

Week 16
Monday, April 30

What is the future? Vampires, Zombies, Monsters?
Last Day of Classes

Final Exams: L

Study Days: Wednesday, May 2nd- Thursday, May 3rd

Exams: Friday, May 4th- Tuesday May 8th

Essay #2 Due during the exam period, Tuesday, May 8 @ 7 pm