HON210: Monsters and Monstrosities
Spring 2020
Credits: 3

Professor: Justine K. Van Meter
Office: DeMille Hall 110B
Office Hours: T/Th (and by appointment as well as by email (“virtual” hours). Contact me anytime to schedule a time to meet or if you have any questions at all.
E-Mail: vanmeter@chapman.edu

Catalog Description:
Prerequisite, acceptance to the University Honors Program, or consent of instructor. Using an interdisciplinary approach, we will investigate and interpret the stories we construct about ourselves and the Other by exploring works from east/west involving the vampire, the spectre, and the witch. We will particularly focus on cultural, literary, and political representations from various periods and locations.

Course Objectives/Outcomes:
In many of his works, the anthropologist Clifford Geertz has argued that culture is simply the ensemble of stories we tell ourselves about ourselves. In this course, we will investigate and interpret the stories that we construct – about ourselves and about “the Other” – by particularly exploring literary works from east, west, and in-between which revolve around figures of dread: the vampire, the specter, the witch (and others along the way!). In the process, we will discuss who or what these figures represent; how constructions and representations of the frightening reflect cultural, social and political realities; and how images of, and myths involving, these figures have changed or have remained the same over the centuries. We will focus on various time periods (but will relate each of these to our contemporary experiences) and various locations around the world (but will particularly focus on England/Ireland, various parts of the Caribbean/West Indies and Africa, and the United States).
Major Topics Covered:
I. Historical, cultural, and literary contexts.
II. Diverse experiences, definitions and expressions of culture and identity.
III. Psychoanalytic, feminist, and postcolonial interpretations/approaches to reading literature and culture (and the question of how to approach “World Literature”).
IV. Storytelling and stories as creators of community and nation.
V. The “Self,” the “Other,” and the “in-between.”

Honors Program Learning Outcomes:
• Obtain a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;
• Sharpen the ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts (broadly understood);
• Understand how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world;
• Develop effective communication skills, specifically in the areas of written and oral exposition and analysis.

General Education Learning Outcomes:
In addition to the outcomes specified above, this course also satisfies the following General Education areas:
• 7AI (Artistic Inquiry): Students compose critical or creative works that embody or analyze conceptually an artistic form at a baccalaureate/pre-professional level.
• 7SI (Social Inquiry): Students explore processes by which human beings develop social and/or historical perspectives.

Required Texts:
Maryse Conde, *I, Tituba, Black Witch of Salem*
Ben Okri, *The Famished Road*
Anne Williams (editor), *Three Vampire Tales*
Handouts (posted on BlackBoard)

Requirements:
I. Readings and informal writing assignments: as you will notice on the syllabus, there are many materials that will be posted on Blackboard. Each of these must be printed out AND brought to class on the day on which they are to be read (and I will be checking to make sure that you have them!). Additionally, if it becomes clear that readings are not completed by the day they are due, quizzes will be added and they will be very difficult!
II. Essay 1 (200 points): **No late papers accepted!**

III. Essay 2 (300 points): your presentation at the end of the semester will be based on this essay (more on this later!). **No late papers accepted!**

IV. Presentation (100 points): More information will be distributed as this assignment approaches.

V. Final Exam (300 points): The final will be comprehensive and will involve a choice of essays. More on this later!

VI. Participation/Attendance (100 points): It is more than likely that, at this point in the syllabus, you are aware that your active participation in this class is necessary. We are in this together, to critically explore and examine a variety of texts, images and ideas; as such, all of our voices must be heard!

With regard to attendance, excessive unexcused absence (meaning any absence that is not cleared with me *prior* to class and that is not legitimized by either a doctor’s/coach’s/dean’s note or by other satisfactory reason) or excessive tardiness will result in a reduction in your final grade according to the table shown below:

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<th>Absence</th>
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<tr>
<td>Absence #3</td>
<td>20 point deduction</td>
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<td>Absence #4-5</td>
<td>50 point deduction</td>
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<td>Absence #6 and beyond</td>
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<td>Tardies</td>
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**Academic Integrity:** I am assuming that you are all extremely bright and eager students; as such, you are expected to be fully aware and respectful of Chapman’s Academic Integrity policy (as described in your Student Handbook). We will discuss guidelines regarding citation throughout the semester, but if you have any questions or doubts at any time, please put your mind (and writing) at ease and discuss them with me.

**Chapman University’s Students with Disabilities Policy:** In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. The University, through the Disability Services Office, will work with the appropriate faculty member who is asked to provide the accommodations for a student in determining what accommodations are suitable based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

**Special Note:** Please do not use laptops/cell phones during class time! If there is an emergency or circumstance in which one or both of these is required, please let me know before class begins.
Grades: I am painfully aware of the emphasis that we all place on the grades that we receive. Although I have listed below the point values/percentages assigned to the various course requirements, I would like to remind you to please keep in mind as we proceed that learning is a process, one which points and percentages are very often incapable of measuring (corny, but true). Enjoy the process!

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TOTAL 1000 points
Schedule of Classes
*I reserve the right to alter the syllabus as needed.

Week 1:
T 02/04  Introduction to the course/Review of Syllabus
Th 02/06  *Be sure to have the syllabus printed out and available for your reference each day.*
Monsters in Lit./Film in *your* life (Response Assignment on Blackboard)

Week 2:
T 02/11  Teratology (attachments on BB); Ancient Monster Hunters (documentary)
Th 02/13  “Vampirism Around the World” and excerpts from *Vikram and the Vampire* (India), PDFs on Blackboard

Week 3:
T 02/18  The Western Tradition/The Gothic (readings on Blackboard); *Three Vampire Tales*: “Introduction” (1-12); Byron, “A Vampire Curse” and “Fragment of a Novel” (17-22)
Th 02/20  *Three Vampire Tales*: Le Fanu, *Carmilla* (87-116)

Week 4:
T 02/25  *Carmilla*, cont. (116-148)
Th 02/27  *Three Vampire Tales*: “Dracula’s Guest” (57-66); Stoker’s *Dracula* in graphic form (website on Blackboard); *Three Vampire Tales*: the creation of *Dracula* (42-56)

Week 5:
T 03/03  The Vampire Today (hand-out on Blackboard) + Response Assignment (on Blackboard)
Th 03/05  Cinematic Representations, cont. (from Tuesday)

Week 6:
T 03/10  *Let the Right One In*
Th 03/12  *Let the Right One In*, Cont.

Week 7:
T 03/17  *The Spectre*: de Maupassant, “The Horla” (hand-out on BB)
Th 03/19  Colonial/Postcolonial Hauntings: the *abiku*
Ben Okri, *The Famished Road* (reading schedule and Response Assignments posted on Blackboard – pp. 3-71
Week 8:  
T 03/24  
Th 03/26  

Spring Break (NO CLASSES)

Week 9:  
T 03/31  
Th 04/02  

The Famished Road

Week 10:  
T 04/07  
Th 04/09  

The Famished Road

Week 11:  
T 04/14  
Th 04/16  

The Caribbean: the soucouyante/witch; Chamoiseau (hand-out on BB)

Th 04/16  

Maryse Conde, I, Tituba, Black Witch of Salem (reading schedule on BB)

Week 12:  
T 04/21  
Th 04/23  

I, Tituba

Week 13:  
T 04/28  
Th 04/30  

The Witch

Th 04/30  

Essay 2 Due (no late papers accepted)!

Week 14:  
T 05/05  
Th 05/07  

Presentations

Week 15:  
T 05/12  
Th 05/14  

Presentations
Final Exam: Thursday 05/21 (8-10:30am)