

Term Information

Effective Term Autumn 2020

General Information

Course Bulletin Listing/Subject Area Slavic Languages & Literatures
Fiscal Unit/Academic Org Slavic/East European Lang&Cul - D0593
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2230.99
Course Title Vampires, Monstrosity and Evil: From Slavic Myth to Twilight (Online)
Transcript Abbreviation Slavic Vampires
Course Description Changing approaches to evil as embodied in vampires in East European folk belief & European & American pop culture; function of vampire & monster tales in cultural context, including peasant world & West from Enlightenment to now. Taught in English. 100% Online.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for 2230 or 2230.01
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0110
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Discuss and compare how different religions, cultures, epochs, and thinkers have envisioned evil
- Analyze authentic folklore from Eastern Europe and pop cultural materials from Europe and the U.S.
- Develop critical thinking and writing skills

Content Topic List

- Slavic and East European folklore and ethnography
- Gogol's "Viy"
- Social and psychological functions of monsters in culture

Sought Concurrence

No

Attachments

- S2230 SP20 Syllabus AC-1-1.docx: In-person syllabus
(Syllabus. Owner: Peterson, Derek)
- Slavic 2230.99 online syllabus.docx: Online syllabus
(Syllabus. Owner: Peterson, Derek)
- Slavic 2230.99 ASC Tech Review.docx: ASC Tech Review
(Other Supporting Documentation. Owner: Peterson, Derek)
- Slavic 2230.99 Assessment Plan.doc
(GEC Course Assessment Plan. Owner: Peterson, Derek)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	06/01/2020 11:59 AM	Submitted for Approval
Approved	Peterson, Derek	06/01/2020 12:01 PM	Unit Approval
Approved	Heysel, Garrett Robert	06/01/2020 10:57 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	06/01/2020 10:57 PM	ASCCAO Approval

Spring 2020
SLAVIC 2230: Vampires, Monstrosity, and Evil: From Slavic Myth to Twilight
Lecture, 3 cr/hr

Class: WF 11:10-12:30, 100 Ramseyer Hall
Instructor: Dr. Andrei Cretu, cretu.2@osu.edu
Office Hours: Wed&Thu 1-2:30 or by appointment. (I am also available after class).
Office: 483 Hagerty Hall. Mailbox: 400 Hagerty.

Course Description

In Slavic 2230, we will discuss different approaches to the problem of evil. Our focus will be on the myth of the *vampire*, an embodiment of evil (at least, up until recently) that originated in the folklore of SE, ECen, and E Europe and has become the most prominent “monster” of American popular culture. “Every age creates the vampire that it needs”; that is, different cultures and time periods have different views on the definition and causes of Evil. In our readings and discussions, we will analyze the various images of the vampire and what they say about evil (or its absence) in traditional peasant culture in SE, ECen, and E Europe; in European culture of the 18–20cc; and in 20–21c American popular culture. In our study of peasant culture, we will cover topics such as the function of monsters in culture; beliefs about time, death, the soul, the family, and diseases; monsters related to the vampire; boundary-crossers and their demonization. We will also discuss the vampire's image over the ages and how it relates to changing ideas of Evil and why the vampire has had such enduring power and adaptability as a cultural symbol.

Main learning objectives of the GE Categories

Slavic 2230 is a GE Cultures and Ideas course. In this category, students analyze and interpret major forms of human thought, culture, and expression and evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior. In pursuit of these goals and learning outcomes, Slavic 2230 students will:

- define *folklore* and discuss how it functions in culture (including our own);
- define/discuss major concepts in SE, ECen, and E European ethnography and folklore.
- apply these concepts to the analysis of folklore material.
- discuss how monsters embody the changing anxieties of different cultures.
- develop critical skills through analysis of folklore texts, literary works, and films.

In addition, Slavic 2230 is a GE Diversity: Global Studies course. In this category, students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S., and recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. In pursuit of these goals and learning outcomes, Slavic 2230 students will:

- discuss major aspects of cultures of Eastern Europe.
- apply their knowledge to analyze authentic folklore materials, literary texts, and films.
- develop a foundation for further study and understanding of the cultures of the region.
- define *folklore* and discuss how it functions in culture (including our own);
- Discuss major concepts in SE, ECen, and E European ethnography and folklore.
- Apply these concepts to the analysis of folklore material.
- Discuss and compare how different religions, cultures, and thinkers have envisioned Evil.
- Develop critical thinking and writing skills through analysis of folklore, literature, and film

Course Materials

All required materials will be available online.

Class Policies

1. Absences

- a. You may accrue three “grace absences” without any impact to your final grade. Use these “grace absences” wisely. No notification required. Each absence beyond three that is not excused will result in a three-percent reduction to your final grade. Excused absences include confining illness, family emergencies/death, university-sanctioned activities, jury duty, military orders, and religious observances, all of which must be accompanied by official documentation.
- b. The attendance sheet is the only acceptable record of your presence and may not be retroactively revised. It is exclusively your responsibility to sign it. Make sure you sign it every day. Failure to sign it results in an unexcused absence.
- c. Signing someone else’s name on the attendance sheet results in a referral to COAM for academic misconduct for both the student who signs and the student who is absent.

2. Participation and classroom conduct

- a. Prepare the readings beforehand.
- b. Participate in class discussions to the best of your ability: ask questions, make comments, cooperate in small group discussions.
- c. If you have questions, ask me, if you don't understand something, let me know. (**but not during a test**, see below).
- d. Treat everyone with courtesy.
- e. You may be asked to change your seat at any time at the discretion of the instructor.

3. No Device Policy

- a. Using electronic devices in the classroom is strictly prohibited. Exceptions are made for assistive devices required by students with disabilities (upon notification from the disability office). There will be no in class assignments or activities requiring the use of devices.

- b. If you use any electronic device during class you will be marked as absent for that day and may be asked to leave the classroom.
 - c. It is also prohibited to leave the classroom to use your phone or other electronic device.
4. Exam policies
- a. **No questions may be asked during an exam.** You are expected to interpret the exam as-is to the best of your ability and answer all exam questions to the best of your ability regardless of any perceived unclarities or errors in the prompts. If you have a concern during the exam, please note it in writing at the end of your test and/or bring it to the attention of the instructor during office hours, after the exam.
 - b. No bathroom breaks are allowed during exams. Plan accordingly.
 - c. Study guides may be provided before tests at the discretion of the instructor. Study guides are intended to guide your study of the course materials; do not expect study guides to cover all the questions on the test or disclose the actual test questions. Your tests will cover topics presented in class and in your readings which may or may not be covered in your study guides.

Extensions

If you can't make a deadline, ask me for an extension. Discuss the length of the extension with me.

Graded Work

You will be assessed on the basis of how well you fulfill the course requirements, not on your standing in comparison to the other students. If you have difficulties early on but show improvement and good participation, I will take that into account in your cumulative grade.

Graded assignments should be submitted by 11:59 p.m. on the due date. Homeworks are typically due before class (not on class day).

1. Attendance/class contribution: 20%. Attendance will be taken regularly. Attendance sheets cannot be corrected retroactively so please make sure you sign them. Consistent lack of participation will result in a low participation grade regardless of your attendance record.
2. Carmen questions: 10%. Answer the verification questions (administered online or at the beginning of class) on time. ("On time" is considered to be before the due date in Carmen). If your answers are late, additional points will be deducted (one per class period).
3. Four (4) homeworks: 20%. The assignments will be short-answer question sets or essays. Detailed prompts will be distributed in advance. The assignments should be uploaded to Carmen. To receive full credit, the prompts must be answered completely, accurately, and in full, comprehensible sentences. Question sets will be graded for accuracy with fractions of points. Essays will be graded on the following scale: 1–2: Insufficient effort; major misunderstandings or writing problems; 3–4: Good effort; minor misunderstandings or

writing problems; 5: Strong effort, careful thought; well-written. You may not cooperate with your classmates on graded homework assignments. Failure to comply with this rule constitutes academic misconduct.

4. Two (2) midterms: 30%. Multiple-choice, fill-in-the-blank, and short-answer questions. Study guides will be distributed in advance.
5. Final exam: 20%. Short-answer and essay questions. A study guide will be distributed in advance.
6. Disclaimer: *Do not expect study guides to exhaustively cover or disclose all questions on the midterms and final. They are only intended to guide your study of the course materials and will concentrate on some of the more difficult points of the lectures.*

Extra Credit

You can receive **up to 5 points** extra credit (to be added to your final test score) by writing a report **on a topic that I approve** related to the course. The report should be at least 1000 words in .doc or .docx format. Reports will be graded for accuracy and insight. Extra credit should be requested prior to the final. The essay will be due by the last day of exam week as .doc or .docx and should be emailed to me: cretu.2@osu.edu

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty

concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities.

The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower.

You can reach an on call counselor when CCS is closed at 614-292-5766.

Emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

ACCOMMODATION FOR DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

The original concept of this class and the lectures are (c) Dr. Daniel Collins, Department of Slavic and East European Languages, OSU

SCHEDULE OF ASSIGNMENTS (SUBJECT TO CHANGE WITH DUE NOTICE)

Week	Day	Read before class	Topics
1	1/8		Fundamental concepts What is a monster? Cultural functions of monsters (1)
	1/10	1. "Folklore (Introduction)"	Cultural functions of monsters (2) What is folklore? Types of folk narratives
2	1/15	2a. "The Soul" 2b. Glišić, "After 90 Years"	Folk concept of the <i>soul</i> Slavic peasant culture as depicted in Glišić Clips: <i>Leptirica</i>
	1/17	2c. "The Balkan" 2d. "Vampires in the Balkans"	Traits of folk vampires Forensic pathology of the vampire
3	1/21	Homework 1 due to Dropbox by end of day	
	1/22	3a. "East Central Europe" 3b. "Vampires in ECen. Europe"	Evil-doing of folk vampires
	1/24	3c. "Eastern Europe" 3d. "Vampires in Eastern Europe"	"Grandfathers" and "bound/restless" dead Folk models of <i>Time</i> and <i>Family</i>
4	1/29	4a. "Pantelija the Vampire" 4b. "Zadruga in Bileća Rudine"	Vampire evil-doing as inversion of norms The <i>zadruga</i> and its anxieties
	1/31	Midterm 1 in class	
5	2/5	5a. "Social Control"	Demonization of Social Deviants
	2/7	5b. "Magical Worldview"	"Magical" vs. "scientific" worldviews
6	2/12	6a. "Image of Limited Good"	Limited Good and Envy (1)
	2/14	6b. "Evil Eye"	Limited Good and Envy (2)
7	2/20	Homework 2 due to Dropbox by end of day	
	2/19	7a. "Restless Souls & Rites"	The concept of <i>liminality</i> Rites of passage & life-cycle boundaries (1)
	2/21	Folklore Wrap-Up	Rites of passage & life-cycle boundaries (2) Clips: <i>Shadows of Forgotten Ancestors</i>
8	2/26	Midterm 2 in class	

Week	Day	Read before class	Topics
	2/28	9a. "The Sleep of Reason"	Western Discovery of Vampires Enlightenment Vampire Debates (1)
9	3/4	9b. Sleep of reason continued	Enlightenment Vampire Debates (1) The Vampire as Demon Lover
	3/6	10a. Romanticism and Realism	Gothic and Romanticism
10	3/18	10b. "Viy" Carmen questions	Romantic Dualism and Dangerous Desires
	3/20	11a. LeFanu, <i>Carmilla</i> (1–7)	Discussion of <i>Carmilla</i> (1) 19c Visions of Sexuality and Evil
11	3/24	Homework 3 due to Dropbox by end of day	
	3/25	11b. LeFanu, <i>Carmilla</i> (7–17) Carmen questions	Cruel love and objectification (2) Film clips: "Carmilla" films
	3/27	12a. Stoker, <i>Dracula</i> , 1–4	<i>Dracula</i> : Barbarian at the Gates
12	4/1	12b. Stoker, <i>Dracula</i> , 5–9	<i>Dracula</i> : Atavism and Decadence
	4/3	12c. Stoker, <i>Dracula</i> , 10–16	<i>Dracula</i> : Gender Relations
13	4/8	13b. Stoker, <i>Dracula</i> , 17–27 Carmen questions	<i>Dracula</i> and the Problem of Evil
	4/9	Homework 4 due to Dropbox by end of day	
	4/10	(Catch up on <i>Dracula</i>)	<i>Dracula</i> in Film (1) Introduction to <i>Nosferatu</i>
14	4/15	Watch <i>Nosferatu</i> (online) Carmen questions	Discussion of <i>Nosferatu</i> <i>Dracula</i> in Film (2)
	4/17	"Twilight is not good"	Vampires and contemporary desires
	4/22	Final Exam Wed Apr 22 12:00PM-1:45PM	



SYLLABUS: SLAVIC 2230.99

VAMPIRES, MONSTROSITY AND EVIL: FROM SLAVIC MYTH TO TWILIGHT

AU 2020

(3 CR/HR, LECTURE)

Course overview

Instructor

Instructor: Andrei Cretu

Email address: cretu.2@osu.edu

Phone number: 292-6733

Office hours: WF 3-4PM

Course description

In Slavic 2230, we will discuss different approaches to the problem of evil. Our focus will be on the myth of the vampire, an embodiment of evil (at least, up until recently) that originated in the folklore of SE, ECen, and E Europe and has become the most prominent “monster” of American popular culture. “Every age creates the vampire that it needs”; that is, different cultures and time periods have different views on the definition and causes of Evil. In our readings and discussions, we will analyze the various images of the vampire and what they say about evil (or its absence) in traditional peasant culture in SE, ECen, and E Europe; in European culture of the 18–20cc; and in 20–21c American popular culture. In our study of peasant culture, we will cover topics such as the function of monsters in culture; beliefs about time, death, the soul, the family, and diseases; monsters related to the vampire; boundary-crossers and their demonization. We will also discuss the vampire's image over the ages and how it relates to changing ideas of Evil and why the vampire has had such enduring power and adaptability as a cultural symbol.

Course learning outcomes

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- Apply these concepts to the analysis of folklore material.
- Discuss and compare how different religions, cultures, and thinkers have envisioned Evil.
- Develop critical thinking and writing skills through analysis of folklore, literature, and film

Course materials

All required and supplemental materials will be available in Canvas.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)

- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- Zoom video conferencing
- Collaborating in CarmenWiki
- Creating and uploading text documents or slide presentations

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
- [Chrome](#) browser with [Proctorio extension](#) installed
 - For help installing and using Proctorio see <https://resourcecenter.odde.osu.edu/carmencanvas/getting-started-proctorio-students>

Grading and faculty response

Grades

Assignment or category	Points
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<p>Attendance/discussion board participation/class contribution:</p> <p><i>See participation requirements below</i></p>	20%
<p>Short quizzes on assigned readings and videos</p> <p><i>These consist of multiple choice/matching/fill in the blank questions to check completion of your readings on a weekly basis.</i></p>	10%
<p>Four (4) homework assignments:</p> <p><i>The assignments will be short-answer question sets or essays. They will be due before your midterms and final exam. Detailed prompts will be distributed in advance. To receive full credit, the prompts must be answered completely, accurately, and in full, comprehensible sentences. Question sets will be graded for thoroughness and accuracy with fractions of points. Essays will be graded on the following scale: 1–2: Insufficient effort; major misunderstandings or writing problems; 3–4: Good effort; minor misunderstandings or writing problems; 5: Strong effort, careful thought; well-written. You may not cooperate with your classmates on graded homework assignments.</i></p>	20%
<p>Two (2) midterms:</p> <p><i>Multiple-choice, matching, fill-in-the-blank, or short essay questions.</i></p>	30%
<p>Final exam:</p> <p><i>Short-answer and essay questions. A study guide will be distributed in advance.</i></p>	20%
Total	100

See course schedule, below, for due dates

Late assignments

Assignments are expected to be completed by due date. For every day an assignment is late after due date, 5% will be deducted from the assignment score

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C

70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For extended homework assignments and midterm exams, you can generally expect feedback within **7 days**. For your readings quizzes, you will receive feedback immediately from Canvas.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards twice a week.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
All live, scheduled events for the course, including my office hours, are optional. Recorded presentations or narrated slides will be made available for you on Carmen to watch at your convenience. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: 4+ TIMES PER WEEK**
As a rule, we will discuss two different topics each week. You are expected to participate

in each discussion forum by a) articulating your own position on the issues in discussion and b) reacting to your classmates' comments.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterms and final exams yourself, without any external help or communication. Readings quizzes are graded and treated like exams.
- **Study guides:** Study guides may be provided before tests to guide your study of the course materials; do not expect study guides to cover all the questions on the test or disclose the actual test questions. Your tests will cover topics presented in class and in your readings which may or may not be covered in your study guides.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. If English is not your first language, you may ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Collaboration and informal peer-review:** While study groups are encouraged, remember that comparing answers on a quiz or assignment is not permitted. Homework assignments are graded, so collaborating on homework assignments is not allowed. If you are uncertain about a particular situation, please feel free just to ask ahead of time.
- **Extra credit:** You can receive **up to 5 points** extra credit (to be added to your **final test score**) by writing a report **on a topic that I approve** related to the course. The report should be at least 1000 words in .doc or .docx format. Reports will be graded for accuracy and insight. Extra credit should be requested prior to the final.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Trigger warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and

its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student

Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Advising

Information about advising available on the Columbus campus, including how to schedule an appointment, can be found at <https://advising.osu.edu/>.

Student Services

A variety of student services available on the Columbus campus. More information can be found on the Student Services website: <https://contactbuckeyelink.osu.edu/>.

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p>Read: 1. "Folklore (Introduction)".</p> <p>Lecture and discussion topics: Fundamental concepts: culture, folk culture, popular culture. Monsters and cultural functions of monsters. Types of folk narratives.</p> <p>Verification quiz due by end of week.</p>
2		<p>Read: 2a. "The Soul", 2b. Glišić, "After 90 Years", 2c. "The Balkans", 2d. "Vampires in the Balkans". Watch: Leptirica</p> <p>Lecture and discussion topics: Folk concept of the <i>soul</i>. Slavic peasant culture as depicted in "After 90 Years". Traits of folk vampires. Forensic pathology of the vampire.</p> <p>Verification quiz due by end of week.</p> <p>Homework 1 due by end of week.</p>
3		<p>Read: 3a. "East Central Europe". 3b. "Vampires in ECen. Europe". 3c. "Eastern Europe". 3d. "Vampires in Eastern Europe".</p> <p>Lecture and discussion topics: Evildoing of folk vampires. Ancestors and the bound/restless dead. Folk models of time and family.</p> <p>Verification quiz due by end of week.</p>
4		<p>Read: 4a. "Pantelija the Vampire", 4b. "Zadruga in Bileća</p>

		<p>Rudine”</p> <p>Lecture and discussion topics: Vampire evil-doing as inversion of societal norms. The Zadruga and its anxieties.</p> <p>Midterm 1 due on Friday of week 4.</p> <p>Verification questions due by end of week.</p>
5		<p>Read: 5a. “Social Control”, 5b. “Magical Worldview”</p> <p>Lecture and discussion topics: Demonization of Social Deviants. Magical vs. scientific worldviews.</p> <p>Verification quiz due by end of week.</p>
6		<p>Read: 6a. “Image of Limited Good”, 6b. “Evil Eye”.</p> <p>Lecture and discussion topics: Image of the Limited Good. Individualism vs. collectivism.</p> <p>Verification quiz due by end of week.</p> <p>Homework 2 due by end of week.</p>
7		<p>Read: 7a. “Restless Souls & Rites”. Watch: Shadows of Forgotten Ancestors</p> <p>Lecture and discussion topics: The concept of liminality. Rites of passage & life-cycle boundaries. Folklore Wrap-Up</p> <p>Verification quiz due by end of week</p>
8		<p>Read: 8a. “The Sleep of Reason”.</p> <p>Lecture and discussion topics: Western Discovery of Vampires. Enlightenment Vampire Debates.</p> <p>Midterm 2 due on Wednesday of week 8.</p> <p>Verification quiz due by end of week.</p>
9		<p>Read: 9a. “Romanticism and Realism”. 9b. Nikolay Gogol, “Viy”</p> <p>Lecture and discussion topics: The vampire as demon lover. Romantic Dualism and Dangerous Desires. Gothic and Romanticism. Nikolay Gogol’s Viy.</p> <p>Verification quiz due by end of week.</p>
10		<p>Read: 10a. Sheridan LeFanu, “Carmilla”, 1-7. 10b. “Carmilla”, 7-17</p> <p>Lecture and discussion topics: Carmilla. 19th century visions of sexuality and evil. Cruel love and objectification.</p>

		<p>Verification quiz due by end of week.</p> <p>Homework 3 due by end of week.</p>
11		<p>Read: 11a. Stoker, Dracula, 1–4, 11b. Stoker, Dracula, 5–9</p> <p>Lecture and discussion topics: Dracula: Atavism and Decadence Dracula: Barbarian at the Gates</p> <p>Verification quiz due by end of week</p>
12		<p>Read: 12a. Stoker, Dracula, 10-16. 12b. Stoker, Dracula, 17-27.</p> <p>Lecture and discussion topics: Gender relations in Dracula. Dracula and the problem of evil.</p> <p>Verification quiz due by end of week.</p>
13		<p>Watch: 13a. Murnau, “Nosferatu” (1922).</p> <p>Lecture and discussion topics: Political symbolism in Nosferatu. Vampires and historic trauma. Gender relations in Nosferatu.</p> <p>Verification quiz due by end of week.</p> <p>Homework 4 due by end of week.</p>
14		<p>Read: 14a. “Twilight is not good”.</p> <p>Lecture and discussion topics: Vampires and contemporary phobias and desires.</p> <p>Verification quiz due by end of week.</p>

Final exam: Finals week (Date TBA).

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Slavic 2230.99

Instructor: Andrei Cretu

Summary: Vampires, Monstrosity and Evil

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			Carmen. Office 365.
6.2 Course tools promote learner engagement and active learning.	X			Peer review sessions. Zoom conferences. Carmen discussion board.
6.3 Technologies required in the course are readily obtainable.	X			.All are web based and available for free via OSU site license.
6.4 The course technologies are current.	X			All apps are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Policy is stated.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Information is given on how to obtain these materials.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 6/1/20
- Reviewed by: Ian Anderson

Notes: Please designate method of online office hours (most likely Zoom). Please note that delivery is 100% online.

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Slavic 2230.99 Assessment Plan

Data for the assessment of the effectiveness of this course in achieving the GE expected learning outcomes is collected for each of the outcomes from questions embedded in the midterms and final exam. The items used for assessment consist of open-ended questions and short essay questions that are most closely aligned with the GE objectives. An assessment rubric is used to gauge attainment of the expected learning outcomes. In addition to that, a self-assessment questionnaire is administered on the last day of class. The data collected, consisting of achievement scores for each GE objective, and the assessment instruments used (test questions and self-assessment questions) are archived in the master course in Carmen to facilitate sharing. A text summary of changes proposed and adopted are archived together with the assessment data, with a clear indication of the relevant learning objective and the assessment results that each change is addressing, so that a history of changes can be easily accessed by instructors.

The table below gives the assessment method used for each of the learning outcomes:

a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes

GE Expected Learning Outcomes	Direct Methods	Indirect Methods
1. Students analyze and interpret major forms of human thought, culture, and expression.	Embedded questions on midterm and final exams ¹	Self-assessment survey ²
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded questions on midterm and final exams	Self-assessment survey
3. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.	Embedded questions on midterm and final exams	Self-assessment survey

<p>4. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p>Embedded questions on midterm and final exams</p>	<p>Self-assessment survey</p>
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¹ On the midterm and final exam, several questions will be formulated specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment purposes. Examples of *specific* embedded questions are provided in Appendix A of this document.

² At the end of the semester, each student will be asked to fill out a self-assessment survey. The survey found in Appendix B contains specific questions asking to what extent each student has achieved the four GE expected learning outcomes in this course.

b) Explanation of level of student achievement expected:

Success means that 75% of students achieve at least 4 out of 5 (average) on the embedded GE questions based on the grading rubrics. For the self-assessment questionnaire, success means that at least 75% of the students achieve a score of 4 out of 5 (1 on a scale of -2 to +2) for each of the GE expected learning outcomes.

c) Description of follow-up/feedback processes:

At the end of the course, the scores for the embedded exam questions are analyzed to identify the muddiest points (Canvas provides statistical score data for each question). The relevant readings, homework assignments, discussions, as well as the relevant parts of class lectures are then revised or replaced to ensure a tighter focus on GE expected learning outcomes.

Scores from the self-assessment survey are analyzed to determine the extent of overlap between student perception and actual performance. If there is a conflict, the presentation and assessment of material is adjusted accordingly.

Data collected at the end of the semester is archived in the master course to enable evaluation of the effectiveness of changes, and to be used for GE reporting to the Arts and Sciences Curriculum Committee.

Slavic 2230 Online - Appendix A

Embedded questions for GE assessment and grading rubrics

I. Cultures and Ideas ELO #1

Students analyze and interpret major forms of human thought, culture, and expression.

Sample questions:

1. How does the “Other World” of Slavic folk tales differ from religious ideas of the afterlife? Support your answer with examples from the vampire tales discussed in class.
2. In Nikolai Gogol’s story “Viy”, what is the symbolic meaning of a) the road, b) the sheep pen, c) the water nymph, d) the state of the church where Khoma reads prayers over the vampire? What can you infer from here about Gogol’s take on the problem of evil?
3. What collective anxieties are prominently addressed in F.W. Murnau’s film “Nosferatu”, and what cinematic techniques does the film use to convey anxiety?
4. What are the two main motifs associated with the image of the vampire in Victorian literature? How does LeFanu’s “Carmilla” resonate with these motifs?
5. How is Bram Stoker’s character Dracula portrayed as “atavistic” and why was this meaningful to Victorian era readers?
6. How can Bram Stoker’s Dracula be interpreted as a parody of Friedrich Nietzsche’s “Superman”?

Grading rubric:

Score	5	4	3	2	1
Analysis and interpretation	Detailed, original, well argued and informed interpretation. Insightful discussion of all relevant features of work analyzed.	Detailed, well informed and interpretation. some personal insight. Addresses most relevant features of the work analyzed.	Demonstrates some ability to interpret the narrative in question. Interpretive statements are not always adequately supported, may lack depth or accuracy	Efforts to interpret are minimal, or limited to examples presented in class. No evidence of personal insight. Misses or misinterprets important elements of the work analyzed.	Fails to articulate an interpretation, misinterprets or offers only general statements with no reference to particular elements/features of the work analyzed
Social/historic context awareness *use where applicable	Detailed, accurate description of the connection between elements of the works analyzed and the social and historic context of the relevant period	Generally accurate connection between works analyzed and the social and historic context of the relevant period	References to the context of the period are present, connections with the works analyzed are not always clearly understood	Relationship between context and the works analyzed is stated but not developed	Minimal or no context awareness

Understanding and proper use of analytical concepts (e.g. myth, metaphor, trope, ethos)	Demonstrates in depth understanding and adequate, effective, insightful use of concepts introduced in class	Demonstrates understanding and adequate use of most concepts introduced in class	Demonstrates understanding of most important concepts introduced in class; use is generally adequate with some errors	Demonstrates incomplete understanding of concepts; use is inconsistent/with errors	Does not demonstrate understanding/adequate use of concepts
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II. Cultures & Ideas ELO #2

Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Sample questions:

1. How does the “image of the limited good” characteristic of pre-modern Slavic societies translate into a culture of collectivism?
2. How did Enlightenment thinkers view Slavic vampire beliefs? How would you describe their attitude towards the people who held these beliefs?
3. Why is the vampire character in Sheridan LeFanu’s “Carmilla” perceived as threatening in the original social context of the novel? Think of the behavioral norms and also the collective fears of Victorian society.
4. Could you say that “Carmilla” is hostile to female sexuality? Why or why not?
5. We have discussed changing views on the classic problem of evil: why are evil and suffering permitted? How evil and suffering are to be cured (if at all)? In your short essay, compare the views on these two questions in at least two of the following: “Viy,” *Carmilla*, *Dracula*, *Nosferatu*. Be sure to indicate explicitly which works you are discussing.

Score	5	4	3	2	1
Understanding cultural differences	In depth understanding and appreciation of the differences in perspective, beliefs and value systems between pre-modern Slavic society and modern Western society in the periods of interest	Understands the differences in perspective, beliefs and value systems between the pre-modern Slavic world and the West in the periods of interest.	Understands some of the differences in perspective, beliefs and values between the pre-modern Slavic world and the West in the periods of interest on the basis of the texts analyzed. Recognizes a	Is aware that there are differences in perspective and values between the the pre-modern Slavic world and the West but understanding is incomplete/superficial. Connection between ideas,	Unable to articulate the differences in perspective, values and beliefs between pre-modern Slavic society and the Western world. Fails to articulate a connection between ideas, behavior and interpretation of

			connection between beliefs/values and behavior/ interpretation of events	values, and behavior is not properly articulated.	events.
Critical evaluation/perspective	Critically evaluates beliefs and behavior from own perspective and the perspective of the target cultures; provides compelling, appropriate evidence to support evaluative statements	Critically evaluates beliefs and behavior from own perspective and the perspective of the target cultures; arguments lack sophistication but are free of errors, and adequately supported	Critically evaluates behavior from own perspective. Aware of the limitations of own perspective and the need to acknowledge other perspectives. Arguments not always adequately supported.	Perspective on the Slavic world is narrow, informed only by own worldviews; fails to acknowledge limitations of own perspective. Arguments not always compelling.	Fails to articulate a critical perspective

III. Diversity/Global studies ELO #1

Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

Sample questions:

1. Briefly describe the structure and the typical living conditions of a traditional rural Slavic family (zadruga).
2. Why was the zadruga seen as preferable to other types of families?
3. What is understood by “allotted time” in Slavic/East European folk culture? How did this notion shape folk beliefs about the dead?
4. Briefly describe the difference between cyclical (pre-modern, Slavic) and linear (modern, Western) perspectives on time and family.
5. What was the political context in Germany at the time Nosferatu (1922) was released?
6. What technological achievements of Victorian era Britain are featured in Bram Stoker’s “Dracula”?

Answers are graded for accuracy (target 75%).

IV. Diversity/Global Studies ELO #2

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Sample questions:

1. (Short essay). It has been said that “every age embraces the vampire it needs.” Explain how the image of the Slavic folk vampire and the vampires of contemporary American popular culture relate to their times and how their differences/similarities reflect differences/similarities in the respective historical periods and in societal concerns and fears.
2. How do the vampires of Slavic folk narratives function as agents of social control? Can you identify a social control function in vampires in contemporary narratives?
3. How do gender roles in Bram Stoker’s “Dracula” compare to gender roles in the contemporary vampire narratives that you are familiar with? What does that say about contemporary society?
4. Why was the character of Dracula particularly successful as an embodiment of evil in Victorian era Britain?
5. Why was Nosferatu particularly successful as an embodiment of evil in post-WWI Germany?

Score	5	4	3	2	1
Global perspective	Response is informed by in depth knowledge and awareness of the global social, economic, political factors affecting the target culture(s) in the period of interest.	Response is informed by awareness of the global social, political, economic and human dimensions of the target culture(s) in the period of interest.	Response demonstrates awareness of some of the global political, economic, social and human dimensions of the target culture(s).	Response demonstrates superficial awareness of the global political, economic, and social dimensions of the target cultures.	Response does not demonstrate awareness of the social, political, economic context.
Diversity awareness	Recognizes and appreciates the global diversity of perspectives on the problem of evil and monstrosity, and describes how these perspectives shape the functioning of society at multiple levels. Consistent and insightful use of concepts such as scapegoating, othering, social control	Recognizes and appreciates the global diversity of perspectives on the problem of evil and monstrosity, and functions of monsters in culture. Consistent use of concepts such as scapegoating, othering, social control	Basic understanding of the global/historic diversity of perspectives on monstrosity and evil. Uses concepts such as scapegoating, othering, social control	Superficial understanding of the global/historic diversity of and the interactions/tensions among various perspectives on monstrosity and evil. Discussion may be inaccurate, use of concepts inconsistent.	Response does not demonstrate awareness of the global/historic diversity of perspectives on monstrosity and evil.

Ethical stance/ citizenship	Demonstrates a profound understanding of, and sensitivity to, the ethical and human implications of diverse cultural narratives of monstrosity and evil.	Demonstrates understanding of the ethical implications and human significance of diverse cultural narratives of monstrosity and evil. Able to take an informed ethical stance.	Demonstrates understanding of the most obvious ethical and human implications of diverse approaches to evil. Arguments not always adequately supported.	Superficial understanding of ethical and human implications of diverse cultural narratives of evil, no personal insight/commitment.	Does not demonstrate awareness of the ethical and human implications deriving from diverse cultural narratives of monstrosity and evil.
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Appendix B.

Self-assessment survey

Answers are converted into numerical values as follows:

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree
 -2 -1 0 1 2

Sample questions, grouped by GE outcome, are given in the table below.

Sample questions:

GE ELO	Sample questions
Cultures and Ideas Outcome # 1. <i>Students analyze and interpret major forms of human thought, culture, and expression.</i>	1. I feel confident explaining notions such as “culture” and “folklore”. SD D N/A A SA 2. Learning about the different functions of monsters in culture has changed my perception on monsters in fiction and film. SD D N/A A SA 3. I feel confident using terms and concepts I have learned in this class, such as narrative, metaphor, ethos, Romanticism, Realism, to describe my understanding of works of art and literature SD D N/A A SA 4. When I read a vampire story or folktale, I can understand, explain, and imagine more than I did before taking this class.
Cultures and Ideas Outcome #2. <i>Students evaluate how ideas influence the character of human beliefs, the perception</i>	1. Learning about the image of the limited good helped me understand how East European cultures regard evil and monstrosity. SD D N/A A SA 2. I can explain how societal values and beliefs in Eastern Europe shaped folk narratives of the supernatural and in particular vampire narratives SD D N/A A SA

<p><i>of reality, and the norms which guide human behavior.</i></p>	<p>3. This class gave me an understanding of how folk beliefs and practices play a role in my own life and the life of people I know. SD D N/A A SA</p> <p>4. This class gave me an idea of how views of evil changed between pre-modern times and now. SD D N/A A SA</p>
<p>Diversity/Global Studies Outcome #1</p> <p><i>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</i></p>	<p>1. I can describe how everyday life looked like for a pre-modern Eastern European family SD D N/A A SA</p> <p>2. I have an understanding of how the concept of family was understood in pre-modern Eastern Europe, can describe the East European conception of death and the afterlife. SD D N/A A SA</p> <p>3. I have an idea of the economic and historic challenges and adversities that people faced in the pre-modern era in Eastern Europe. SD D N/A A SA</p> <p>4. I can tell you a few interesting things about how society changed from the pre-modern to the modern era. SD D N/A A SA</p>
<p>Diversity/Global Studies Outcome #2:</p> <p><i>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</i></p>	<p>1. This class gave me an understanding of how monsters and in particular vampires can function as agents of social control in different cultures. SD D N/A A SA</p> <p>2. I can explain how it is possible to understand the values and the fears that shape our society and other societies by looking at narratives of monstrosity and evil SD D N/A A SA</p> <p>3. This class has made me aware of the ethical and human issues at stake in narratives of monstrosity and evil; I can recognize, for example, when such narratives are used to demonize and marginalize certain groups SD D N/A A SA</p> <p>4. The readings and discussions in this class have made me think about my own understanding of evil and of how it may be similar or different from the understanding of people from different cultures. SD D N/A A SA</p>

Expected achievement level:

A class average score of at least 1 (Agree) is expected for each GE outcome. Adjustments in the course structure shall be made for GE learning outcomes receiving average scores less than 1 from the class.