Course Syllabus

<div style="border:1px solid #000; width:160px; height:60px;"></div>

Literature 155L

Vampire Film

Summer 2023

Instructor: Dr. Erik M. Bachman

Email: **ebachman@ucsc.edu
(mailto:ebachman@ucsc.edu)**

(mailto:ebachman@ucsc.edu) Weekly Zoom
Sessions: **Tuesdays and Thursdays, 1:00-
4:30 PM**
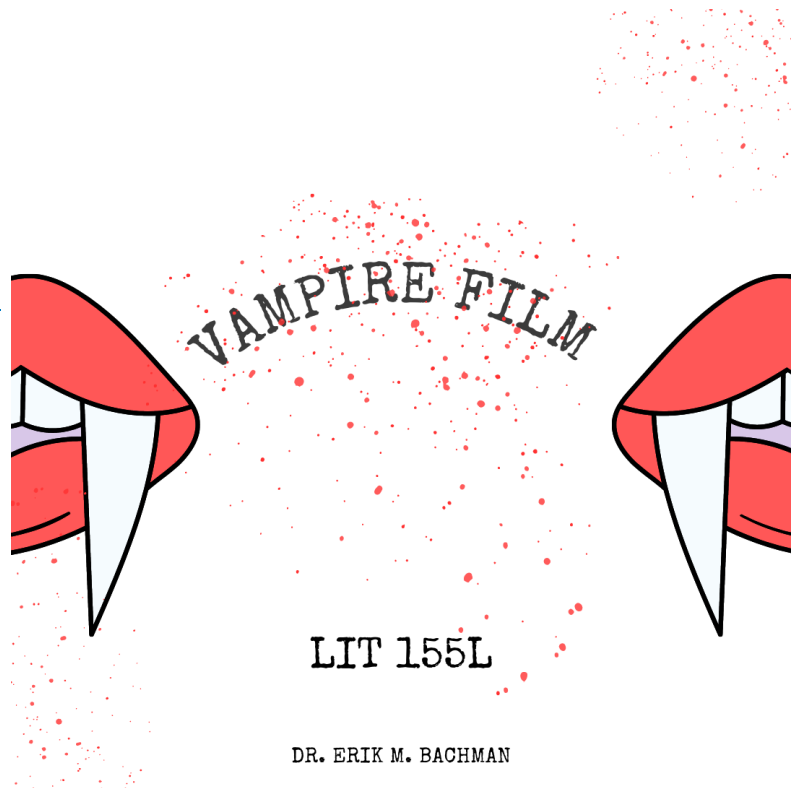
(https://canvas.ucsc.edu/courses/63846/external_tools/6680)
Instructor Office Hours: **Tuesdays and Thursdays, 4:30-5:30 PM**
(https://canvas.ucsc.edu/courses/63846/external_tools/6680)

Teaching Assistants:

Teaching Assistant Office Hours: By Appointment (please contact and/or via the Canvas

Inbox to schedule an appointment)

Course Reader:

Course Description

Vampire Film (LIT 155L) surveys the first sixty years (1920-1980) of feature-length vampire films in America and Europe. Along with an understanding of film history, genre, terminology, and technological developments, this course will provide students with the resources needed to compellingly interpret the roles played by horror affect and discourse in the production and reception of the foundational vampire films that comprise the course's primary viewing assignments.

This course fulfills the Interpreting Arts and Media (IM) General Education requirement.

Texts and Materials

The required texts and films in this course will be provided to you each week via Canvas.

In order to complete course assignments and participate in Zoom Sessions, you must have a stable internet connection and a device that can access Canvas.

Student Learning Outcomes

In addition to developing academic literacy, critical thinking, metacognition, the capacity to engage with others, and self-efficacy, you will learn how to:

1. Recognize and describe examples of selected artistic media;
2. Account for how specific artistic media characteristically encode and convey information while you develop a familiarity with one or more symbolization systems adequate for basic analysis of the media; and
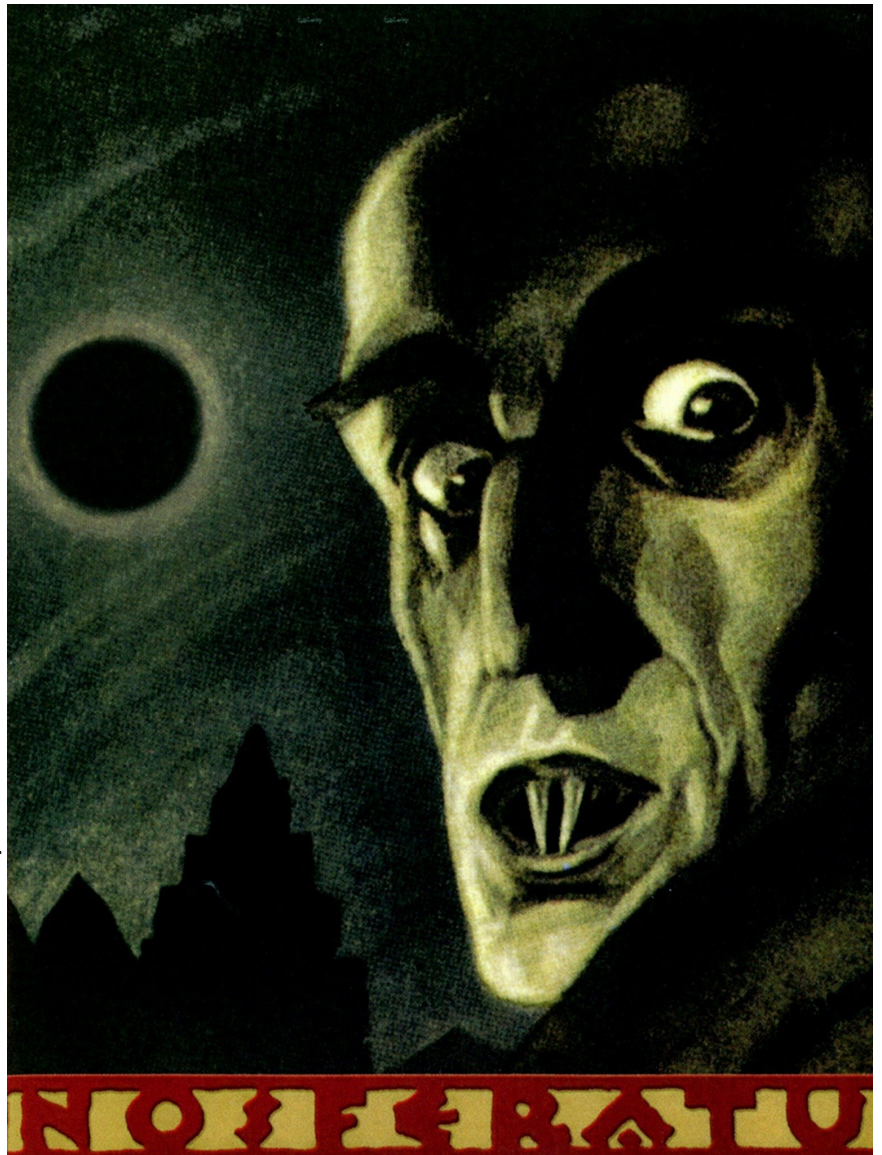
3. Analyze the role and impact of artistic or mass media in selected historical and/or contemporary cultures, including the function of culturally valued forms of media at a particular time and place, and how media contribute to the formation of individual and group identity.

Communication

Please be sure to check your UCSC email account and Canvas messages every day. Messages about the course will be sent to you via both.

Course Organization

UC Regulations: A five-unit course at the University of California is equivalent to 30 hours of work per week for each student during a five-week Summer Session. Weekly Zoom Sessions will usually only account for seven hours of that time, meaning that each week you should plan to dedicate 23 hours to completing other course activities: reading, taking notes in your texts, re-reading, revising your notes; discussing the course materials with classmates and visiting your instructor during online office hours; preparing to write, writing, and revising your Informal and/or Formal Writing Assignments; viewing or reviewing films; and participating in any Discussion or small group activities that might be assigned.

Zoom Sessions: Every Tuesday and Thursday you are expected to attend Zoom Sessions, which will provide opportunities for you to discuss course texts and films closely while deepening your understanding of them. As participants in these Zoom Sessions, you will pose questions, share new ideas, and engage other students in discussion. Be sure to have all assigned readings with you during these Zoom sessions, and remember to have marked up the passages you'd like to discuss or about which you have questions that you would like to have answered.

Reading and Viewing Assignments

There will be reading and viewing assignments every week of the course. Students will be expected to have completed these assignments by the due dates so they can offer the insights, questions, and/or answers required of them.

Each week of the Summer Session, you will watch and respond to two notable vampire films released between 1922 and 1982:

- Week One (From Silents to Talkies)
  - *Nosferatu, a Symphony of Horror* (1922, dir. F.W. Murnau, Germany)
  - *Vampyr: The Dream of Allan Gray* (1932, dir. Carl Theodor Dreyer, Germany)
- Week Two (Universal's Dracula)

- *Dracula* (1931, dir. Tod Browning, USA)
- *Dracula's Daughter* (1936, dir. Lambert Hillyer, USA)
- Week Three (Vorvolakas and Hammer's Dracula)
    - *Isle of the Dead* (1945, dir. Mark Robson, USA)
    - *Horror of Dracula* (1958, dir. Terence Fisher, UK)
- Week Four (Vampires in the Art House)
    - *Blood and Roses* (1960, dir. Roger Vadim, France and Italy)
    - *Ganja & Hess* (1973, dir. Bill Gunn, USA)
- Week Five (Vampires in the Machine)
    - *Arrebato* (1979, dir. Iván Zulueta, Spain)
    - *Ferat Vampire* (1982, dir. Juraj Herz, Czechoslovakia)

Students are expected to watch each week's film twice (once during the Zoom film screenings and once on their own).

Course Assignments

Throughout the Summer Session, you will complete **Informal Writing Assignments** that will give you the chance to reflect on and respond to the texts we read and films we view. They will also offer opportunities to practice specific approaches to film descriptions and analysis that will be presented in course texts and during the weekly Zoom Sessions. The work you do for the Informal Writing Assignments is central to the course in and of itself; it will also lead to the course's two **Formal Writing Assignments**.

There will be reading and film assignments each week of the Summer Session. Again, all readings will be provided to you as PDFs or weblinks, and all of the films will be provided to you via Canvas as well. We will end each Zoom Session by watching one of the week's assigned films. You are expected to rewatch each film on your own after these screenings.

Your participation will be based on your active engagement in the course. Engagement can take many different forms: speaking in weekly Zoom Sessions, participating actively in weekly **Discussion** assignments, asking questions via chat, etc. In the weekly Zoom Sessions, please reflect on your level of participation and "move forward" or "move back" as needed. Be mindful of how much or how little you're speaking in relation to your classmates. Try to be sensitive to your presence in the group. Allow others to finish their thoughts. Try to listen fully for understanding before responding, which can be particularly difficult on Zoom.

For each Zoom Session, you will be asked to complete **Freewrites** and to participate in **Groupwork**. The former will need to be submitted at the conclusion of each Zoom Session; the latter will be completed in Google Docs (and thus will not require a separate submission).

Also, please note that there will be weekly **Reading Quizzes**. Throughout the Summer Session, you will also be asked to contribute to weekly **Surveys**. These will not be anonymous, and you will receive full credit for completing them on time. Their purpose is to provide your instructor with timely feedback on your experience of the course.

Your final grade for the course will be based on the following components:

25%   Two Formal Writing Assignments

25%   Informal Writing Assignments

20%   Discussion Assignments

20%   Zoom Session Freewrites and Groupwork

10%   Reading Quizzes and Surveys

Course Policies

Attendance: Missing more than two Zoom Sessions is grounds for failing the course. In this new environment of online learning, it's extremely important above all to maintain an open channel of communication with me should you find yourself in a situation that requires you to miss any class meetings. If you need assistance in order to be able to attend, please get in touch with me.

Zoom Participation, Protocols, and Etiquette: Active engagement in the Zoom Sessions is important to the success of this course as a whole and to your individual success in it. This means that I expect you to be present, punctual, intellectually alert, and prepared at each class meeting. That said, I realize

that the shift to remote learning may pose particular challenges in terms of attending live Zoom sessions and meeting the usual expectations of face-to-face classes. Let's do our best to give our full attention and be as engaged as we can during class. Engagement can take many forms in Zoom classes—from speaking to using the chat and the reaction functions. The most important thing is to be in open communication with me about any challenges you are facing when it comes to attending live sessions and actively participating in them.

In terms of Zoom protocols and etiquette, the most important thing is to try to have a designated quiet space with a stable internet connection and to treat the time as if you were indeed in a face-to-face classroom (be attentive, take notes, be present for the entirety of the class, etc.). Please arrive to each meeting five minutes before class begins to be admitted from the Zoom waiting room; after five minutes past our start time, I won't be regularly checking the waiting room. It's best to mute yourself during class meetings and unmute yourself to speak, raise your hand on Zoom, or type in the chatbox when you have questions or comments. Please keep the chatbox open for the duration of class so that you can see your classmates' messages, questions, and comments. It is also important to have your video on for the duration of class so that we can see each other and simulate a face-to-face experience; if you would like to maintain some privacy, you can use a virtual background. If you are experiencing feedback from your microphone, use headphones or earbuds.

If you are having technical difficulties, contact ITS for support: **online** **(https://its.ucsc.edu/get-help/index.html)** , via email (help@ucsc.edu), or by phone (831-459-HELP/831-459-4537). If you need assistance with purchasing technology or do not have the equipment you need to complete classes online, contact Slug Support at the Dean of Students office: deanofstudents@ucsc.edu.

For more resources on remote learning, such as effective strategies for remote learning, tips for staying motivated in online classes, and links for advising and tutoring, see **UCSC's Keep Learning site** **(http://keeplearning.ucsc.edu)** .

Trigger Warning

This course is intended for adults and may include films, language, images, and readings that some people may find offensive or disturbing. In particular, please be advised that we will be watching a few films that contain depictions of sex, sexual assault, and graphic violence. The same applies to some additional clips that will be shown as well. While our consideration of such material is strictly academic and related to instruction, if you are sensitive to profanity, violence, harsh language, and/or sexual content, please use caution and proceed at your own risk. Your continuance past this warning creates a contractual readiness to view/hear/read these materials of your own free will and to allow others to discuss them.

Title IX and CARE

UCSC is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course tutors. Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through CARE. Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at 831-502-2273 or care@ucsc.edu .

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the **Sexual Violence Prevention & Response (SAFE) website (http://safe.ucsc.edu)** , which provides information and resources for different situations.
- Counseling & Psychological Services (CAPS) can provide confidential counseling support. Call them at 831-459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University's Title IX Office, by calling 831-459-2462 or by using their online reporting tool. Reports to law enforcement can be made to the UC Police Department, 831-459-2231 ext. 1. For emergencies, call 911.

Disability Accommodations

If you qualify for classroom accommodations because of a disability, you are required to get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me within the first week of the Summer Session. See **the DRC website (http://drc.ucsc.edu)** for more information on the requirements and protocols. You may contact the DRC at 831-459-2089 (voice) or 831-459-4806 (TTY). You can see more information about accommodation requirements and find the authorization form **here (https://drc.ucsc.edu/services-and-accommodations/sa-overview/index.html)** .

Academic Integrity

Acknowledging your intellectual debts to other writers is a crucial part of our community of mutual respect and trust at UCSC. Section 102.012 of The Student Policies and Regulations Handbook ("Code of Student Conduct") defines plagiarism as "the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to: a. copying from the writings or works of others into one's academic assignment without attribution, or submitting such works as if it were one's own; b. using the views, opinions, or insights of another without acknowledgment; or c. paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution."

Academic penalties for violating academic integrity include failure for the assignment and for the course. Administrative penalties include a letter of warning, suspension, and expulsion. Be scrupulous about acknowledging the sources of your ideas, and do not hesitate to ask your instructor for help in determining how to do so correctly.

Copyright

With the change to remote learning, it's important to know that all of my lectures and course materials, including PowerPoint presentations, notes, exams, etc., are protected by U.S. copyright law and by **University policy ⤷ (http://copyright.universityofcalifornia.edu/resources/ownership-course-materials.html)** . I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is registered and enrolled in this course. You may not **reproduce, distribute or display (post/upload) ⤷ (http://copyright.universityofcalifornia.edu/resources/recorded-presentations.html)** lecture notes or recordings or course materials in any other way—whether or not a fee is charged— without my express written consent. You also may not allow others to do so. If you do so, you may be subject to student conduct proceedings under the UC Santa Cruz **Student Code of Conduct**

(https://deanofstudents.ucsc.edu/archive/student-conduct%20original/100.0-code-of-student-conduct.pdf) ,
Section 102.23. Similarly, you own the copyright in your original papers and exam essays.

Other Resources

UCSC Writing Center: **The UCSC Writing Center (https://oakes.ucsc.edu/academics/writing-center/index.html)** offers writing consultation services and tutoring designed to teach and support students in all aspects and phases of scholastic writing. They offer vital assistance for all your writing needs. All consultants either hold or are pursuing a graduate degree and are professionally experienced tutors, writers, and/or teachers. Writing Center Consultants have experience grading college student papers. Their consultants have diverse academic specialties to help you grow as a writer and to serve your varied academic needs with robust, personalized, and caring mentorship. **All sessions have been moved to online during remote instruction**. **Hours will vary by appointment.** Please register **here ⮕ (http://ucsc.mywconline.com)** for an account to make an appointment.

Learning Support Services: Learning Support Services (LSS) provides a range of academic support for UCSC students. All UCSC students are encouraged to participate in the academic support services provided by LSS. To learn more, visit **the LSS website (https://lss.ucsc.edu/index.html)** . For writing tutoring appointments, you have two options: **30-minute drop-in writing appointments (https://lss.ucsc.edu/programs/writing-support/attend-dropinwriting.html)** or **one-hour scheduled writing appointments (https://lss.ucsc.edu/programs/writing-support/sign-up-for-writingtutoring.html)** . You can make one-time appointments, and you also have the option of arranging for recurring weekly appointments.

(https://lss.ucsc.edu/programs/writing-support/attend-dropinwriting.html)

Educational Opportunity Programs : Educational Opportunity Programs (EOP) provides a variety of academic and personal support programs designed to improve the retention and academic success of first-generation college students from low-income and educationally disadvantaged backgrounds and to ensure they successfully complete their undergraduate education and acquire skills to prepare for graduate and professional school as well as future leadership roles. EOP represents the University of California's effort to identify, retain, and graduate a diverse student body. EOP provides an array of services including orientation, academic, and personal advising, peer advising, tutorial assistance in specific subject and writing areas, and preparation for graduate and professional schools. Find out more about EOP **here (https://eop.ucsc.edu/index.html)** and through **the FAQ (https://eop.ucsc.edu/Who_We_Are/EOPfaqs.html)** . You can reach EOP **here (https://eop.ucsc.edu/contact-us/index.html)** .

Counseling and Psychological Services: Counseling and Psychological Services (CAPS) provides UCSC students with a wide range of mental health and wellness services. Counseling services are available for any registered UCSC student and are confidential. There is no out-of-pocket fee for CAPS

services, and you don't need UC SHIP or CruzCare to be seen at CAPS. CAPS is available during remote instruction. Please visit **the CAPS website (https://caps.ucsc.edu/index.html)** for further information and to make an appointment with a counselor.

Undocumented and AB540 Student Resources: UCSC is committed to providing resources, support networks, and personal support for undocumented and AB540 students. See **this link (https://elcentro.ucsc.edu/resources/undocumented-ab540-resources1/index.html)** for an overview of available resources and support.

Slug Support: The University has set up Slug Support to help provide students with a host of resources, from food and housing to technology needs. See **this site (https://deanofstudents.ucsc.edu/slug-support/program/)** for details on available resources and how to access these resources.

Students in Recovery/Slugs for Health and Growth: Slugs for Health and Growth is an all-inclusive community for students recovering from alcohol and/or other drugs, loved ones of those with addictions, allies, and anyone else who supports recovery. We are a diverse group, varying in ages and lengths of sobriety. Slugs for Health and Growth is supported by staff and faculty at the university and community members. See **this link (https://shop.ucsc.edu/students-in-recovery/index.html)** for more information.