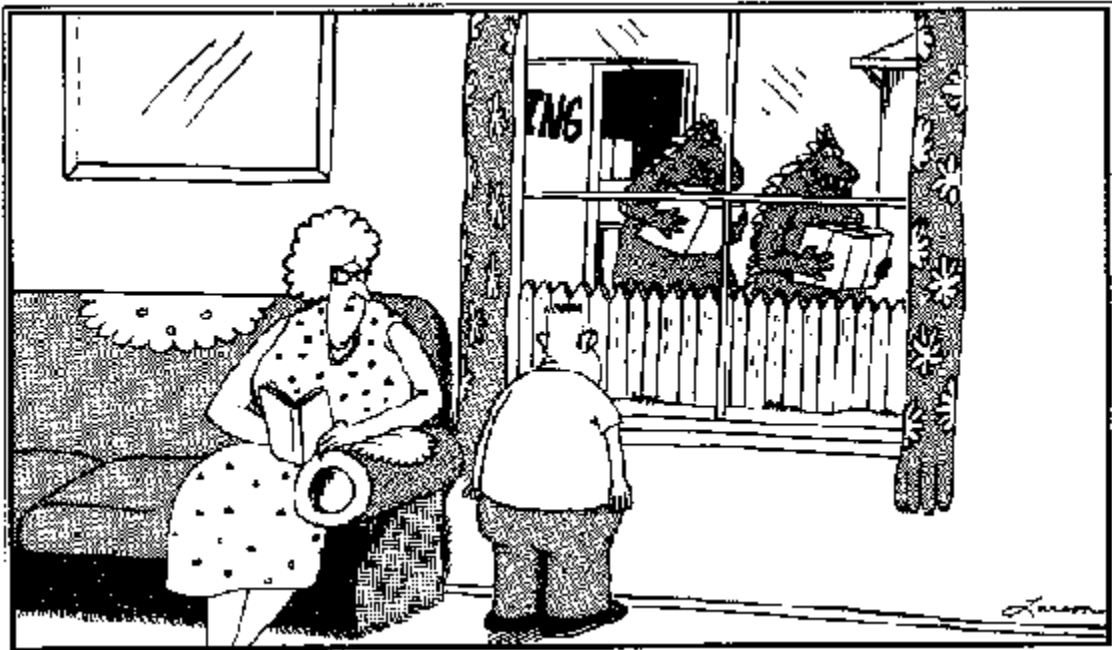


HIST 505: Fall 2010
Haunted Pasts: Ghosts, Ghouls, & Monsters in Global Culture
Dr. Tithi Bhattacharya



**"If there are monsters moving in next door, Danny, you just ignore them.
The more you believe in them, the more they'll try to get you."**

Tuesday and Thursday, 12 noon-1:15 pm, UNIV 201

Essentials for this Course

Contact Details for Professor Bhattacharya:

Office: University Hall 309

Office Hours: Tuesday and Thursday 11:00 am to 12:00 noon and by appointment

Phone: 494-4144

E-mail: tbhattac@purdue.edu

How the Readings Work:

Each week there are **two** sets of readings. One set of **common** texts to be read by the entire class which will often include one short story. The other set will be read by **one/two student(s)** who will present the argument contained therein for the rest of her/his colleagues. **In addition to this**, S/he is also responsible for locating a narrative representation (short story, film, song, poem) on the theme for the week and presenting the rest of us with a summary from it. The two things: the reading and the fictional representation **MUST** be thematically integrated and not be separate items in the presentation.

The **Course Packet** is available at **COPYMAT** at 135 S Chauncey Ave West Lafayette, IN 47906, Phone: (765) 743-5995

Several of the readings are available on JSTOR. The URL for that database is www.jstor.org. You can access this database through the Purdue Library Website.

General Policies and Comments:

Regular attendance is required. Additionally, students are expected to have done assigned reading and be prepared to discuss it on designated class days. The professor will provide guidance on preparing for discussions either orally in the previous class or with a handout. At least once during the semester, and more often on request, students will be informed of their approximate class participation grades. Criteria for grading class participation include the following: frequency (or quantity), accuracy in answering questions provided in advance, evidence of thoughtful engagement with the reading, appropriate application of knowledge from other class materials, ability to further discussion in new, appropriate directions. Missing a class will be graded more severely than attending class but failing to participate. Failure to participate in class discussion, and excessive absences will seriously reduce a student's final grade.

I am always glad to meet with students outside of class to discuss paper drafts, research paper topics, class participation grades, the content of assigned readings, letters of recommendation, or other matters relevant to the course. If office hours are inconvenient, an appointment at another time is easily arranged.

Plagiarism or any other form of academic dishonesty will be punished as much as Purdue University policies allow. A likely consequence for a finding of academic dishonesty is an F for the course and materials given to the Dean of Students office. Plagiarism means reproducing or

paraphrasing the words or ideas of someone else without proper attribution, and passing this work off as one's own. There are no excuses for plagiarism (i.e., ignorance, time pressure, lack of original ideas, etc.) All of the written assignments for this course are designed to help students avoid plagiarism, and handouts will offer specific information on proper referencing of other people's words and ideas.

It is possible that this syllabus will change over the course of the semester. Such changes would be announced in class and in time to benefit rather than inconvenience students. Students are individually responsible for learning about any changes in the schedule even if they are absent from class the day a change is announced. In general, students are individually responsible for everything that transpires in class whether or not they are in class; absence is not an excuse.

The Assignments

One Presentation/teaching Assignment: once for 30-50 minutes (include some current scholarship and/or theory in your presentation). Do not just lecture but create a discussion. This is worth 20% of your total grade.

One Homework Assignment: Based on the reading you do on Research Week you will have to critically evaluate the Gothic as a literary genre. The review/analysis should be between 5-7 pages and will carry 10% of your total grade.

Final Paper Topic along with a Bibliography: Before you write your final paper you will have to submit a 2 page long paper which will include

- (a) A clearly stated topic for your final paper
- (b) A paragraph long abstract of the proposed topic
- (c) A tentative bibliography

Please begin work on this Bibliography of resources as soon as possible but **CERTAINLY** by MID-SEPTEMBER. This bibliography should be as complete as possible, including journal articles, essays in collections and full-length works. This Topic& Bibliography Paper is worth 10% of your grade.

Final publishable paper: 15-20 pages, including scholarly research. This is worth 40% of your total grade.

The Class Presentation

You are asked to give a short presentation on a reading that has been marked under the heading "Other Readings". The talks will begin the second week of the semester. The idea is to practice inventing a clear thesis-statement which is supported by concrete details from the reading.

The presentation should demonstrate clearly that you have done the required readings in addition to the common readings for the week and that you have integrated all the readings together into a clear argument which addresses the theme of the week. You will illustrate your argument with the fictional piece that you find.

The presentation will be at the start of class. It should be about 30-50 minutes and may contain multi-media elements. The presentation piece should be formally written up and submitted at the end of class. It should not be more than 6-10 pages and should be typed and double-spaced with your name on top.

The whole class will listen and try to respond; their response will tell the student whether s/he has made herself/himself clear. To have everyone talk on a different readings will also make the course more enjoyable. We will get all our many points of view, begin to know one another, and break up our long sessions entertainingly.

YOU WILL HAVE TO SUBMIT A WRITTEN NARRATIVE VERSION OF YOUR PRESENTATION (NOT YOUR POWER-POINT PRINTOUT). This should be between 3-5 pages and should include a complete bibliography of all the sources and resources you used.

Final Paper and Bibliography:

The subject matter for the final paper is entirely your choice. Two-page statement of research topic with a detailed bibliography, is due to me by **Oct. 8.**

The paper will have

to demonstrate reading and research beyond those assigned in class. It will be no more than 15-20 pages of typed, double-spaced text plus a bibliography of references cited. Format should follow the *Chicago Manual of Style*. The final paper is due in class on **December 9.**

Deadlines. All paper and assignments are due IN CLASS. I will normally not be granting deadline extensions for any paper and except under the most extenuating of circumstances. If an assignment is late, its grade will be reduced ten points for each twenty-four hour period, or portion thereof, beyond the stated deadline. Unless an electronic version is previously agreed upon I will **ONLY** accept **paper copies** for **ALL** assignments. I WILL **NOT** ACCEPT ANY PAPERS SLIPPED UNDER THE DOOR OF MY OFFICE.

Computer Crashes. Hard drive/printer crashes and other computer woes will **NOT** be accepted as excuses for late submission. Please maintain backup copies at all times.

Grade Distribution

Attendance and Participation	20%
Class Presentation	20%
Topic and Bibliography	10%
Homework Assignment	10%
Final Paper	40%

Grades

91-100 (A)
86-90 (A minus)
76-85 (B)
71-75 (B minus)
61-70 (C)
56-60 (C minus)
41-55 (D)
0-40 (F)

DEADLINES FOR THE COURSE

Submission of research topic with bibliography	October 7
Submission on Homework Assignment	November 4
Submission of Final Papers	December 9

Tentative Weekly Schedule

Please note that this schedule and the topics covered are subject to change depending upon a variety of factors. Changes will be announced in class. If you are not able to attend class, it is your responsibility to find out what was covered

Week 1

August 24

August 26

Why Study the Dead

Introduction

Tame Death

Common Reading

Philippe Aries: Western attitudes toward death: from the Middle Ages to the present

Week 2: August 31- September 2: Death and Change

Common Readings

1. Christiane Sourvinou-Inwood, "To Die and Enter the House of Hades" in Course Packet.
2. Rabindranath Tagore, "The Living and the Dead", in Course Packet.
3. R. G. Finucane, "Sacred Corpse, Profane Carrion", in Course Packet.

Other Readings

John McManners, Death and the French Historians, in course packet

Week 3: September 7-9: Social Aspects of Death

Common Readings

1. James Woodburn, "Social dimensions of death in four African hunting and gathering societies", in Course Packet.
2. C. A. Bayly, "From Ritual to Ceremony", in Course Packet.
3. William Faulkner, "A Rose for Emily". Available at:
<http://www.wvnorton.com/college/english/litweb05/workshops/fiction/faulkner1.asp>

Other Readings

Thomas Laqueur, Bodies, Death, and Pauper Funerals in *Representations*, No. 1 (Feb., 1983), pp. 109-131 Available on JSTOR

Week 4: September 14-16: Where do Ghosts Come From?

Common Readings

1. S. A. Smith, Talking Toads and Chinless Ghosts, in Course Packet
2. Ronald M. James, Knockers, Knackers and Ghosts: Immigrant Folklore in the Western Mines, *Western Folklore*, Vol. 51, No. 2 (April, 1992), 153-177. Available on JSTOR

Other Reading

Jean Claude Schmitt, *Ghosts in the Middle Ages*, in Course Packet.

Week 5: September 21-23: The Monster**Common Readings**

Zakiya Hanafi, *The Monster in the Machine*, in Course Packet

Franco Moretti, "Dialectics of Fear", in Course Packet.

Excerpts from Mary Shelly, *Frankenstein*, in Course Packet

Other Reading

H. L. Malchow, "Frankenstein's Monster and Images of Race in Nineteenth-Century Britain", in *Past and Present*, No. 139 (May, 1993), pp. 90-130. Available on JSTOR

Week 6: September 28- September 30: Fear and the Uncanny**Common Readings**

Freud, "The Uncanny", in Course Packet.

Julio Cortazar, "House Taken Over", in Course Packet.

Other Readings

Edward J. Ingebreetsen, "Staking the Monster", *Religion and American Culture*, Vol. 8, No. 1 (Winter, 1998), pp. 91-116, Available on JSTOR

Rabindranath Tagore, "The Hungering Stones", in Course Packet.

Week 7: October 5-7: Death and Sexuality**PAPER TOPIC AND BIBLIOGRAPHY FOR FINAL PAPER DUE IN CLASS ON OCTOBER 7****Common Readings**

Maurice Bloch, "Death, Women and Power", in Course Packet.

Rush Rehm, *Marriage to Death: The Conflation of Wedding and Funeral Rituals in Greek Tragedy*, Chapter 1&2, in Course Packet.

Other Readings

Maurice Bloch, Jonathan Parry, "Introduction: Death and the Regeneration of Life", in Course Packet.

Week 8: Research Week: NO CLASS**Research Day Reading**

David Punter and Glennis Byron eds, *The Gothic*, in Course Packet

HOMEWORK: Critical Assessment of Gothic as a Literary Genre

HOMEWORK DUE IN CLASS on **NOVEMBER 4**

Week 9: October 19-21: Vampires**Common Readings**

Nina Auerbach, *Our Vampires Ourselves*, in Course Packet.

Tina Rath, "Miss Massingberd and the Vampire", in Course Packet

Film: *Buffy and Dracula*

Week 10: October 26-28: The Gothic and the Feminine**Common Readings**

Michelle A. Masse, "Gothic Repetition: Husbands, Horrors, and Things That Go Bump in the Night", *Signs*, Vol. 15, No. 4 (Summer, 1990), pp. 679-709, in JSTOR

Rabindranath Tagore, "At Dead of the Night", in Course Packet.

Terry Castle, Excerpts from the Female Thermometer, in Course Packet.

Other Readings

Kathleen L. Spencer, Purity and Danger: *Dracula*, the Urban Gothic, and the Late Victorian Degeneracy Crisis in *ELH* Vol. 59, No. 1 (Spring, 1992), pp. 197-225
Available on JSTOR

Week 11

November 2

November 4

Film Show

Film: *Manihara*

Discussion and return HW on Gothic

Week 12: November 9-11: Imperialism: The Power of Fear**Common Readings**

Patrick Brantlinger, "The Imperial Gothic", in Course Packet.

Rudyard Kipling, "The Mark of the Beast" at <http://www.readbookonline.net/>

John Campbell Oman, "Witchcraft, Demoniactal Possession and Other Superstitions of the People", in Course Packet.

Other Readings

Thomas Richards, "Dracula", in Course Packet.

W. W. Jacobs, *The Monkey's Paw* (1902) at

<http://gaslight.mtroyal.ca/mnkyspaw.htm>

Week 13: November 16: Protesting Spirits

NO CLASS ON NOVEMBER 18

Common Readings

Peter Van der Veer, "The Spirits of the Age", in Course Packet.

Other Reading

Empire and the Gothic in Course Packet, pp. 88-102 and 136-154

Week 14: November 23: Living Beyond Death**Common Readings**

- Benedict Anderson, *Imagined Community*, in Course Packet.
- David Irwin, “Sentiment and Antiquity: European Tombs 1750-1830”, in Course Packet.
- David G. Troyansky, Monumental Politics: National History and Local Memory in French Monuments aux Morts in the Department of the Aisne since 1870, *French Historical Studies*, Vol. 15, No. 1 (Spring, 1987), pp. 121-141, Available on JSTOR

THANKSGIVING BREAK: November 24-28**Week 15: November 30-December 2: Death and Capitalism****Common Readings**

Michel Foucault, “Right of Death and Power Over Life”, in Course Packet.
E. J. Clery, “Introduction”, in Course Packet.

Other Reading

Timothy Brook, Funerary Rituals and the Building of Lineages in Late Imperial China, *Harvard Journal of Asiatic Studies*, Vol. 49, No. 2 (Dec., 1989), 465-499. Available on JSTOR

Week 16: December 7-9: Submission of Final Papers and “Final” Thoughts!

Final Paper due in class Thursday December, 9

Have a Great Semester!