



Prof. Nicola Behrmann  
 Department of Germanic, Russian, and East European  
 Languages and Literatures  
 15 Seminary Place, Room # 4126  
 College Avenue Campus  
 New Brunswick, NJ 08901  
 Main office tel.: (848) 932-7781  
[behrmann@rutgers.edu](mailto:behrmann@rutgers.edu)  
 Office Hours: Tuesdays, 1-2:30pm



# Tales of Horror

(3 credits)

01:470:227:01, index 13171 (German), cross listed with 01:195:227:02, index 13172 (Comparative Literatures)

Fall 2019

Tuesdays, 9:50am – 12:50pm, SC 114

## Course Description

Vampires and zombies, *doppelgänger*, ghosts, and artificial humans continue to haunt the cultural imagination throughout the centuries. This course explores tales of horror through some of their most spellbinding creatures and fantasies in a period ranging from the Grimm Brothers to Expressionist cinema: We will consider the historical or political context and the psychoanalytical underpinnings in each tale and pay close attention to the ways a narrative (text or film) establishes, safeguards, or releases its horrific kernel. We will also explore similarities and differences in the way film and literature depict horror. How does horror enter German Expressionism or French Surrealism and why do moving images relate particularly well to the uncanny? Readings include E.T.A. Hoffmann's "The Sandman," Jeremias Gotthelf's "The Black Spider," Edgar Allen Poe's "The Black Cat," and short stories by Franz Kafka. Filmic contributions range from Murnau's *Nosferatu* to Kubrick's *The Shining*, from Hitchcock's *The Birds* to Powell's *Peeping Tom*. Theoretical reflections are provided by Lotte Eisner, Sigmund Freud, Barbara Johnson, Siegfried Kracauer, and Slavoj Žižek.

Taught in English. No prerequisites.

## Course Goals:



This course satisfies SAS Core Curriculum Requirements **AHo and AHp**.

**Arts and Humanities Goal o:** Student is able to examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production.

**Arts and Humanities Goal p:** Student is able to analyze arts and/or literature in themselves and in relation to specific histories, values, languages, cultures, and/or technologies.

By the end of this course students will be able to: demonstrate an understanding of the structure, meaning, and function of horror narratives; demonstrate an understanding of their authors' values and ideas; critically reflect on our value system and the interrelatedness of horror narratives and their historical, cultural, and theoretical contexts; formulate well-organized written interpretations grounded in textual evidence and supported by secondary literature; be able to propose a thesis and support it with appropriate evidence. Assessment will be based on participation in class evaluation of assigned written work. Please keep in mind the attendance policy (as outlined below).

## Course Learning Goals

### Final Grade:

Class participation	20%
Discussion posts	15%
2 Response Papers (5pp. each)	30%
Final Presentation	10%
Final Paper (12pp.)	25%

### Grade distribution:

A=90-100%; B+=85-89; B=80-84; C+=75-79; C=70-74; D=65-69; F=64 and below

## Required Books\*

- Jeremias Gotthelf, *The Black Spider* (New York Review Book Classics, 2013) **ISBN-10:** 159-0176685 **ISBN-13:** 978-1590176689
- Mary Shelley, *Frankenstein* (Penguin Classics, 2003) **ISBN-13:** 978-0141439471

\*All other materials on the syllabus are available on Sakai. You must **print out** course materials from Sakai and have a copy of them with you in class.

## Required Films

The following films must be viewed **before class begins**:

- *The Shining* (available for rent: \$2,99 via Amazon)
- *Nosferatu: A Symphony of Horror* (via Kanopy)
- *Peeping Tom* (available for rent: \$2,99 via Amazon)

## Assessment Rubric for Participation<sup>1</sup>:

Criteria	Not Met	Needs Improvement	Effective	Exemplary
<i>Level of Engagement</i>	<ul style="list-style-type: none"> <li>• Fails to contribute to class activities</li> <li>• Fails to invite comment/opinions from other students</li> <li>• Demonstrates little understanding of main points</li> <li>• Does not identify or summarize main points.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally contributes to class activities by offering ideas and asking questions</li> <li>• Sometimes engages others in class discussions</li> <li>• Sometimes has an understanding of main points</li> <li>Identifies and summarizes some of the main points</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to class activities by offering ideas and asking questions on a regular basis</li> <li>• Often engages others in class discussions by inviting their comments</li> <li>• Challenges the accuracy and relevance of statements made</li> <li>• Identifies and summarizes main points</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis</li> <li>• Actively engages others in class discussions by inviting their comments</li> <li>• Constructively challenges the accuracy and relevance of statements made</li> <li>• Effectively identifies and summarizes main points</li> </ul>
<i>Preparedness</i>	<ul style="list-style-type: none"> <li>• Consistently unprepared for class</li> <li>• Expresses no relevant foundational knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom prepared with assignments and required materials</li> <li>• Expresses limited foundational knowledge pertaining to class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Usually prepared with assignments and required materials</li> <li>• Expresses basic foundational knowledge pertaining to class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Always prepared for class with assignments and required materials</li> <li>• Accurately expresses foundational knowledge pertaining to issues raised during the discussion</li> </ul>
<i>Attitude</i>	<ul style="list-style-type: none"> <li>• Rarely if ever participates in classroom projects and discussions</li> <li>• Occasional disruptive behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom actively participates in classroom projects and discussions</li> <li>• Sometimes supportive of other students' ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Usually positive and cooperative with classroom projects and discussions</li> <li>• Often supportive of other students' ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently positive, cooperative attitude during class</li> <li>• Always supportive of other students' ideas</li> </ul>

<sup>1</sup> Adapted from rubric published by Texas Education Agency, [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwib6pglloHWAhVGSiYKHXxxA80QFggmMAA&url=https%3A%2F%2Ffacultyinnovate.utexas.edu%2Fsites%2Fdefault%2Ffiles%2FClassroom\\_Discussion\\_rubric.doc&usq=AFQjCNEJRqcSBKFD-I9ODklr-imJOU82sv](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwib6pglloHWAhVGSiYKHXxxA80QFggmMAA&url=https%3A%2F%2Ffacultyinnovate.utexas.edu%2Fsites%2Fdefault%2Ffiles%2FClassroom_Discussion_rubric.doc&usq=AFQjCNEJRqcSBKFD-I9ODklr-imJOU82sv)

## Assessment Rubric for Discussion Posts:

In grading discussion topics, the following rubric will be used. 20 total points are possible for each discussion topic.

Criteria	Not Met	Needs Improvement	Effective	Exemplary
<i>Critical Thinking</i>	<b>(0 points)</b> No evidence of critical thinking whatsoever (or nothing posted).	<b>(1 point)</b> <ul style="list-style-type: none"> <li>• Superficial posts</li> <li>• No valid connections made between content.</li> <li>• No analysis or insight.</li> <li>• <i>Critical</i> presentation of opinion not present.</li> </ul>	<b>(3 points)</b> <ul style="list-style-type: none"> <li>• Some connections made, although all might not be valid.</li> <li>• Analysis of content is evident, although possibly not complete.</li> <li>• <i>Critical</i> presentation of opinion is not complete.</li> </ul>	<b>(4 points)</b> <ul style="list-style-type: none"> <li>• Valid connections made.</li> <li>• Posts are complete with analysis and insight.</li> <li>• Opinions are presented at a <i>critical</i> level.</li> </ul>
<i>Uniqueness</i>	<b>(0 points)</b> <ul style="list-style-type: none"> <li>• Originality of post is completely unacceptable (or nothing posted).</li> </ul>	<b>(1 point)</b> <ul style="list-style-type: none"> <li>• Originality of posts is not evident (ideas are not your own).</li> <li>• Posts consist of little more than "I agree with you ..."</li> <li>• statements.</li> <li>• Plagiarism may be evident.</li> <li>• Sources not cited.</li> </ul>	<b>(3 points)</b> <ul style="list-style-type: none"> <li>• Originality of posts might be questionable, but valid.</li> <li>• Some new ideas.</li> <li>• Plagiarism not evident.</li> <li>• Sources are cited.</li> </ul>	<b>(4 points)</b> <ul style="list-style-type: none"> <li>• Original ideas are presented.</li> <li>• Plagiarism not evident.</li> <li>• Sources are cited.</li> </ul>
<i>Timeliness</i>	<b>(0 points)</b> <ul style="list-style-type: none"> <li>• Post is made after the deadline (or nothing posted).</li> </ul>	<b>(1 point)</b> <ul style="list-style-type: none"> <li>• Original posts are added at the last minute, leaving no time for classmates to respond.</li> </ul>	<b>(3 points)</b> <ul style="list-style-type: none"> <li>• Original posts are present, but may have been posted during the last half of the discussion period.</li> <li>• Participation is infrequent during the discussion period.</li> </ul>	<b>(4 points)</b> <ul style="list-style-type: none"> <li>• Original posts are added during the first half of the discussion period.</li> <li>• Participation is evident throughout the entire discussion period.</li> </ul>
<i>Quantity</i>	<b>(0 points)</b> <ul style="list-style-type: none"> <li>• Quantity is completely unacceptable (or nothing posted).</li> </ul>	<b>(1 point)</b> <ul style="list-style-type: none"> <li>• Length of all required posts do not meet requirements.</li> <li>• One or more required postings are missing.</li> </ul>	<b>(3 points)</b> <ul style="list-style-type: none"> <li>• Length of all required posts meets the requirements but includes considerable "fluff" or "filler."</li> <li>• All required postings are made.</li> </ul>	<b>(4 points)</b> <ul style="list-style-type: none"> <li>• Length of all required posts meet requirements.</li> <li>• All required postings are made.</li> </ul>
<i>Stylistics</i>	<b>(0 points)</b> <ul style="list-style-type: none"> <li>• Content is illegible (or nothing posted).</li> </ul>	<b>(1 point)</b> <ul style="list-style-type: none"> <li>• Many spelling or grammar errors</li> <li>• Content is difficult to understand.</li> <li>• Inappropriate language used.</li> </ul>	<b>(3 points)</b> <ul style="list-style-type: none"> <li>• Few spelling or grammar mistakes</li> <li>• Content is generally easy to understand.</li> </ul>	<b>(4 points)</b> <ul style="list-style-type: none"> <li>• No spelling or grammar mistakes.</li> <li>• Content easy to understand.</li> </ul>

## Departmental Policies

### Attendance

You must attend regularly and arrive prepared; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Those who miss more than two class sessions without a compelling excuse should expect a one-step reduction in the course grade (i.e. an A becomes a B+, a B+ becomes a B). Every additional three absences may entail a further one-step grade-reduction. Three late arrivals count as one absence. Note: It is the responsibility of students who have been absent (for any reason) to find out what they have missed and obtain materials that may have been handed out.

### Cell Phones

Cell phones and all other technological devices (beepers, iPods, MP3players...) must be turned off during class out of respect for the instructor and fellow students. Please schedule all important phone communications outside of class time.

### Disability Support Services

Students who may be requesting accommodations due to disabilities are encouraged to familiarize themselves with procedures and policies regarding disability support services at the following website: <http://disabilityservices.rutgers.edu/>. It is recommended that students seeking accommodations begin filing paperwork as soon as possible as the documentation review process may take up to 30 business days. Students are encouraged to speak with teachers about these issues at the beginning of the term. All such conversations will be kept strictly confidential.

### Academic Integrity

Violations of academic integrity are an extremely serious matter, and can lead to a student's failing the course and being referred to the University's Office of Student Conduct for disciplinary action. When referring to ideas other than your own, always acknowledge your sources clearly and completely, whether you are quoting or paraphrasing. Note also that use of online translation services is not permitted as a tool for generating work that you submit for course credit. Please see the University's policies on academic integrity at <http://academicintegrity.rutgers.edu/>, and discuss with your instructor any questions you may have about this and related issues.

## Tentative Course Schedule

Tue 09/3	<b>Introduction</b> Todorov, "Definition of the Fantastic" <b>FILM clip: George A. Romero, <i>Night of the Living Dead</i> (1968)</b> Grimm Brothers, "The Juniper Tree"
<b>UN/MOURNING</b>	
Tue 09/10	Ludwig Tieck, "The Fair Haired Eckbert" (1797)
Tue 09/17	"Eckbert," cont. Freud, "Mourning and Melancholia" <b>FILM: Stanley Kubrick, <i>The Shining</i> (1980)</b>
<b>MAN, MONSTER, MOTHER</b>	
Tue 09/24	Mary Shelley, <i>Frankenstein</i> (1818)
Tue 10/1	<i>Frankenstein</i> , cont. Johnson, "My Monster, My Self" <b>1<sup>st</sup> Essay due</b>
<b>DOPPELGÄNGER</b>	
Tue 10/8	E.T.A. Hoffmann, "The Sandman" (1826) Freud, "The Uncanny" (1919)
<b>DEVILS AND DEMONS</b>	
Tue 10/15	Jeremias Gotthelf, "The Black Spider" (1842) <b>FILM clips: <i>The Exorcist</i></b>
Tue 10/22	"The Black Spider," cont. Edgar Allen Poe, "The Black Cat" (1843) Zizek, "From Symptom to <i>Sinthome</i> "
Tue 10/29	Pu Songling: "The Man Who Was Changed Into a Crow" (1740) <b>FILM screening: Alfred Hitchcock, <i>The Birds</i> (1963)</b>
<b>EXPRESSIONIST AND SURREALIST HORROR</b>	
Tue 11/5	Franz Kafka, "In the Penal Colony" (1914) and "A Country Doctor" (1918)
Tue 11/12	<b>FILMS: F.W. Murnau, <i>Nosferatu</i> (1921) and Luis Buñuel, <i>Un Chien Andalou</i> (1929)</b> Hantke, "Horror film and the Apparatus of Cinema"
<b>TRAUMA AND FILM</b>	
Tue 11/19	<b>2<sup>nd</sup> Essay due</b> <b>FILM: Michael Powell, <i>Peeping Tom</i> (1960)</b> Zimmer, "Peeping Tom and Technological Perversion"

Tue 11/26	<b><i>NO CLASS</i></b>
<b>Tue 12/3</b>	<b>Term Paper Conference</b> (5 min. presentation of final paper and moderated discussion)
<b>Tue 12/10</b>	<b>Term Paper Conference</b> (5 min. presentation of final paper and moderated discussion)

***Final paper due: Monday, December 16***

## **Student-Wellness Services:**

### **Just In Case Web App**

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

### **Counseling, ADAP & Psychiatric Services (CAPS)**

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

### **Violence Prevention & Victim Assistance (VPVA)**

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

### **Disability Services**

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### **Scarlet Listeners**

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.