

THE PSYCHOLOGY OF DRACULA: SCIENCE, LITERATURE, AND THE SUPERNATURAL

Eastern Kentucky University Course Number: PSY 497 (3 CREDIT HOURS)

Instructor: Dr. Robert Mitchell

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Brief Instructor Biography: I was raised in New Jersey, where my parents indulgently let me raise hundreds of fish, amphibians, reptiles and mammals in their home. It is not surprising that I study the psychology of animals! But my interests are wide-ranging, and include history of psychology, philosophy of mind, animal cognition, human development, and sexuality. All of these topics come together in my course on the Psychology of Dracula. I have done research on cognition in dolphins, sea lions, apes, parrots, dogs, and humans, and have published edited books on topics ranging from deception, pretense, self-awareness, spatial cognition, anthropomorphism, and ape cognition. I am Foundation Professor of Psychology at Eastern Kentucky University. I live with my spouse and 5 cats in Lexington, Kentucky. I have previously taken several student groups to France and Ecuador. This will be my first study abroad with CCSA.

Texts:

Stoker, B. *Dracula*, Norton Critical Edition. ISBN: 9780393970128

Additional handouts will be made available by email, dropbox or blackboard.

Text can be purchased online using bookfinder.com, abebooks.com, amazon, bn.com, etc., but must be purchased and received by the end of November. Note: used books often arrive well after the bookseller says they will.

Course description for CCSA London/Dublin 2018/2019:

Bram Stoker's novel *Dracula* relied on new ideas in scientific Psychology. In this class, we will explore developing ideas about hypnosis, sexuality, paranoia, hysteria, masochism, telepathy, and evolutionary continuity, while examining how they were employed in *Dracula*. Field trips in Dublin will include visits to Dublin Castle, St. Micham's Church crypts, and Trinity College; and in London we will visit Highgate Cemetery, London Zoo, and the British Museum. We will also be seeing the Gothic play **The Woman in Black**.

Course overview: Students will read and discuss Bram Stoker's 1897 novel *Dracula*, as well as original scientific and historical papers related to the Psychological phenomena presented in the novel. Students will read original source materials in which psychologists describe their own ideas, as well as secondary sources about the historical context in which psychology functioned. The objective is to make students knowledgeable about the creation of *Dracula*, which incorporated actual Psychological studies on the psychological phenomena described in the novel. Students will also explore Dublin and London as they relate to Stoker's life, the creation of *Dracula*, and the psychological milieu in which the novel was written.

Course Structure: Welcome to **THE PSYCHOLOGY OF DRACULA: SCIENCE, LITERATURE, AND THE SUPERNATURAL!** We begin with the novel *Dracula*, a fun read that provides a glimpse of the scientific work assumed by the author writing in the 1890s. We then proceed by reading Psychological material from the time prior to and during Stoker's writing of the novel. In the course, you will have readings to do before class, following which you will have a quiz over the readings and then

class discussion. What you learn is important to remember, as what happens at one point in history influences what happens at the next. Thus, you might learn about something in one class meeting, and be asked to connect it to other material in another class meeting.

Student learning outcomes and Evaluation methods: The objective is to make students knowledgeable and reflective about the history of psychology. At the end of this course, students will:

- A. Evaluate and talk knowledgeably about the psychology of the Victorian period, having read original work and historical studies. [How this objective is evaluated: Quizzes]
- B. Read and talk knowledgeably about Bram Stoker's *Dracula*. [How this objective is evaluated: Journal, quizzes].
- C. Integrate ideas from course material about psychology and *Dracula*. [How this objective is evaluated: Term paper].
- D. Integrate experiences of London and Dublin to *Dracula*. [How this objective is evaluated: Journal].

Course requirements:

1. **Attendance:** Students are expected to attend and actively participate in all class meetings and activities in London and Dublin.
2. **Quizzes:** Prior to leaving the US, students will read *Dracula* and answer quiz questions about the reading. Quizzes will be multiple choice, and will cover the material in the novel *Dracula*, as well as other readings relevant to understanding the psychology of the period. The quizzes are to be completed before the trip.
3. **Journal:** *Dracula* is a novel of letters, journals, and other documents. Students will keep a journal that will present, discuss and reflect on their experiences (including their experiences of the readings) just prior to, during, and after the trip; this can be in a manner reminiscent of Jonathan Harker (or perhaps another character from the novel), if the student wishes, but the writing should present, discuss and reflect on the material they are reading and the experiences they are having in London and Dublin. The journal will be given to Dr. Mitchell 4 times during the course (see final page). Students need to use the journal to talk to themselves about the pre-trip readings and the on-site activities.
4. **Term paper:** At the end of the course, students decide on a project that will incorporate the knowledge gained from the readings and their experiences. The project will require integrating their experiences and readings related to *Dracula*, as well as their own research on the topic.

A statement about additional costs. CCSA makes every effort to pay for costs associated with class entries to museums, historic sites, theatrical performances, etc. through the general program fee paid by all CCSA participants. But in many cases, classes with ambitious field trip plans involve expenditures that exceed the CCSA budget for class activities. Although the CCSA program fee will cover much of the incidental expenditures for required course activities on field trips, it is possible that additional costs will accrue to participants. Therefore, participants need to budget \$150 for such extra class-oriented expenditures.

Grading Policy: Your grade will be based on your performance on writing assignments, quizzes, and a term paper). Each component is based on the following maximum number of possible points:

Quizzes	80 points (10 points maximum each quiz, best 8 of 11 quizzes)
Journal	80 points (20 points maximum each of 4 times journal handed in)

<u>Term Paper</u>	<u>80 points maximum</u>
Total	240 points

Cutoffs for letter grades: **A**=90%; **B**=80%; **C**=70%; **D**=60%; **F**=below 60%.

Student Progress: Students can figure out your progress at any time by dividing the total number of points you've received by the total number of points possible.

Academic Integrity: Academic integrity refers to students' taking responsibility for their actions, such that they engage in ethical behavior in their educational career. This means that students present their own work, rather than that of others, when asked to produce work for a course. It also means that, while studying abroad, students act as a best exemplar of American students. Students found guilty of an academic honesty violation (e.g., cheating or plagiarism) will receive a 0 on the assignment in question. More serious violations could also result in failing the course, a referral to the appropriate campus office of the member institution of CCSA participants, or both.

Disability Accommodation Statement: Students with disabilities or special needs must contact the instructor and the CCSA office at least a month in advance of the program's beginning so that accommodations can be made, to the extent possible in a study abroad setting. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services, outlining what services they receive on their home campus

Quality of Written Assignments: Students in all courses are expected to use correct grammar, spelling and composition in written assignments. These elements of good writing will be taken into consideration in grading all out-of-class writing assignments.

Statement about Physical Expectations: Since most study abroad classes include field trips and other activities which may involve a lot more walking and standing than you may be used to, a fair warning of estimated daily walking (e.g. 3-4 miles) and other physical challenges is helpful. Be sure to bring along at least two pairs of comfortable, broken-in walking shoes (obviously, avoid flip-flops and high heels).

Class sequence:

Dec 12: Begin reading Bram Stoker's *Dracula*. Be sure to use the Norton Critical edition, with the ISBN provided.

Dec 13: Quiz over ch. 1-5 (pp. 9-62).

Dec 14: Quiz over ch. 6-10 (pp. 63-122).

Dec 15: Quiz over ch. 11-15 (pp. 122-184).

Dec 16: Quiz over ch. 16-21 (pp. 185-252).

Dec 17: Quiz over ch. 22-27 (pp. 252-327).

Dec 18: Quiz over readings on hypnotism, telepathy, clairvoyant dreams. (James, Sully, Crowe)

Dec 19: Quiz over readings on the Psychology of women. (Millingen, Anonymous, others)

Dec 20: Quiz over readings on Psychology of degeneracy, crime and criminality. (Lombroso, Ellis, Galton)

Dec 21: Quiz over readings on evolution and human-animal similarity. (Darwin, Romanes)

Dec 22: Quiz over readings about sexuality. (Discussion of Bauer, "*Dracula & sexology*" and Senf, "*Dracula & women.*")

Dec 23: Quiz over readings about paranoia and psychology. (Jódar, "Bram Stoker's *Dracula*, a study of the human mind and paranoid behaviour," and Luckhurst, "*Dracula & psychology.*")

Dec 23-Jan 10: Start writing journal describing your upcoming trip, imagining that you are a student version of Jonathan Harker, about to take a trip to a strange, exotic and unexpected place. Continue to write daily blogs about your trip, telling what happens each day, and reflect on it; be sure to include material from the course. (Don't worry if you can't keep up the pretense of being like Jonathan, but be sure to write about and reflect on what happens each day.)

Below is a tentative guide to what we'll be doing and when in London and Dublin:

Weds Dec 26: TRAVEL: Flight to London. Hand in journal. Have fun.

Thurs Dec 27: Arrive in London. Travel to Hotel, various meetings.

Fri Dec 28: 10:00am: Regents Park & British Museum; 2pm: Faculty meeting; 8pm: Theater showing of *The Woman in Black*.

Sat Dec 29: 10:15: V&A tour; 4:00 Thin Veil walking tour of London.

Sun Dec 30: Dover Castle all day trip.

Mon Dec 31: 10:30am: Highgate Cemetery Tour; 12:30pm: London Zoo

Tues Jan 1: Walk in London (outside Lyceum Theatre) **Hand in journal.**

Weds Jan 2: Flight to Dublin

Thurs Jan 3: Walking tour of Dublin Castle, St. Micham's Church crypts, & Trinity College

Fri Jan 4: Bru na Boinne & Newgrange w/Simonton.

Sat Jan 5: Glendalough Visitor Center & Powerscourt House.

Sun Jan 6: Tour of Dublin.

Mon Jan 7: Hand in journal; Tour of Dublin.

Tues Jan 8: Flight back to the US.

Jan 8-11: Complete journal, send to Dr. Mitchell.

Sunday March 10: Finish term paper.