

FIRST YEAR SEMINAR  
TRENT UNIVERSITY

UNIV 1001H – A  
Werewolves as Symbols of the Human Experience  
Fall 2010  
Peterborough

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**Course Description:**

The werewolf first appeared in one of the earliest pieces of preserved literature, The Epic of Gilgamesh from ancient Mesopotamia, and has continued as a literary theme up to the modern age. It has appeared in a variety of cultural contexts over time, and has been used by these authors to explore ideas of selfhood, the nature of the human soul, politics, romance, and the role of humanity in relation to the natural world. It has served as a symbol of the outsider, the criminal, fear, sacrilege, but also as a symbol for empowerment, innovation and change. But, what is it that has made the werewolf so interesting to authors of the past? Why has the werewolf continually appeared as a symbol for exploring what it is to be human?

This course will examine the role of the werewolf in literature from the Ancient Classical world, the Middle Ages, Renaissance, and the modern world looking at each narrative within its historical and socio-political context. We will explore the werewolf within the wider context of the monstrous and investigate why societies of the past and present create monsters. We will also look at the relationship between the werewolf and religions of the past, and explore the question of why human societies of the past created this particular monster and what philosophical ideas can be explored in texts dealing with the werewolf.

**Learning Outcomes:**

The First-Year Seminar course has been designed to help first-year students develop the thinking, reading, writing and presentation skills that are important for success in all university courses. You will be an active member of the classroom community; in this class, you will learn the value of an engaged, participatory, critically aware university classroom. Seminars, interactive exercises and presentations, and discussions and debates with classmates will provide ways for you to strengthen your skill set. To that end, the course has a number of objectives, or learning outcomes.

By the conclusion of this course successful students will:

1. have learned how to become active, responsible learners, able to participate in class, ask relevant questions, and present ideas and concepts to classmates;
2. be able to focus in on a particular topic and think about it critically;
3. be able to recognize an argument, comprehend and dissect scholarly texts, and interpret literary and historical sources and other scholarly materials;
4. be able to lay out arguments, using clear language and appropriate style and formatting, and be able to develop an idea into a full, clearly laid out essay;
5. be able do deep analysis of the role of the characters, theme, and plot in narratives;

6. learn how to place literature into its historical context and explore the changing depiction of the werewolf in different socio-political environments.

**Course Format:**

Type (ex. Lecture, Seminar)	Day	Time	Location
<b>Lecture</b> (two hours per week)	Wednesday	5:00 pm – 7:00 pm	
<b>Seminar</b> (two one-hour seminars per week) <i>Note: you will be assigned to one Wednesday seminar and one Thursday seminar</i>	Wednesday Seminar A Thursday Seminar B	7:00-8:00 pm <b>OR</b> 8:00-9:00 pm 1:00 - 2:00 pm <b>OR</b> 2:00-3:00 pm	

**Please check <http://www.trentu.ca/admin/mytrent/TimeTable/TimeTableGen0.htm> to confirm times and locations**

**Course Evaluation:**

In this class, you will be evaluated in a number of ways and in a number of areas. You will be graded on written work, presentations, and on your participation in seminars. There are four main areas of evaluation.

**ASSIGNMENTS:**

1. Participation (25%)

- 15% seminar participation
- 10% oral presentation

**DUE DATES:**

Ongoing  
Weeks 11-13: specific date TBA

2. Short Assignments (20%)

- 5% (bonus) library skills assignment
- 10% short essay on “Bitten”
- 10% article summary

Due: Friday, October 15  
Due: Week 3 (September 29)  
Due: Week 4 (October 6)

3. Major Essay and Related Assignments (25%)

- 2% thesis statement
- 3% annotated bibliography
- 20% final essay

Due: Week (October 13)  
Due: Week 8 (November 3)  
Due: Week 13 (December 8)

4. Examinations (30%)

- 10% mid-term examination (2 hours)
- 20% final examination (2 hours)

In class: Week 6 (October 21)  
TBA (end of term)

**Assignment Descriptions:**

**1. Participation**

Your participation in this class has two components: weekly participation in seminars and an oral presentation that you will give in class.

- **Seminar participation**
- **Worth: 15%**                      **Due Date: ongoing**

Seminars, sometimes called tutorials, are settings in which important course readings and ideas are discussed in an active participatory manner. These are central to Trent's highly regarded learning approach where students are assumed to be important participants in classroom activity.

Readings will be assigned each week, for discussion in Seminar A. You are expected to do the readings and to be able to discuss issues from the readings: what do you regard as the major themes, ideas, or issue(s) of the readings? How do these readings relate to each other? How do the readings relate to the course topic? Each week a question will be listed in the syllabus. Look at how the reading relates to the question for tutorial that week.

Seminars only work when everyone participates and when everyone is prepared, so it is important to do the assigned readings. Seminars are also a great place to ask questions. Sometimes, the best discussions happen when students have difficulty with a reading, or have concerns or questions about the importance or meaning of an assigned reading. So, make sure to bring your questions with you.

You will be graded on your seminar participation throughout the term. Your grade will be based on a combination of attendance, participation, and one page summaries of the readings (described below).

*For each course topic seminar (labelled Seminar A), students are expected to write and submit a 250 word (1 page) paper on the topics provided below for each week. These are to be opinion papers about the question provided for that seminar and are to include information from the readings for that week. These 1 page opinion papers will constitute 1/3 of your participation mark, and must be brought to the seminar on that day. This will allow you to prepare for seminar and also get consistent feedback to improve your papers over time.*

- **Oral Presentation**
- **Worth: 10%** **Due Date: TBA (WEEKS 11 to 13)**
- **Length: 7 minutes.**

Each student is required to design and deliver a well-researched 7-minute presentation to the class on issues related to his or her essay topic, using material from the primary and secondary texts researched. Students should also prepare for a 3 minute question period following the presentation. Students can use a variety of relevant presentation materials including handouts, PowerPoint presentations, and images.

You will be graded on content, on clarity, on your use of source material (primary and secondary sources), and on your construction of critical arguments. We will talk in class about the topics and the presentations. Please note that part of the grade for your presentation is your attendance (and participation) at your classmates' presentations. Not attending the presentations of others will lower your own presentation grade.

## 2. Short Assignments

This component of the class is broken down into three shorter assignments, designed to develop your skills in a number of different areas. These assignments help you to: build your skills in research, writing and grammar, develop your ability to read critically and analyse the arguments of others, and write your own arguments. The assignments also build toward the larger essay that is due at the end of the term.

- **Library Skills Assignment**

**Worth: 5% BONUS** **Due Date: Friday October 15**

The Library Skills course is a course-within-a-course. Your grade in this library skills course is based on completing two Units, and then completing two quizzes (one in each Unit). Each quiz is worth 50%. A pass is 40/50. You must pass the first quiz in order to continue to Unit 2. You have up to 5 attempts at each quiz. After each attempt, view your results to see how you did and read the feedback on your answers. When you try the quiz again most of the questions will be different, so be careful to read the questions each time, even if they look the same. More information on how to access the course will be provided in class and on MyLearningSystem.

- **Short Essay on “Bitten”**
- **Worth: 10%**                      **Due Date: Week 3**
- **Length: 500-750 words (2-3 pages) typed and double-spaced, Times New Roman 12 pt font**

This assignment is designed to give you an opportunity to write a commentary about an aspect of the book “Bitten” that was important to you. This should be a textual analysis in which you reflect on elements of the text such as characters, allusions, themes, settings and symbols. Feedback from the course instructor on this assignment will be important for you to recognize any essay-writing challenges and opportunities for improvement you may have. Details of what is expected will be explained in class.

- **Article Summary**
- **Worth: 10%**                      **Due Date: Week 4**
- **Length: 500-750 words (2-3 pages) typed and double-spaced, Times New Roman 12 pt font**

You will be writing a summary on an article by Jeffrey Jerome Cohen titled “Monster Culture: Seven Theses” (Available at the **Reserve Desk at Bata Library**). This assignment is designed to help you identify the key arguments in a scholarly article. This assignment will give you the opportunity to read a scholarly article and summarize its key arguments in your own words. Make sure in your summary to note the article's thesis and key arguments (and major points). Give a very brief description of the article. Make sure that the summary is put in your own words – do not copy the author. Find a way to express the author's key points using language that you are comfortable with to demonstrate that you were able to understand the author's arguments.

Avoid adding opinion in the article summary at this point, but make separate notes for yourself about any opinions and observations you have about the article and also how the article relates to the themes of the course since we will be discussing your critical analysis of the article in your seminar.

Feedback on this summary will be important to help you identify the relevant parts of a scholarly article and to further develop your paraphrasing skills. Details of what is expected for this assignment will be elaborated upon in class.

### 3. Major Essay and Related Assignments

You will be required to write an essay on a topic relating to werewolves in literature. Your essay topic will be up to you to determine, but needs to be a critical analysis of some aspect of the werewolf and you will have numerous opportunities to visit that topic throughout the year. Sample topics will also be provided to help guide you as to possible topics you could consider.

You will be developing your essay throughout the term, with our small assignments and with in-class writing assignments. Before you hand in the major essay, you will be handing in two short assignments that will prepare you for the major essay (outlined below). I will provide comments, and you will be given comments that will help you to strengthen your essay. If you receive a failing grade on one of these stages, you will need to make some changes and then re-submit the assignment before proceeding on to the next stage in the essay. Please make sure to hand in each of the preceding essay assignments with each stage that you submit.

- **Thesis Statement**
- **Worth: 2%**                      **Due Date: Week 5**
- **Length: 250 words (1 page) typed and double-spaced, Times New Roman 12 pt font**

The first of your major essay assignments is a brief summary of your proposed essay topic: what you think you will be arguing, and what sources you are thinking about using in your essay. The topic must relate to the topic of the course. Describe your research question, thesis, and some of the sub-points you plan to use to support your thesis. Make sure that

the focus of your major essay is clear and concise (do not try to cover too much). Remember, this paper should be a critical essay (not a research report). Make sure to read sections 8-11 of the Canadian Writer's Handbook (especially section 10) for ideas about how to approach a critical essay.

- **Annotated Bibliography**
- **Worth: 3%                      Due Date: Week 8**
- **Length: 500-750 words (2-3 pages) typed and double-spaced, Times New Roman 12 pt font**

An annotated bibliography describes the research done on a certain topic. It will first introduce the topic of your proposed essay in a paragraph and describe the key areas you will be looking at in your essay (remember, your essay topic should be a critical essay rather than a research report). Your annotated bibliography will then provide a bibliographic list of 3 proposed research sources. These sources must be academic sources (published by an academic press or in a peer-reviewed academic journal) and must be relevant to the topic being studied. For each source, you should provide a concise summary of the source (including a summary of the key arguments) and an assessment of that source's value or relevance to the area of research you are pursuing (only approximately a few paragraphs for each). You will essentially be explaining why you have chosen this source and how it will provide theoretical or other development for your essay.

NOTE: if you are having difficulty finding resources, please feel free to consult with a librarian at Trent's Bata Library.

- **Major Research Essay**
- **Worth: 20%                      Due Date: Week 13**
- **Length: 1750-2000 words (7-8 pages) typed and double spaced, Times New Roman 12 pt. font**

The essay topic may be chosen by the student but must follow from the subject matter covered in the course texts. (excluding the Writer's Handbook).

This essay must be a critical essay (not a research report – read sections 8-11 of the Canadian Writer's handbook for ideas about how to approach a critical essay). You are required to use at least 3 academic sources (secondary sources published by an academic press or in a peer-reviewed academic journal), and these must be relevant to the topic being studied. More information on selecting the topic and format of the essay will be provided during class seminars and on the MLS site.

All of the other written assignments you do in the class will build toward this assignment.

#### **4. Examinations**

The mid-term examination, worth 10% of your final grade, will take place in class on WEEK 6 (October 21). The final examination, worth 20% of your final grade, will happen during the examination period in December.

**The Mid-Term Test (WEEK 6 – October 21)** will consist of multiple choice, fill in the blanks, passage identification, and short-answer questions and will be based on the text and seminar content covered from the beginning of the course.

**The Final Exam** will consist of multiple choice, fill in the blanks, passage identification, short-answer and essay questions based on all material covered in the course. It will be scheduled during regular examination period. **Please note students are responsible for checking the examination schedule.**

#### **Required Texts:**

**Print:**

**Messenger, W. E., Brown, J., deBruyn, J., & Montagnes, R. (2009). The Concise Canadian Writer's Handbook. Toronto, ON: Oxford University Press**

**Scoduto, L. (2008). *Metamorphoses of the Werewolf: A Literary Study from Antiquity Through the Renaissance*. London: McFarland & Company.**

**Armstrong, K. (2002). *Bitten*. Seal Books.**

- All books are available in the Trent University bookstore.
- A copy of each will also be available on Reserve in the library.

**Reserve:**

Each week certain books will be available on reserve from Bata Library. You will need to read these reserve materials in order to participate in seminars and also for any written work and examinations in the course. Please make sure to get your reserves from the library early and photocopy them so that other students may also borrow them.

**MyLearningSystem:**

This course has a myLearningSystem (MLS) website where students will have access to course materials, a discussion board, class announcements and their grades for the different components of the course. I will post important information on the MLS site for this class. Please check it regularly. If I need to cancel a class due to illness, that information will also be posted on the MLS site, accessible through MyTrent. To obtain an email account and access to myLearningSystem, visit <http://www.trentu.ca/claimid>

**Classroom Policies:**

- 1) All written work must be produced by you for this course alone.
- 2) Because sometimes questions of authorship may arise, for your protection it is essential to keep your research notes and rough drafts for your essays, even after the essay has been returned. If working on a computer, be sure to back up material regularly. "My computer broke down" is not a good excuse for a late assignment!
- 3) **Handing in Assignments:** due dates are generally on Wednesdays in lecture. Your papers should be handed to me directly during the lecture. Papers will not be accepted by e-mail, only in printed format. You assume the risk of loss if you choose any other method of submission. If you cannot make it to the lecture, bring your paper to my office (Champlain College Office). However, if the office is closed, you will not be able to hand in the paper until the next day, and it will be marked as late. I do not accept assignments on Email and you are not to slip them under a door!
- 4) **Late Marks:** Requests for extensions on assignments must be made PRIOR to the due date and will only be granted due to illness or personal crisis; supporting documentation is required. If an extension has not been granted, late assignments will be penalized 5% per day including Saturday and Sunday. Students completing an assignment over the weekend must submit a copy of the assignment to the instructor via e-mail in order to have the appropriate level of late marks deducted. A print copy must be submitted on the first regular business day available. Extensions will only be granted if accompanied by a medical note, or if you come to see me well in advance of the due date and you have a valid reason.

**University Policies:**

**Academic Integrity**

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

**Access to Instruction**

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the

Disability Services Office (BL Suite 109, 748-1281, [disabilityservices@trentu.ca](mailto:disabilityservices@trentu.ca)) as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.

If the locations of the classrooms or of my office pose an accessibility challenge, please contact me directly and we can work out accommodations.

**The final date to withdraw from Fall term half courses without academic penalty: November 12, 2010.**

Please see the Trent University academic calendar for other important University Diary dates, Academic Information and Regulations, and University and departmental degree requirements.

You can find the Academic Calendar at: [www.trentu.ca/calendar](http://www.trentu.ca/calendar)

If you are struggling in this or in other courses, please contact the Academic Advisor (senior tutor) assigned to your College: go to [www.trentu.ca/advising](http://www.trentu.ca/advising) to find your advisor and to find links to a lot of useful information, including resources like the Academic Skills Centre, Counselling, and the Careers Centre.

Please come and see me if you have any questions or concerns. If you can't come to office hours I am happy to meet with you at another time.

**Week-by-week schedule** (Subject to Minor Revisions!)

**Week 1: Sept. 13-17**

**Reading Assignment:** *Metamorphoses of the Werewolf* by Leslie Sconduto Introduction  
*Bitten* by Kelley Armstrong pages 1-50

**Lecture:** Visions of the werewolf.

**Seminar A (Wed):** What is your vision of the werewolf?

Seminar preparation, responsibilities, and appropriate conduct for discussion.

**Seminar B (Thu):** University Transitions

**Seminar B Preparation:** Read *Advising Syllabus* (on MLS)

Read *UNIV 1001H A syllabus* (on MLS)

Read *Student Services* (on MLS)

**Week 2: Sept. 20-24**

**Reading Assignment:** *Bitten* by Kelley Armstrong pages 50-350

**Lecture:** Gender in Werewolf Narratives

**Seminar A (Wed):** How can gender be explored in werewolf narratives?

**Seminar B (Thu):** Sentence Structure

**Seminar B Preparation:** Read *The Concise Canadian Writer's Handbook* 12- 12Z (Understanding Sentences)

Read *The Concise Canadian Writer's Handbook* 31-42 (Writing Effective Sentences)

**Week 3: Sept. 27-Oct. 1**

**Reading Assignment:** *Bitten* by Kelley Armstrong pages 350-end

**Lecture:** Why is the werewolf an enduring symbol? What does the werewolf represent in modern Canadian society?

**Seminar A (Wed):** What were the most significant features of *Bitten* for you? What is distinctly Canadian about *Bitten*? How do you think the werewolf has changed in the modern world?

**Seminar B (Thu):** Critical Thinking

**Seminar B Preparation:** Read *The Concise Canadian Writer's Handbook* 10-11 (Principles of Composition)

**\*SHORT ESSAY ON BITTEN DUE in lecture**

**Week 4: Oct. 4-8**

**Reading Assignment:** *Monster Culture (Seven Theses)* by Jeffrey Jerome Cohen (Reserve)

**Lecture:** Monster theory: Why we create monsters.

**Seminar A (Wed):** How can Cohen's seven theses be used to interpret werewolves?

**Seminar B (Thu):** Punctuation

**Seminar B Preparation:** Read *The Concise Canadian Writer's Handbook* 43-55l (Punctuation)

**\*ARTICLE SUMMARY ON MONSTER CULTURE: SEVEN THESES DUE in lecture.**

**Week 5: Oct. 11-15**

**Reading Assignment:** *Metamorphoses of the Werewolf* by Leslie Sconduto Chapter 1.

*The Epic of Gilgamesh* pages 85-87 (**Reserve**)

*Metamorphosis* by Ovid pages 9-10 (**Reserve**)

*Republic* by Plato pages 307-308 (565d- 566a) (**Reserve**)

*The Uses of Greek Mythology* by Ken Dowden pages 110- 112 (**Reserve**)

**Lecture:** The Classical werewolf 1: Arcadian lycanthropy

**Seminar A (Wed):** How does the Classical werewolf interact with ideas of the sacred and the profane?

**Seminar B (Thu):** Academic Integrity

**Seminar B Preparation:** Read University Policy on Academic Integrity

Read: *The Concise Canadian Writer's Handbook* 73-81c (Research, Writing, and Documentation)

**\*ESSAY THESIS STATEMENT DUE in lecture**

**Week 6: Oct. 18-22**

**Reading Assignment:** *Satyricon* by Petronius pages 76-78 (**Reserve**)

*The Histories* by Herodotus pages 275 [book 4, 105-106] (**Reserve**)

*Magic, Witchcraft, and Ghosts in the Greek and Roman World* by Daniel Ogden pages 87-91 ; 113-114 ; 121- 124 ; 127-129 ; and 175-178 (**Reserve**)

**Lecture:** The Classical werewolf 2: Witches and Werewolves

**Seminar A (Wed):** How is the werewolf related to witchcraft in the Classical world? What does this suggest about the Classical werewolf?

**Seminar B (Thu):** MID-TERM TEST

**Week 7: October 25-31: READING WEEK, no classes**

**Week 8: Nov. 1-5**

**Reading Assignment:** *Metamorphoses of the Werewolf* by Leslie Sconduto Chapter 2

*MS Bodley Manuscript Bestiary* pages 69-77 (**Reserve**)

**Lecture:** Late Antiquity and Medieval Animal Transformations and the Church

**Seminar A (Wed):** How does the Medieval werewolf differ from the Classical? How does the werewolf change with the rise of Christianity?

**Seminar B (Thu):** Principles of Composition

**Seminar B Preparation:** Read *The Concise Canadian Writer's Handbook* 1-7c (Principles of Composition)

**\*ANNOTATED BIBLIOGRAPHY DUE in lecture**

**Week 9: Nov. 8-12**

**Reading Assignment:** *Metamorphoses of the Werewolf* by Leslie Sconduto Chapter 3

*The History and Topography of Ireland (Topographia Hibernica)* by Gerald of Wales pages 69-77 (**Reserve**)

**Lecture:** Medieval werewolves: Politics of Difference and the Irish Werewolves

**Seminar A (Wed):** How does religion and ethnicity interact with the werewolf in *Topographia Hibernica*?

**Seminar B (Thu):** Essays and Constructing an Essay Outline

**Seminar B Preparation:** Read *The Concise Canadian Writer's Handbook* 8-9o (Principles of Composition)

Read *The Concise Canadian Writer's Handbook* Appendix (Checklist for use in Revising, Editing, and Proofreading)

**Week 10: Nov. 15-19**

**Reading Assignment:** *Metamorphoses of the Werewolf* by Leslie Sconduto Chapters 4 and 5

*Le Lai de Bisclavret* by Marie de France (**Reserve**)

**Lecture:** Medieval werewolves: The Sympathetic Werewolf of the Lais

**Seminar A (Wed):** The trial of Bisclavret. How would you judge Bisclavret in a courtroom (provide points for the prosecution and defense)?

**Seminar B (Thu):** Critical Reading and Interpreting Passages from a Primary Source.

**Week 11: Nov. 22-26**

**Reading Assignment:** *Metamorphoses of the Werewolf* by Leslie Sconduto Chapters 6 and 7

**Lecture:** Medieval werewolves: The knight as werewolf

**Seminar A (Wed):** Can the werewolf be noble or sympathetic? How does the sympathetic werewolf relate to the aggressive werewolf of the past? What ideas are explored through the sympathetic werewolf?

**Seminar B (Thu):** Examination Preparation and Learning About Your Learning Style and Academic Strengths

AND/OR **ORAL PRESENTATIONS**

**\*ORAL PRESENTATIONS BEGIN**

**Week 12: Nov. 29-Dec. 3**

**Reading Assignment:** *Metamorphoses of the Werewolf* by Leslie Sconduto Chapters 8 and 9

**Lecture:** The Renaissance werewolf

**Seminar A (Wed):** **ORAL PRESENTATIONS**

**Seminar B Thu):** **ORAL PRESENTATIONS**

**\*ORAL PRESENTATIONS CONTINUE**

**Week 13: Dec. 6-10**

**Reading Assignment:** *Boobs* by Suzy McKee Charnas (**Reserve**)

**Lecture:** Werewolf Theory: Gender, Sexuality, and the Werewolf

**Seminar A:** **ORAL PRESENTATIONS**

**Seminar B:** **ORAL PRESENTATIONS**

**\*ORAL PRESENTATIONS CONTINUE**

**\*FINAL ESSAY DUE in lecture**

(End)