

Your Professor

Dr. Emily Clark

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Humanities 335

Office Phone: 313-6781

Office Hours: MWF

11:00-11:45 am and Fri 1:00
pm-2:00 pm; and by
appointment

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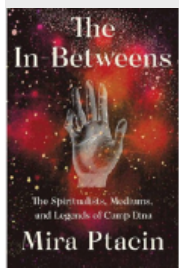
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How This Course Helps You Graduate

This course is a First-Year Seminar and fulfills one of your [core curriculum requirements](#).

Course Texts



Mira Ptacin, *The In-Betweens: The Spiritualists, Mediums, and Legends of Camp Etna* (Liveright, 2019).

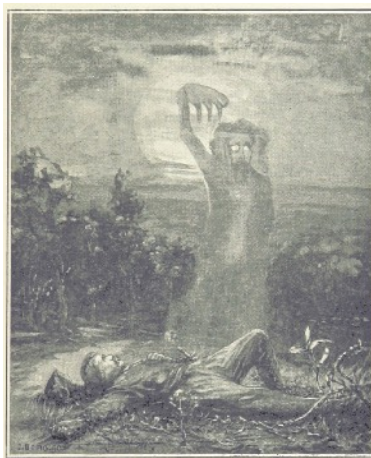
The book is required, though we won't start it until March (so save some money and purchase a used copy!).

Many additional readings will be posted on Canvas.

Always bring your readings to class!!

PARANORMAL

| Let's Get Spooky! |



Course Description

"We have noticed an interesting trend in how Americans relate to the paranormal: they are simultaneously fascinated and repulsed, intrigued and dismissive." – Christopher D.

Bader, F. Carson Mencken, and Joseph O. Baker, *Paranormal America*

As a First-Year Seminar, this course investigates how we pursue knowledge and cultivate understanding. To achieve this, Paranormal investigates how people see and experience the world, the ways in which humans make meaning of those experiences, and whether or not the supernatural still has a place in today's modern world. What do witch scares say about American fears, social expectations, gender norms, and more? What do Bigfoot hunts reveal about the limits of human knowledge and our discomfort with the unknown? What does belief in and communication with spirits and ghosts say about American ideas about life and death? Rather than a how-to class or a tour of debunking the paranormal, we attempt cultural analysis of the paranormal. Our big question is: What does the paranormal say about us?

First Year Seminar Course Learning Outcomes

1. Students will be able to differentiate the ways in which knowledge is constructed across multiple disciplines.

In Paranormal, students will investigate the line between normal and paranormal, religion and magic, and how these boundaries move and work in culture and society. As such, conversations will pull ideas and methodologies from religious studies, history, anthropology, and media studies.

2. Students will be able to articulate how their own personal and cultural perspectives affect their discovery and generation of knowledge and understanding.

In Paranormal, students will analyze how Americans conceive of the paranormal and consider the limits of belief.

3. Students will be able to integrate the principles of Gonzaga's mission with their academic, personal, and spiritual aspirations.

In Paranormal, students will discuss issues surrounding fear of the unknown in contemporary America. Students will evaluate the tensions between fear of the unknown and recognizing the dignity of human persons.

How to Succeed in this Course



- 1) Come to class, arrive on time, and stay for the entire meeting.
- 2) Regularly check your email and Canvas. I frequently email about grades, housekeeping issues, and more.
- 3) Complete assigned readings, in their entirety, on schedule. Engage with your reading. **Bring** the readings to class.
- 4) Contribute to class discussions. You should come to class with questions and comments, prepared to participate in a lively discussion.

5) Complete all assignments, in a timely manner. Due dates are firm but I allow requested extensions if requested 12 hours before due date. Otherwise late papers will be deducted a full letter grade for every day it is late.

6) Ask for help when you need it. I am happy to assist you in your attempts to master course materials and successfully complete course assignments (Really, I am). Come to my office hours and I am always available via email.

Course Policies

RESPECT FOR MATERIAL, OUR SUBJECTS, AND YOUR PEERS

Students will be expected to communicate in a civil manner at all times, both in and out of the

classroom. This means that interactions are to be carried out in a polite, courteous, and dignified way. Treat your peers and the subject material with respect.

COURSE POLICY ON RACE AND ETHNICITY

This class and classroom is one that respects and welcomes each other. Many of my classes cover topics related to race, colonialism, religion, and racism. These conversations and readings are difficult for some students, and I encourage you to live in that space of productive discomfort and allow yourself to be challenged. Gonzaga's [Mission Statement](#) emphasizes a commitment to intercultural competence, diversity, and social justice. Let's live that mission in the classroom. Through these sometimes-uncomfortable conversations, we will learn and grow together.

PLAGIARISM POLICY

I do not tolerate plagiarism or cheating. We are an intellectual and academic community, and all of us are responsible to act with integrity. All violations of the Gonzaga Academic Honesty Policy will result in a zero on the assignment. Plagiarism is the act of passing another's work off as your own. Whether intentional or not, all plagiarized assignments will receive a zero. If you have questions or concerns about plagiarism, consult the guide on Canvas. [Click here for more on Academic Citizenship at Gonzaga.](#)

SCREEN POLICY

You are welcome to use your computer or tablet in class to take notes and refer to pdf readings you did not print out. Screens are **not** to be allowed for other purposes during class. If you have a screen open, you have agreed that I can cold-call on you at any time. The only exceptions to this rule are those with relevant disability accommodations.

DISABILITY ACCESS POLICY

Students with disabilities who need academic accommodations should:

1. Register with and provide documentation to the Disability Access.
2. Bring a letter to me from the Disability Access Office indicating the need for accommodation and what type. This should be done within the first two weeks of class. The sooner I know, the sooner we can work together.

For more information about services available to GU students with disabilities, contact:

disability@gonzaga.edu; 313-4134. Or visit their office in Foley 209 www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Disability-Resources-Education-and-Access-Management/default.asp.

A NOTE ON HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT

Consistent with its mission, Gonzaga seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and Gonzaga's policy prohibit harassment,

discrimination and sexual misconduct. Gonzaga encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook: www.gonzaga.edu/studenthandbook about what happened so they can get the support they need and Gonzaga can respond appropriately. There are both confidential and non-confidential resources and reporting options available to you. Gonzaga is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: www.gonzaga.edu/titleix. My office is a safe space, but I am legally required to report sexual misconduct.

For more on Title IX, see: Stephanie N. Thomas

Title IX Director

509-313-6910

thomassn@gonzaga.edu

Business Services Building 018

Or by filling out an online [Sexual Misconduct Report Form](#)

ATTENDANCE POLICY

I enforce the [Gonzaga attendance policy](#), if you miss more than 6 class meetings, you will receive a “V,” which is the same as a “F.” For a seminar class to work, attendance is necessary. Per the University [policy on religious holidays](#), exceptions to this include religious holidays. And any COVID-related issue, like exhibiting symptoms, is fully excused.

Assignments and Grading

- 1) 3Qs Reading Journals. These show critical engagement with texts. Every class period that has an assigned reading, you'll submit a reading journal entry on Canvas that includes: a rich **quote**, a discussion **question** for the class, and a **quandary** that the reading left with you. For more on the grading, see the Reading Journals Rubric on Canvas. Your journal is due an hour before class begins. Worth 320 points (for 32 reading journals).
- 2) Information Literacy assignment: A completion grade on information literacy prepared by librarian Anthony Tardiff. The link for the assignment is in the course schedule and will be emailed out too. Worth 50 points
- 3) Paranormal Analysis. You'll interrogate why people believe in the Paranormal. More information is on Canvas. Worth 125 points.
- 4) Podcast Analysis. You will individually analyze an episode of the podcast *Haunted Road*. This will be preparation for paranormal stories in small groups at the end of the semester. Worth 125 points.
- 5) Paranormal Stories. You will create or tell a paranormal story set at Gonzaga University. Your story

will include both the paranormal story itself as well as reflection on why it is paranormal. We will dedicate the last week to working on this assignment, using class time for you to build your story and medium of delivery. Worth 200 points.

6) Preparation and Participation: The least boring and most effective way to learn is to participate fully in the process. You are expected to contribute to the success of this course by: reading the assigned materials, attending every class, taking notes, listening respectfully, and contributing to class discussions. See the In-Class Participation Rubric for more. Worth 180 points.

3Qs Reading Journals: 320 points	1000-895 points: A range
Information Literacy: 50 points	A/A- cutoff at 925
Paranormal Analysis: 125 points	894-795 points: B range
Podcast Analysis: 125 points	B+/B cutoff at 855
Paranormal Stories: 200 points	B/B- cutoff at 825
Preparation and Participation: 180 points	794-695 points: C range
Total: 1000 points	C+/C cutoff at 755
	C/C- cutoff at 725
	694-595 points: D range
	D+/D cutoff at 655
	594 points and below: F

Course Schedule

Important: You need to come to class having already read the assigned reading for that day; in other words, readings are due the date listed.



Week 1: Course Introduction

Wednesday, Jan 17: Introductions, Class Expectations

Friday, Jan 19: Success in the First Year at Gonzaga

Reading: "What the Best College Students Do" on Canvas

Week 2: How to Evaluate Information

Monday, Jan 22: Information Literacy

Reading: Complete all the clickthroughs and entries here: <https://researchguides.gonzaga.edu/ccow>

Wednesday, Jan 24: What are Monsters?

Reading: "Monster Culture" on Canvas

Friday, Jan 26: Before the Paranormal, what is normal?

Reading: "The Body Ritual of the Nacirema" on Canvas

Week 3: How to Study Paranormal Culture

Monday, Jan 29: What is Religious Studies?

Reading: "Religion: Some Basics" on Canvas

Wednesday, Jan 31: The Paranormal

Reading: "Paranormal America" on Canvas

Friday, Feb 2: The Paranormal and Religion

Reading: "What can the Paranormal Tell Us About Religion" on Canvas

Week 4: Is the Paranormal Evil?

Monday, Feb 5: Salem and Witches

Reading: "The Devil, the Body, and the Puritan Soul" on Canvas

Wednesday, Feb 7: Salem, Satan, and Olympia, WA

Reading: "Satanic Panic" on Canvas

Friday, Feb 9: Edgar Allen Poe and the Paranormal Gothic

Reading: "Poe Stories" on Canvas

Week 5: What Does the Paranormal Tell Us?

Monday, Feb 12: Mythical Monsters

Reading: "The Unidentified" on Canvas (book pgs 59-90 within the pdf)

Wednesday, Feb 14: Mythical Monsters

Reading: "The Unidentified" on Canvas (book pgs 91-122 within the pdf)

Friday, Feb 16: Paranormal Stories

Reading: "Excerpts from Here in the Night" on Canvas

**Week 6: Seeking out the Paranormal**

Monday, Feb 19: No Class. Presidents' Day

Wednesday, Feb 21: Paranormal Investigators

Reading: "Life with the Afterlife" on Canvas

Friday, Feb 23: Paranormal Investigations

Reading: "Spook_EVP" on Canvas

Paranormal Analysis Due by 5 pm**Week 7: *The Conjuring***

Monday, Feb 26: *The Conjuring*

Reading: "The New England Society for Psychic Research" on Canvas

Wednesday, Feb 28: *The Conjuring*

Friday, Oct March 1: *The Conjuring*

Week 8: Ghosts and StressMonday, March 4: Catching Spirits in their Tracks

Reading: "San Antonio Ghost Tracks" on Canvas

Wednesday, March 6: Stress and Anxiety

Reading: "Why Zebras Don't Get Ulcers" on Canvas

Friday, March 8: No Class. Dr. Clark will be at Princeton.**Podcast Analysis Due** by 5 pm.**SPRING BREAK!! March 11 - March 15****Week 9: What If ... ?**Monday, March 18: Zombies

Reading: "Ostensive Play in the Zombie Apocalypse Narrative"

Wednesday, March 20: Haunted Houses

Reading: "Haunted Houses" on Canvas

Friday, March 22: Psychics and Law Enforcement

Reading: "Psychics and Law Enforcement" on Canvas

Week 10: Spiritualism at Camp EtnaMonday, March 25: SpiritualismReading: Introduction in *The In-Betweens*Wednesday, March 27: SpiritualismReading: Chapter 1 in *The In-Betweens*Friday, March 29: No Class. Good Friday.**Week 11: Spiritualism at Camp Etna**Monday, April 1: No Class. Easter Monday.Wednesday, April 3: SpiritualismReading: Chapter 2 in *The In-Betweens*Friday, April 5: SpiritualismReading: Chapter 3 in *The In-Betweens***Week 12: Spiritualism at Camp Etna**Monday, April 8: SpiritualismReading: Chapter 4 in *The In-Betweens*Wednesday, April 10: SpiritualismReading: Chapter 5 in *The In-Betweens*Friday, April 12: SpiritualismReading: Chapter 6 in *The In-Betweens***Week 13: Spiritualism at Camp Etna**Monday, April 15: SpiritualismReading: Chapter 7 in *The In-Betweens*

Wednesday, April 17: Spiritualism

Reading: Chapter 8 in *The In-Betweens*

Friday, April 19: Spiritualism

Reading: Chapter 9 in *The In-Betweens*



Week 14: College Haunts

Monday, April 22: Are Colleges haunted?

Reading: “Haunted Halls” on Canvas

Wednesday, April 24: Is Gonzaga haunted?

Reading: “Music Mansion” on Canvas

Friday, April 26: Paranormal Storytelling

Week 15: Paranormal Stories Workshop

Monday, April 29: Paranormal Workshop

Wednesday, May 1: Paranormal Workshop

Friday, May 3: Paranormal Workshop

Final Exam Week

Your Paranormal Story is due by the end of our exam period