

English 10103.035 / .055
Literature, Intro to Fiction
The Rise of Gothic Literature
TR 11:00 – 12:20 Reed Hall 319
TR 2:00 – 3:20 Reed Hall 221

Instructor: Ms. Lynda Davis

Office: 402 Reed Hall

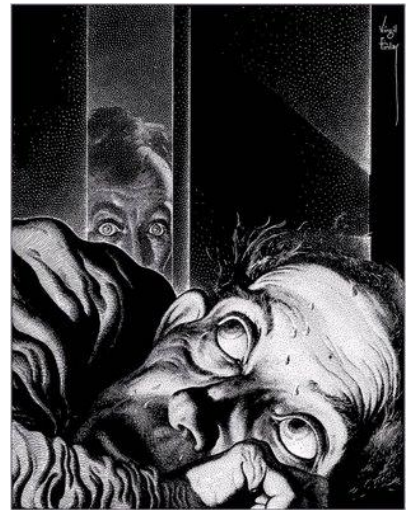
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Office hours: TR 9:30 – 10:50 a.m., or by appt.

Course description:

We still study the rise of Gothic literature in eighteenth-century England and Scotland, its migration across the Atlantic to America, and then its subsequent transformation into Southern Gothic, and finally, the course will end with a look at Modern Gothic. We will begin by examining the elements that comprise gothic literature: the sublime and the beautiful, the natural and the supernatural, the ironic and the terrifying, the ghostly specters and the mad scientist; in American Southern Gothic, we shall investigate how these elements are used to explore the social issues that drive these narratives. We will read famous novels by canonized authors alongside other works written by lesser-known writers, some of whom were widely read and respected in their day. We will begin with Horace Walpole's *The Castle of Otranto* (1764), the first Gothic novel, and examine how Walpole's narrative set the standard for other writers to expand upon.



Learning Outcomes:

In addition to mastering and articulating literary terminology, students will demonstrate an understanding of how Gothic literature reflects societal trends & prejudices, political issues, religious beliefs, & psychological fears. In this class students will read and analyze gothic fiction (novels, novellas, & short stories) and then examine how these works reflect and influence society on both sides of the Atlantic Ocean. Students will contemplate how the rise of the gothic novel in Great Britain influenced American literature and contributed to the popular genre of the Southern Gothic. Students will also analyze how the Gothic tradition has evolved over the years into modern film.

Sub-core Outcomes

- Identify issues of gender, race, or ethnicity in assigned fiction.
- Apply critical terms (such as plot, character, point of view, setting, narration, dialogue, etc.) to their analysis of selected works of fiction.

- Demonstrate an ability to apply various strategies for reading, interpreting and engaging with fiction through analytical writing and/or exams.

Required texts & Materials:

Horace Walpole, *Castle of Otranto*, 1764 (Longman)

Robert Lewis Stevenson, *Dr. Jekyll and Mr. Hyde*, 1886 (Longman)

Ann Radcliffe, *Romance of the Forest*. (Oxford)

Jane Austen, *Northanger Abbey*, written in 1798, published in 1803 (Longman)

Louisa May Alcott, *Behind a Mask*, 1866 (Penguin)

Washington Irving, *The Legend of Sleepy Hollow*. (Dover)

A University Reader purchased from the following website: www.universityreaders.com. Cost is \$26.74 plus shipping.

A Gmail account for blogging/journaling

Course and grading components:

Class participation (5%):

To be a full participant in this class, you must:

- 1) attend class with materials having completed the readings in advance;
- 2) participate fully in class discussions;
- 3) complete all informal in-class and take-home writing assignments

Your participation grade will be based on the above three criteria. Please note that full attendance and completion of writing assignments will earn you a participation grade of C; to achieve a higher grade, you must distinguish yourself in class discussions.

Blog Journaling (10%): Instructions on setting up blog to follow. Students are expected to blog about their impressions on each text read in class. I will be looking not only for students' reactions to their readings, but for students' ability to critically evaluate these works as well as their ability to incorporate literary terminology (i.e., plot, climax, metaphor, etc.). Students are encouraged to claim ownership of their blog and design it in such a way as to complement blog content—color, pictures, etc. Over the course of the semester, each student should read and comment on at least 10 other students' blogs (links can be found on eCollege). Responses to other blogs constitutes 10% of the blog grade.

Quizzes (10%): At the beginning of class on Thursdays, students will take a brief quiz based upon our readings that week. These quizzes will be designed to indicate whether you are completing the assigned readings. Note: If a student arrives once those quizzes are collected, he/she cannot earn points for the quiz. Make-up quizzes will not be given for any reason. Because issues are bound to arise over the course of the semester, the two lowest Reading Quiz grades will be dropped from the final quiz grade.

Presentations (5%): Working in groups of 2 or 3, students will give a 5- to 7- minute presentation on an author or a literary element selected from a list given the first week of class (to be discussed further in class). In addition to the presentation, the students will be responsible for a 1-page handout for the class (36 copies, including one for me) that incorporates text, images, and a short

bibliography on the subject to be presented. Students are welcome to use youtube videos or show online websites, but, of course, the crux of the presentation should not depend on these outside help aids.

Short Paper (10%): You will write at least one paper for this class that will focus on gothic element(s) in the readings. More explanation about the paper will be forthcoming in a class handout.

Exams (40%): You will take two exams in this course. The first will be a midterm covering the works we have read up to that point (15%). The second exam will cover the remaining works and will have an essay question covering the course as a whole (25%). Both exams will be comprised of identification, multiple choice, fill-in-the-blank, and short essays.

Final Project (20%): At the end of the semester, students will complete a final project for the class. Students will be permitted to work in groups or individually, and these projects can be in the form of a creative piece, such as a website or a short film / youtube video, or more traditional, such as an annotated bibliography or a paper. More information will be given later in the semester.

Attendance policy:

More than 6 absences in this semester will result in **failure of the course**. Persistent tardiness will also affect your grade. **Tardies:** Please be on time for class. Students who are tardy (five minutes late or more) are a distraction to the whole class. *Three tardies will equal one absence for the course.*

Late Work: If you know you will miss a class in which your assignment is due, you will need to submit the assignment ahead of time. Late papers will be penalized one letter grade for each calendar day beyond the due date unless the instructor has agreed to late submission *in advance of the due date*. DO NOT TURN IN PAPERS LATE.

Classroom Atmosphere & Etiquette: I envision our classroom as a place where all of us can share our ideas, thoughts, and questions without fear of being made fun of or embarrassed. Our classroom interaction will be based on respect for all of the writers and readers we encounter this semester. The university classroom should be considered a professional milieu. Therefore, please conduct yourselves as you would in a professional and/or business setting. While we may discuss issues that generate strong emotion, please engage in debate—not name-calling, denigration, or disparagement. Moreover, class discussions that degenerate into venues for opinion not backed by research are generally non-productive and are discouraged.

Electronic equipment: Our class will operate in many ways as a ‘real world’ work environment, and each member of the class is expected to participate professionally—being punctual, meeting deadlines, collaborating, pulling your ‘weight,’ and respecting both your fellow students and me. Professionalism also includes regular attendance and willing participation in all facets of classroom life. Out of respect, please refrain from using any mobile technology—regardless of whether or not it is silenced—including but not limited to MP3 players, cell phones, text messaging, etc. Each student may have a computer in our classroom, but please limit your computer activities during

class time to those related to the course. Other usage will negatively impact your grade. Also, please turn mobile phones to silent mode during class unless someone's life depends on it. If that is the case, please discuss this with me prior to class.

Policy on plagiarism: Plagiarism is the unacknowledged use of others' ideas, words, or sentences in your writing. Passing off words, sentences or paragraphs from a book or article as your own, submitting another person's paper, or using a prepared paper from a website are absolutely unacceptable actions. As a form of cheating, plagiarism is a serious form of academic misconduct and carries heavy consequences. If I discover plagiarism in your writing, I will give you a grade of zero on the assignment and recommend that you be failed from the course. Please consult the student handbook's policy on academic misconduct (3.4) for further information.

Policies and Procedures for Students with Disabilities:

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Note: This syllabus is subject to change.

Course calendar:

Wk 1	Tuesday, August 23	Introduction to course
	Thursday, August 26	Select Project from handout Introduction to the Gothic genre (begin reading <i>Castle of Otranto</i> as soon as possible)
Wk 2	Tuesday, August 31	Horace Walpole, <i>Castle of Otranto</i> (1764) Preface, Chapters 1, 2, & 3 Presentation: Horace Walpole
	Thursday, Sept. 2	Finish book: Chapters 4, and 5 Presentation: Gothic Architecture (get an early start on <i>Romance of the Forest</i>)

		Weekly quiz
Wk 3	Tuesday, Sept. 7	Ann Radcliffe, <i>Romance of the Forest</i> (1791) Volume I: Pgs 1-110 Presentation: Radcliffe, etc.
	Thursday, Sept. 9	RoF contd. Volume II: Chapters 8 – 11 to page 171 Presentation: The Female Gothic Weekly quiz
Wk 4	Tuesday, Sept. 14	RoF contd. Volume II: Chapters 12-17 to page 258
	Thursday, Sept. 16	Finish <i>Romance of the Forest</i> Weekly quiz
Wk 5	Tuesday, Sept. 21	Austen, Jane. <i>Northanger Abbey</i> (1798); Vol I Presentation: Jane Austen, etc.
	Thursday, Sept. 23	Austen, Jane. <i>Northanger Abbey</i> (1798); Vol II Weekly quiz
Wk 6	Tuesday, Sept. 28	Austen, Jane. <i>Northanger Abbey</i> (1798); Vol II Finish Mary Shelley, <i>"The Mortal Immortal"</i> (1833) Presentation: Mary Shelley, etc.
	Thursday, Sept. 30	Stevenson, <i>Dr. Jekyll and Mr. Hyde</i> , 1886 (Longman) 42-82 Presentation: Robert L. Stevenson Presentation: Darwinism & Doppelgangers Weekly quiz
Wk 7	Tuesday, Oct. 5	Finish novel, 83-122 Review Midterm
	Thursday, Oct. 7	Midterm
Wk 8	Tuesday, Oct. 12	Washington Irving, <i>"Legend of Sleepy Hollow"</i> (1820) Presentation: Washington Irving, etc. Nathaniel Hawthorne's <i>"Young Goodman Brown"</i> Presentation: Nathaniel Hawthorne, etc.
	Thursday, Oct. 14	Edgar Allen Poe <i>"The Fall of the House of Usher"</i> (1839), and <i>"Ligeia"</i> (1838) Presentation: E. A. Poe Presentation: Transcendentalism & Dark Realism Paper 1 due in eCollege by Friday night Weekly quiz
Wk 9	Tuesday, Oct. 19	Fall Recess
	Thursday, Oct. 21	Louisa May Alcott, <i>Behind a Mask</i> , Presentation: L. M. Alcott, etc. Weekly quiz
Wk 10	Tuesday, Oct. 26	Finish <i>Behind a Mask</i> Intro into Southern Gothic
	Thursday, Oct. 28	Charles Chesnutt, <i>"The Goopherded Grapevine"</i> & <i>"The Sherrif's Children."</i> Presentation: Charles Chesnutt & Washington Cable George Washington Cable, <i>"Jean-ah Poquelin"</i> Presentation: Cable Weekly quiz
Wk 11	Tuesday, Nov. 2	Faulkner's <i>"A Rose for Emily"</i> Presentation: William Faulkner & Constance Woolson Presentation: The Civil War and Reconstruction Constance Fennimore Woolson: <i>"Old Gardiston"</i> (1876)

	Thursday, Nov. 4	Presentation: Tennessee Williams Film: <i>A Streetcar Named Desire</i> Weekly quiz
Wk 12	Tuesday, Nov. 9	Film: <i>A Streetcar Named Desire</i>
	Thursday, Nov.11	O'Conner " A Goodman is Hard to Find " Presentation: Flannery O'Conner Joyce Carol Oates--: Where Are You Going, Where Have You Been Presentation: J. C. Oates Excerpts from film Weekly quiz
Wk 13	Tuesday, Nov.16	Charlotte Perkins Gilman: " The Yellow Wallpaper " (1892) Presentation: Gilman & Glaspel Susan Glaspel: " A Jury of Her Peers " (1916) Video
	Thursday, Nov.18	Watch film <i>Fight Club</i> Presentation: Chuck Palahniuk Presentation: Modern Gothic Movement From this point forward, there are no more readings. Students should spend this time preparing for their final presentation. Weekly quiz
Wk 14	Tuesday, Nov.23	Finish <i>Fight Club</i>
	Thursday, Nov.25	Thanksgiving: No class
Wk 15	Tuesday, Nov.30	Final Presentations
	Thursday, Dec 2	Final Presentations
Wk 16	Tuesday, Dec 7	Final Presentations Review for Final
	Thursday, Dec. 9	Dead Week: No class
Final Exam		Final Exam