

THE GOTHIC TRADITION



ENG 329 – 19th Century British Fiction
Arizona State University
Fall 2017 – Online

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Office Hours: by appointment

Welcome to the class!

"In a fit of enthusiastic madness I created a rational creature and was bound towards him to assure, as far as was in my power, his happiness and well-being . . . I refused, and I did right in refusing, to create a companion for the first creature. He showed unparalleled malignity and selfishness in evil; he destroyed my friends . . . The task of his destruction was mine, but I have failed."

--Shelley, *Frankenstein* (Chapter 24)

Our Theme: The Gothic Tradition

What's your favorite scary story?

Whether you picked Dracula, the Shining or some other horror tale, your answer was certainly rooted in the Gothic. Ever since "horror" stories became the best-sellers of the late 18th century, the Gothic has been an important and influential literary genre. It has given us such conventions as claustrophobic castles, tormented heroines, and animated corpses. More importantly, the Gothic genre has explored many important themes: the dialectic between reason and irrationality (and science and religion), the limits of human knowledge, the conflict between the individual and society, and tensions concerning race, gender and Imperialism.

Since the late 1970s, the Gothic has become a highly popular field of academic study. Many books have been published on Gothic styles, subgenres, and individual authors. A journal, [Gothic Studies](#), has been established, and is connected to the [International Gothic Association](#). This section of ENG 329 will focus on the evolution of the Gothic tradition in 19th century Britain. We will start by examining the beginning of Gothic fiction (around 1770) and trace how the tropes and themes associated with Gothic developed over 130 years.

Please note, this course is offered by the School of Letters and Sciences. For more information about the school, visit our website: <https://sls.asu.edu/>. If you have questions or concerns, please contact me first. If I cannot answer your question, send an inquiry to sls@asu.edu.

In this course students will:

- 1) Read a variety of Gothic fiction written in 19th century Britain
- 2) Situate these fictional texts within the cultural and historical realities of 19th century Britain (the industrial revolution, the rise of science, Imperial concerns, increased anxieties about the “new woman”)
- 3) Analyze Gothic fiction (and scholarly approaches) both in online discussions and extended essays
- 4) Apply knowledge learned from analysis of 19th century British literature to identify and analyze contemporary Gothic texts (and situate them within our own cultural and historical realities)
- 5) Create a fictional Gothic text in the form of a short ghost story

Readings:

I’ve ordered copies of the following books, which should be available at the bookstore. You may want to order books online. PLEASE NOTE: in most cases there are critical readings in these particular editions that will be required. Please be sure to buy these editions for the class:

Bronte, Emily. *Wuthering Heights* (Penguin Classics Edition)
Conrad, Joseph. *Heart of Darkness* (Penguin Classics Edition)
Shelley, Mary. *Frankenstein* (Norton Critical Edition)
Stoker, Bram. *Dracula* (Norton Critical Edition)
Stevenson, Robert Louis. *The Strange Case of Dr. Jekyll and Mr. Hyde* (Penguin Classics Edition)
Wells, H.G. *The Island of Dr. Moreau* (Penguin Critical Edition)

We will be reading other articles and short stories which will be provided online via files or links to websites.

Required Assignments (more detail is provided at the Blackboard site):

(14 x 3 = 42 points total) Discussion Posts and replies: Students will participate in online discussions based on various texts throughout the term. Prompts for each of these discussions are posted on the Discussion Board forums. For these assignments, I am looking for 2 things, 1) that you participate in the discussion by giving feedback or “replying” to previous postings, and 2) that you post a 300-400 word response as a new thread to the question/prompt that shows you have completed and evaluated the reading.

(2 x 10 = 20 points total) Mini – Analyses: In addition to Discussion Posts, students will write Mini-Analyses on some of the works we will read. The Mini-Analysis should be 2-3 pages double-spaced (500-600 words) have a thesis, and focus on a theme/issue from the work. Students should feel free to take a theme/issue discussed in class and expand the discussion into a more formal analysis.

(15 points) Creative Writing Assignment (5-7 pages): For this assignment students will write either a short story or a missing chapter from one of the texts discussed in class.

(20 points) Final Paper: Gothic in the 21st Century (5-7 pages): There has been a resurgence of gothic films and texts in the last 20 or so years in the US. For this project students will chose 2

contemporary texts, movies, video games, or other cultural artifacts (any combination) that represent the gothic tradition in contemporary society. For the first part of the paper, students should describe the texts/items and argue and provide evidence for why and how they are gothic (that is, how they connect to the elements of gothic discussed during the term and continue the gothic tradition). For the second part of the paper, students should discuss how the gothic tradition has evolved (what it looks like today) how the current tradition connects to current cultural/social anxieties and issues. Feel free to include images or other media in your paper.

Discussion Posts	42 points (14 posts x 3 pts each)
Mini-Analyses	20 points (2 papers x 10 pts each)
Creative Paper	15 points
Final Paper	20 points
Participation	<u>3 points</u>
	100 points

Grading Scale: *Please note there is no weighing of grades in this class. The assignments above total 100 points*

99 – 100	A+	80 – 82	B-
93 – 98	A	77 – 79	C+
90 – 92	A-	70 – 76	C
88 – 89	B+	60 – 69	D
83 – 87	B	59 - 0	E

****Late Work:****

Responses / Online Postings: Take careful note of the due dates listed on the syllabus. Late responses/ postings will not receive credit without a valid excuse e-mailed to me in advance.

Assignments: The syllabus indicates deadlines for major Writing Assignments to be submitted. Late assignments will lose one letter grade for each day past the due date.

COURSE POLICIES AND PROCEDURES:

Attendance:

YES – There is attendance in online classes!!!

- Definition of missed attendance in online classes: A student who fails to post an acceptable assignment (participate in discussion) to the class website during the assigned "window" of time will be counted absent for that class day. More than 3 "absences" will impact your final grade by resulting in a "0" for participation.
- Technical problems online: While these do occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus students need to allow enough time to try again later or to travel to a campus computer lab or alternative place to complete the assignment and therefore avoid an absence for the day. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting ASU's computer network, but exceptions will not be made for routine computer problems.

****NOTE:** Students enrolled in **hybrid/online courses** must make every reasonable attempt to attend class or contact the instructor during the first week. After the first week those who do not show up either in person or by calling or e-mailing the instructor may be dropped.

Contacting Me & Staying on Track:

My office is located at the Polytechnic Campus (Santa Catalina Hall, 233Z). The best way to contact me is via e-mail – I check it several times a day. I will be e-mailing you at least 1-2 times per week with notes and reminders about the class. And, I hope to hear from you this term with questions or just notes to check in or say “hello.” I’m never bothered by e-mails from students.

Although you should feel free to e-mail me anytime, there are certain circumstances where you should absolutely e-mail me, including when and if:

- you have a question about an assignment
- you are concerned about a grade
- you are unclear about any instructions connected to the class
- you face life circumstances that are interfering with your course work
- you have questions about your degree program
- you are considering taking time off from school

Along with teaching this class my main priority is to help you stay on track to complete your educational goals. Don’t hesitate to give a “shout out” if you find yourself in any of these situations!

Replying to Your Peers on the Discussion Board

Online discussions can be one of the richest elements of your online experience. Electronic discussions offer a unique opportunity to be “heard.” You don’t need to raise your hand and wait to be called on. You can think carefully about what you want to say and look it over before you post it. You can consider the contributions of your peers more thoughtfully and go back to comments again when a second reading offers clarification and a deeper understanding.

I value your contributions to our discussions. You have a great deal to offer and to learn from one another. In addition to your main response to the assignment questions, you will need to respond to your peers to receive full points. When you reply to the posts of others try to do so in a way that advances the conversation. You might, for instance:

- Post an opinion based on reading/research you do on the topic.
- Respond thoughtfully to a topic from your own experience.
- Provide links and resources related to the topic that would be of interest to other participants.
- Pose a thought-provoking question related to the topic.
- Collect multiple perspectives on a topic or provide an alternate perspective to the one currently dominating the discussion.
- Thoughtfully (and respectfully) rebut another participant’s comments.
- Synthesize the current class discussion by summing up arguments or discussion points.

University Resources

ASU Libraries - offers 24/7 access to librarians through “Ask a Librarian” online chat and help by librarians in person at the Reference Desk during most hours the libraries are open.

www.asu.edu/lib/

Counseling and Consultation – provides confidential mental health and career counseling services for all ASU students. <http://students.asu.edu/counseling>

Student Success Centers – the Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. <http://studentsuccess.asu.edu/>

Career Services – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. <http://students.asu.edu/career>

Student Financial Aid Office – offers information and applications for student funding such as grants, loans, scholarships and student employment. <http://students.asu.edu/financialaid>

Student Health and Wellness Center – provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. www.asu.edu/health/

Student Recreational Center – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. www.asu.edu/src/

Student Legal Assistance – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. <http://www.asu.edu/studentaffairs/mu/legal/>

Technology Help

Help Wiki – provides a frequently asked questions resource for technology users at ASU. <http://wiki.asu.edu/help/>

E-mail Issues be sure you are checking ASU email or have it forwarded properly to a different account. Problems? Check these sites <http://help.asu.edu/> and <http://help.asu.edu/node/99>

ASUonline -- many resources for online students
<http://asuonline.asu.edu> and <http://asuonline.asu.edu/student-support/index.cfm>

Online Tutorials for Students

They cover a number of things here...be sure to check if you are wondering how to do something. Their general site is <http://asuonline.asu.edu/student-resources>. Or click here for a more direct link to the tutorials <http://asuonline.asu.edu/student-resources/online-tutorials>
Plug-ins for Software for Students – if you need a Word viewer, Adobe, etc.
<http://asuonline.asu.edu/student-resources/student-plug-ins>

Information Technology
Help Desk 480-965-6500
myasu-q@asu.edu

Student Support Services

Student Conduct: Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct (http://www.abor.asu.edu/1_the_regents/policymanual/chap5/chapter_v.htm#C.%20CODE%20OF%20CONDUCT), ACD 125: Computer, Internet, and Electronic Communications (<http://www.asu.edu/aad/manuals/acd/acd125.html>), and the ASU Student Academic Integrity Policy (http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Accommodations for Disabilities: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

The Public Nature of the Class (Writing and Discussion): Part of becoming an effective writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will often be expected to share your writing with others. Avoid writing about topics that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. You are free to express your perspectives in writing and discussion, but you also need to write responsibly, contemplating the possible effects on others and on yourself.

Academic Integrity

See the Student Affairs web page at <http://www.asu.edu/studentaffairs/studentlife/judicial/> and <http://provost.asu.edu/academicintegrity> as well as the School of Letters and Sciences web page <http://sls.asu.edu/bis/forms.html> for policies to which we adhere. Read them.

The Purdue University Writing Lab is a great resource for all types of writing issues. Look through lots of handouts and materials there...see information on research and documenting sources, paraphrasing, etc. <http://owl.english.purdue.edu/>