



ENGL 2430

Division: Humanities

Department: English

Course: ENGL 2430

Title: Gothic and Supernatural Literature

Catalog Description:

This course surveys the literature of terror, from its 18th century origins to the present day, including such authors as Mary Shelley, Edgar Allan Poe, Bram Stoker, and Stephen King.

General Education Requirements: Humanities

Semesters Offered: TBA

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: N/A

Corequisites: N/A

Justification:

The supernatural has always been an important theme in literature, and many of our most respected authors, including Shakespeare, Mary Shelley, and Poe, have explored it. Modern horror is a very popular genre, both in print and on the screen. Unfortunately, most fans do not know the genre's history. English 2430 give the modern reader a chance to connect the present to the past.

English 2430 also provides a General Education opportunity to the kind of student who feels marginalized by traditional literature courses.

Although gothic and supernatural courses are widely taught in the United States at the lower division, the closest in state analog is the University of Utah's ENGL 2070 Popular Traditions (science fiction, detective fiction, fairy tale, etc.). Because English 2430 is consistently enrolled to capacity, its relative uniqueness might be considered a strength of Snow College.

Student Learning Outcomes:

Upon successful completion of this course students will:

- know the major authors, works, and themes of gothic and supernatural literature
- be able to discuss several major works of gothic and supernatural literature in a historical or philosophical context
- believe that gothic and supernatural literature is an important aspect of contemporary and traditional culture.

Content:

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English 2430 covers a historically representative selection of the best of the genre, including whole works or excerpts by eight to twelve of the following authors:

- Horace Walpole: *The Castle of Otranto*
- Ann Radcliffe: *The Mysteries of Udolpho*
- Jane Austen: *Northanger Abbey*
- Matthew Gregory Lewis: *The Monk*
- Mary Shelley: *Frankenstein*
- Edgar Allan Poe: "The Tell-Tale Heart," etc.
- James Malcolm Rhymer: *Varney the Vampyre*
- Joseph Sheridan Lefanu: *Carmilla*
- Robert Louis Stevenson: *Dr. Jekyll and Mr. Hyde*
- Oscar Wilde: "The Picture of Dorian Gray"
- Henry James: *The Turn of the Screw*
- Bram Stoker: *Dracula*
- H.P. Lovecraft: "The Shadow Over Innsmouth," etc.
- Shirley Jackson: *The Haunting of Hill House*
- Richard Matheson: *I Am Legend*
- Ray Bradbury: *Something Wicked This Way Comes*
- William Peter Blatty: *The Exorcist*
- Stephen King: *Night Shift*
- Poppy Z. Brite: *Drawing Blood*.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students read a variety of primary texts and are quizzed on their basic content. Discussion questions are designed to elicit more constructive and critical responses (e.g., "Why do you suppose the author chose to say it this way instead of that way?" "Does this novel have anything to say about problems we face today?").

2) Write clearly, informatively, and persuasively.

Each student will write at least one essay that demonstrates the validity of a thesis. Each essay will be returned with suggestions for improving the student's writing skills.

5) Apply a cultural and historical awareness to a variety of phenomena.

Quizzes, essays, examinations, and class discussions will all ask students to consider the reading in a variety of contexts. E.g., *Frankenstein* (1818) can be discussed in light of the American and French Revolutions. *Dracula* (1897) can be discussed as a conflict between old world customs (Christian rituals and iconography) and new world technology (the phonograph, the typewriter, the Kodak). *I Am Legend* (1954) can be discussed as a response to McCarthyism.

9) Respond with informed sensitivity to an artistic work or experience.

An important goal of the course is to foster an appreciation of a genre that is often dismissed as "mere" popular culture. Students will be challenged to enjoy the material for intellectual as well as visceral reasons.

Key Performance Indicators:

- eight to ten quizzes (short answers): 10%-20% of the final grade
- one to two examinations (short essays): 40%-70% of the final grade
- one to two essays (5 to 7 pages each): 20%-40% of the final grade.

Representative Text and/or Supplies:

- see Content (above)

Optimum Class Size: 20

Maximum Class Size: 30

Signatures:

I hereby submit this course syllabus:

Ron Lamb, MS, Assistant Professor

I hereby find this course consistent with the goals and resources of the English Department:

Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)