**The Gothic in Art, Music, and Literature**

**Winter Quarter, 2019**

**Instructor: Dr. Nicole Blair**

**Office: MDS #307A**

**Office hours: 3:45 - 4:45, T/TH**

**and by appointment**

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**Course Description**:The photograph on this syllabus shows the tower of Strawberry Hill, the house which inspired the first Gothic novel by Horace Walpole, *The Castle of Otranto* (1764). Walpole began designing the house in the Gothic style in 1749, completed in 1776. Walpole is credited with the invention of the “modern” Gothic movement after that point. In this course, students will study the history of the Gothic through music, painting, literature (which includes poetry and fiction), and film.  Readings include works by authors mostly from the British Isles and Europe, such as Walpole, but also from the United States, including Edgar Allen Poe and Nathaniel Hawthorne. Also included are more modern-day versions of the Gothic. At the end of the quarter, students will create and present an original multi-genre research report based on their reading and research throughout the course.

**In this course we will explore such topics and questions as**

Where did the Gothic begin? How does the Gothic remain relevant today?

What does it teach us about being human?

In what way is the Gothic political as well as cultural?

Why are people either drawn to or repelled by suspense and horror?

Through our interest in the Gothic, what are we looking for, or what might we be trying to avoid?

**LEARNING GOALS**

**Upon completion of this course you will**

* understand the origins and development of the Gothic
* have gained both an overall understanding of the Gothic style
* analyze two genres of Gothic literature—poetry and fiction—with the characteristics of Gothic in mind
* demonstrate knowledge of the Gothic in an analytical argument of one author’s work as part of your final project
* create an original, multi-genre work based on your knowledge and research into the Gothic phenomenon

**Required Texts:**

* Stevens, David. *The Gothic Tradition*. Cambridge University Press, 2000.
* Blair, David. *Gothic Short Stories*(Wordsworth Editions, 2002)

**NOVELS: At the beginning of the quarter, you will choose a novel and then join a book group within the class.** Your group may choose one of the short novels listed here.  If more than one group chooses the same novel, we will have a drawing to determine which group need to choose a different book. Each of these novels is available through the library, and many of them can be found at Dover books for just a few dollars.  You may also order through Barnes and Noble or Amazon, etc.

* *Beloved*by Toni Morrison
* *Grief Cottage* by Gail Godwin
* *Jekyll and Mr. Hyde*by Robert Louis Stevenson
* *Sing, Unburied, Sing* by Jesmyn Ward
* *Turn of the Screw*by Henry James
* *The Picture of Dorian Gray*by Oscar Wilde
* *The Woman in Black* by Susan Hill
* *The Haunting of Hill House* by Shirley Jackson
* *The House of 7 Gables* by Nathaniel Hawthorne
* *The Little Stranger*by Sarah Waters

**Brief Description of Assignments (full descriptions, due dates, etc. can be found on the Canvas Assignments pages)**

* **Weekly writings** (10%): at the end of each week, you will be given a prompt to which you will write a 1-page response. I will be looking for your understanding of the material that is being discussed for that particular week. I will expect you to use direct quotations from the readings as evidence in your brief analysis. All of these writings will be completed in class. The only exception to this is January 24th, which will be online. **NOTE:** If you miss a weekly writing, you may make it up for ½ credit. You may make up **only one** of these assignments. I will drop your lowest score at the end of the quarter.
* **Unit assignments** (15%): at the end of each unit, you will give a brief, 3-minute presentation of one of the main points from that unit. You will turn in your assignment in class as well as upload it to Canvas. If you are absent, you will need to talk with me about how to earn 1/2 credit for this assignment. See the complete guidelines and rubrics on each Unit Assignment page.
  + **Unit Assignment #1**: January 17th. Bring a hard copy to class. Upload to Canvas by 11:59 p.m.
  + **Unit Assignment #2**: January 31st. Bring a hard copy to class. Upload to Canvas by 11:59 p.m.
* **Mid-term Exam** (20%): at the beginning of week 6; the exam will cover materials in weeks 1 – 5.
* **Book Group Reports** (15%): In Week 9, you will be presenting in a group your analysis and overall  impressions of the Gothic novel you chose. See complete guidelines and rubric on the "Book Group Report" page.
* **Final project** (30%): this **Multi-Genre Research Report (MGRR)** should reflect what you’ve learned about the Gothic in art, music AND literature. See complete guidelines and rubric on the "Final Project " page.
* **Class Participation** (10%): the successful student will be fully prepared for class—bringing necessary books, papers, etc.; taking notes every day; turning in assignments on time; adding in a positive way to class discussions, etc. See the complete guidelines and rubric on the "Class Participation" page. **NOTE**: **We are a community of learners.** The development of a **supportive learning environment** is fundamental to this course.  As a **learner-centered classroom**, we all have wisdom and experience to share.  We are all expected to share knowledge, comments, critiques, feedback and alternate opinions.  This learning space is our mutual responsibility; as such, we have a responsibility to **engage in dialogue** in a way that supports learning for all of us. The co-creation of this respectful environment will be fostered by **listening to views other than your own with an open mind, being able to understand and appreciate another person’s point of view and the ability to articulate your own point of view using direct communication. Being conscious of not monopolizing dialogue and/or interrupting will help create this environment as well.**

**GRADING, ASSESSMENT and LEARNING GOALS:**I will measure your progress on each of the learning goals, listed above, through a variety of assignments, each of which will have a grading rubric.  For instance, the weekly writings will be in response to a specific question that we will generate during class.  I will grade and assess your learning based on the appropriate goal, such as how you demonstrate your understanding of the Gothic style by using specific examples and citing information from the David Stevens text.

**Undergraduate Grading Scale and Conversion Chart**

|  |  |  |
| --- | --- | --- |
| Letter Grade | Grade Point | Numerical Grades |
| A | 4.0 – 3.9  3.8 – 3.7 | 100 – 99  98 - 96 |
| A - | 3.6 – 3.5 | 95 – 93, 3.6  92 – 90, 3.5 |
| B+ | 3.4 – 3.2 | 89, 3.4  88, 3.3  87, 3.2 |
| B | 3.1 – 2.9 | 86, 3.1  85, 3.0  84, 2.9 |
| B- | 2.8 – 2.5 | 83, 2.8  82, 2.7  81, 2.6  80, 2.5 |
| C+ | 2.4 – 2.2 | 79, 2.4  78, 2.3  77, 2.2 |
| C | 2.1 – 1.9 | 76, 2.1  75, 2.0  74, 1.9 |
| C- | 1.8 – 1.5 | 73, 1.8  72, 1.7  71, 1.6  70, 1.5 |
| D+ | 1.4 – 1.2 | 69, 1.4  68, 1.3  67, 1.2 |
| D | 1.1 – 0.9 | 66, 1.1  65, 1.0  64, 0.9 |
| D- | 0.8 – 0.7 (lowest passing grade) | 63, 0.8  62, 0.7 |
| E | 0.0 | Failure or unofficial withdrawal; no credit earned |

**SCHEDULE OF ASSIGNMENTS AND READINGS:**

**All readings and written assignments are due on the date listed. I will be posting my lecture notes, which include further details that I will cover in class, will be available on Canvas within each Unit by the end of the week (Friday evening or Saturday morning).**

**UNIT ONE: The Gothic in Art and Music**

**Week One**

January 8: Introduction to The Gothic

**Watch**: [The Gothic](https://www.youtube.com/watch?v=gNohDegnaOQ)

10: **Reading and Discussion**: “Introduction” and Chapter 1, “Approaching the Gothic Tradition,” pp. 5 – 27.

**Watch**: <https://ed.ted.com/lessons/a-brief-history-of-goths-dan-adams>

**In class today, to accompany the reading, we** will be looking at a variety of websites that highlight Gothic art today, connected with the introductory materials you are reading.

**To turn in**: **Weekly Writing #1**: To be assigned  and completed in class

**Week Two**

15: **Reading and Discussion**: continue with Stevens, “Approaching the gothic tradition,” pp. 28 – 43.

**To turn in**: **Weekly Writing #2**: To be assigned and completed in class

**Activity:** By today, choose the novel you want to read and get into your book group! I suggest doing a Google Search of the books on our list and read something about each one before you decide.  If you have read any of these novels before, please choose one that you have not read for your report—branch out and explore!

**17: Unit Assignment #1:** Find an example that we have not discussed in class of Gothic art, architecture, music, clothing, or movie: write a 1 page analysis of its Gothic elements, based on what you’ve read so far.  Bring a hard copy of your paper, including a link to the Gothic piece you’ve found, to share in class. The final version of the assignment is due on Canvas by 11:59 p.m.

**UNIT TWO: GOTHIC POETRY**

**Week Three**

22: Introduction to **Gothic Poetry**

**Watch**: <https://www.youtube.com/watch?v=bJhMQ9u8UUQ>

**Reading and Discussion**: Stevens, “The gothic ballad,” p. 47; “Christabel” excerpt, pp. 74 – 75; “La Belle Dame sans merci,” pp. 81 – 82; “The Raven,” pp. 82 – 85.

**To turn in: 1) Proposal** for your Multi-Genre Research Report **AND 2) Image** that would accompany one of these poems--be prepared to show it in class today. If you will be referring to a website and do not have a hard copy of your illustration, please copy and paste the ***url*** onto a document to turn in.

**24: ONLINE--Read the following poems:**“Ode to the West Wind”; “Ode on Melancholy”; “The Darkling Thrush”; “Porphyria’s Lover” in Stevens' text.

**To upload by 5:00 p.m. today--Weekly Writing #3**: Analyze the Gothic elements in ONE of the poems listed above and then answer this question: what is the most compelling aspect of the poem, and why do you think it best represents the Gothic?

**Week Four**

29: **Reading and Discussion**: “The Eve of St. Agnes”’ “The Snowman on the Moor”; “Sunshine Through a Cob-Webbed Window”--Share a piece of music that would accompany one of these poems. I suggest finding an example on YouTube; then copy and paste the webpage ***url*** onto a Word document **to turn in**.

**31: Unit Assignment #2:** Through the University of Washington, Tacoma library website, locate an article about one of the poems that further explains its Gothic elements.  For presenting in class, write a summary and reflection of the article: what were the main points? At what point does your reading of the poem differ from that of the literary critic? **The final version of your written assignment is due on Canvas by 11:59 p.m.** 

**UNIT THREE: GOTHIC SHORT FICTION**

**Week Five**

February 5: Introduction to **Gothic Short Fiction**

**Reading and Discussion**: Stevens, “Approaching the texts,” pp. 46 - 57

**Watch**: [Features of Gothic Literature](https://www.youtube.com/watch?v=fUNuFLHvVng&t=106s)

**To turn in:** Notes on the film and discussion of Steven's text.

7: **Reading and Discussion:** from *Gothic Short Stories*, read the following**:**Dickens, “A Madman’s Manuscript”; Le Fanu, “Strange Event in the Life of Schalken the Painter”; Gaskell, “The Old Nurse’s Story.”

**To turn in**: **Weekly Writing #4**: To be assigned and completed in class

**Week Six: Short Fiction, Continued**

12: **Reading and Discussion**: from *Gothic Short Stories*, read Stevenson, “The Body-Snatcher”; Cram, “No. 252 Rue M. le Prince”; Benson, “The Room in the Tower.”

**To turn in:** Image that best captures the mood or theme of your favorite short story from today’s discussion. **Copy and paste the url onto a document, or turn in a hard copy of the image.**

**14: Mid-Term Exam (covers Units 1 – 3)**

**UNIT FOUR: THE GOTHIC NOVEL**

**Week Seven:**

19: Introduction to the **Gothic Novel**; **read** excerpts from *The Castle of Otranto*, *Vathek*, and *The Monk*, pp. 60 – 69 in Stevens. We will **watch** clips from *The Monk*, a full-length film made in 2012.

***The Castle of Otranto***: [Horror Bits 011 - The Castle of Otranto](https://www.youtube.com/watch?v=xoi6-PV-IHQ) **To turn in:** Find out more about the authors of any of these three novels, the excerpts of which we are reading and discussing today.  **Share what you find in class today**.

21: **Reading and Discussion**: excerpts from *The Italian*, *Northanger Abbey*, and *Wuthering Heights*, pp. 70 – 87 in Stevens. We will **watch** clips from the film versions of *Northanger Abbey* and *Wuthering Heights*.

**To turn in**:  **Weekly Writing #5**: To be assigned and completed in class

**Week Eight:**

26: **Reading and Discussion**: excerpts from Mary Shelley’s *Frankenstein, or The Modern Prometheus (1831)* [https://tinyurl.com/m5ekfn;](http://www.gutenberg.org/files/84/84-h/84-h.htm)read Chapters 4 – 5; 10 – 17; 20; 24. We will **watch** clips from different versions of the story of Frankenstein.

**To turn in**: **1) Annotated Bibliography for the Final Project** and

**2) Weekly Writing #6**: To be assigned and completed in class

***28: Book Groups Meet*** to discuss the book and begin preparing your presentation for March 7th: compile your notes; to create an outline of your main points; to assign roles for the group presentation.

**To turn in: Outline of your group’s notes and a preliminary plan**: include any websites that you may be using for your information, as well as a list of any resources, such as articles or books.

**Week Nine:**

March 5: **Reading and Discussion**: chapters from **Bram Stoker's *Dracula (1897): Follow this url:***[**https://tinyurl.com/4vow4hg**:](https://tinyurl.com/4vow4hg:)1 – 4; 6; 8; 10; 12; 15; 19; 21; 26 – 27. We will **watch** clips of different versions of *Dracula* and consider the various ways the story has been interpreted.

**To turn in**: **Weekly Writing #7**: To be assigned and completed in class

***7: Due Today:*** *Book Groups present impressions and critical review of their book: Each group will have up to 20 minutes for their presentations. Don't forget to turn in a hard copy of the group’s organized outline with any external source or sources listed. Your group's digital presentation is due on Canvas no later than 5:30 p.m. today!*

**Week Ten: Completion of Final Project**

**12: Bring the most recent draft of your work for One Last Peer Review!**

**14: Turn in the hard copy of your Final Project at 1:30. I will serve refreshments.**

**Don't forget to upload the entire project to Canvas today by 11:59 p.m.**