



UNSW
A U S T R A L I A

School of the Arts and Media

Faculty of Arts and Social Sciences

ARTS3048

Gothic Cultures: Literature and Screen

Session 2, 2016

Course Outline

Staff Contact Details

Position	Name	Email	Availability	Location	Phone
Convener	Helen Groth	h.groth@unsw.edu.au	Wednesday 11:30 - 1pm	Webster 220	-

Contact Information

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

Email: sam@unsw.edu.au

Website: <https://sam.arts.unsw.edu.au>

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Essential Information

All SAM students must make a serious attempt at all assessments in order to pass the course.

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Course Details

Credit Points 6

Summary of the Course

Subject Area: *English*

This course tracks the cultural history of the gothic genre from the sublime landscapes and haunted castles of Horace Walpole to the Southern inspired excesses of Anne Rice. From its inception the Gothic genre has been a popular and controversial cultural phenomenon, which has dramatised the darker side of the senses and imagination, as well as testing the boundaries of literary taste. In Gothic fiction nothing is ever certain. The domestic and familiar are merely comforting illusions that veil the darker reality of unspoken fears and desires. Home, city, work, identity, sexuality, the body and the mind are all sites that are open to the destabilising play and uncanny effects of the Gothic imagination as this course's selected texts, films and TV series, which range from the popular to the canonical, exemplify.

At the conclusion of this course the student will be able to

1. Develop analytical and research skills that can be applied to both past and present cultural and literary debates
2. Learn to communicate historical and theoretical concepts in both oral and written form
3. Develop a greater understanding of the profound impact on contemporary culture of eighteenth and nineteenth-century genealogies of taste and rational explanation.
4. Develop an historical understanding of transformations of concepts of genre and literary value that shape modern theoretical and institutional debates
5. Gain a greater understanding of the historical and often hierarchical deployment concepts of culture, nation, progress, reason and superstition, literary and aesthetic value.
6. Understand the entangled histories of literature, film and televisual storytelling

Teaching Strategies

The key teaching rationale for this course is to develop an in-depth understanding of how an enduring and popular cultural formation - such as Gothic narrative - transforms and takes on very different meanings as it moves between historical periods, between media and across cultural boundaries.

The lecture will rehearse the presentation of ideas and arguments in relation to historical and theoretical conceptions of Gothic literature, film and televisual storytelling. It will be interactive and will allow space for student questions. Lectures will also combine textual and visual material and set up the framework for the ongoing discussion that will take place in the 2 hour seminar. The seminars will flow on from the lecture, requiring attendance at both.

The seminars will require a high level of preparation from the students, which will form the basis of an informed discussion of Gothic textual, cinematic and televisual forms. For example, seminars might include screenings of material followed by in-depth discussion, or close small group work with a literary text. In both instances, students will be expected to have read the novel or viewed the film before the seminar. Seminars will also be a place for ongoing reflection, discussion and feedback on written assessments and more formal presentations.

There will be 3 forms of assessment, two essays and one in-class presentation. The in-class presentation will consist of a 10 minute oral presentation that draws on the 500 word blog posted by 5pm the previous day. Students will be required to produce a power point as part of their oral presentation that will be submitted as part of the assessment. The rationale for these forms of assessment is to foster a balance of written and oral critical skills. The blog/oral presentation is also progressively assessed, so that students will have feedback on 2 assignments during the course and an opportunity to discuss their work.

Assessment

NB: In order to pass this course, you must make a serious attempt at ALL assessment tasks.

Assessment Tasks

Assessment task	Weight	Length	Due Date	Submission
Critical analysis	30%	1500 words	September 9, 4pm	Refer to Moodle
Blog/Seminar presentation	20%	500 words	Progressive Assessment	Refer to Moodle
Major critical essay	50%	3500 words	November 2, 4pm	Refer to Moodle

Assessment Details

Assessment 1: Critical analysis

Details: 1000-1500 words. Students will receive a combination of written and oral feedback and a numerical grade.

Learning outcomes:

- Develop analytical and research skills that can be applied to both past and present cultural and literary debates
- Learn to communicate historical and theoretical concepts in both oral and written form
- Develop a greater understanding of the profound impact on contemporary culture of eighteenth and nineteenth-century genealogies of taste and rational explanation.
- Develop an historical understanding of transformations of concepts of genre and literary value that shape modern theoretical and institutional debates
- Gain a greater understanding of the historical and often hierarchical deployment concepts of culture, nation, progress, reason and superstition, literary and aesthetic value.
- Understand the entangled histories of literature, film and televisual storytelling

Assessment 2: Blog/Seminar presentation

Details: 500 word posting on Learning Management System plus 5-10 minute presentation. Students will receive a combination of written and oral feedback and a numerical grade.

Learning outcomes:

- Develop analytical and research skills that can be applied to both past and present cultural and literary debates
- Learn to communicate historical and theoretical concepts in both oral and written form
- Develop a greater understanding of the profound impact on contemporary culture of eighteenth and nineteenth-century genealogies of taste and rational explanation.
- Develop an historical understanding of transformations of concepts of genre and literary value that shape modern theoretical and institutional debates
- Gain a greater understanding of the historical and often hierarchical deployment concepts of culture, nation, progress, reason and superstition, literary and aesthetic value.
- Understand the entangled histories of literature, film and televisual storytelling

Assessment 3: Major critical essay

Details: 3000-3500 words. This is the final assessment task. Written feedback and a numerical grade will be provided.

Learning outcomes:

- Develop analytical and research skills that can be applied to both past and present cultural and literary debates
- Learn to communicate historical and theoretical concepts in both oral and written form
- Develop a greater understanding of the profound impact on contemporary culture of eighteenth and nineteenth-century genealogies of

taste and rational explanation.

- Develop an historical understanding of transformations of concepts of genre and literary value that shape modern theoretical and institutional debates
- Gain a greater understanding of the historical and often hierarchical deployment concepts of culture, nation, progress, reason and superstition, literary and aesthetic value.
- Understand the entangled histories of literature, film and televisual storytelling

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course's moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including 'When to Apply', 'How to Apply' and 'Supporting Documentation' please refer to the Special Consideration website: <https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices;

Paraphrasing, summarising, essay writing and time management

Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

Course Schedule

Timetable

Date	Type	Content
Week 1: 25 - 29 July	Lecture	Introduction to Gothic
Week 2: 1 - 5 August	Lecture and Seminar	Horace Walpole, The Castle of Otranto
Week 3: 8 - 12 August	Lecture and Seminar	Matthew Lewis The Monk
Week 4: 15 - 19 August	Lecture and Seminar	Poe, The Fall of the House of Usher and Other Writing
Week 5: 22 - 26 August	Lecture and Seminar	Roger Corman, The Fall of the House of Usher (Film)
Week 6: 29 August - 2 September	Lecture and Seminar	Braddon, Lady Audley's Secret
Week 7: 5 - 9 September	Lecture and Seminar	Wilder, Sunset Boulevard
Week 8: 12 - 16 September	Lecture and Seminar	Wilde, The Picture of Dorian Gray
Week 9: 19 - 23 September	Lecture and Seminar	Stoker, Dracula
Week 10: 4 - 7 October	Lecture and Seminar	Rice, Interview with a Vampire
Week 11: 10 - 14 October	Lecture and Seminar	Whedon, Buffy the Vampire Slayer
Week 12: 17 - 21 October	Lecture and Seminar	Alan Ball, True Blood

Resources

Prescribed Resources

- Book– Horace Walpole, The Castle of Otranto
- Book – Matthew Lewis, The Monk
- Book – Bram Stoker, Dracula
- Book – Poe, The Fall of the House of Usher and Other Tales
- Book – Anne Rice, Interview with a Vampire
- Booke - Braddon, Lady Audley's Secret
- Book - Wilde, The Picture of Dorian Gray

Recommended Resources

Not available

Course Evaluation and Development

Detailed written and oral feedback will be provided on both essays submitted for this course and on the blog and presentation via moodle. Essays will also be discussed in a general way in class so there will be space for students to ask general questions and for the convenor to raise common problems, strengths and/or issues with assignments. Students are also encouraged to arrange individual consultations with the convenor if they have any concerns about the process of assessment or require further feedback.