

**San José State University**  
**Department of English**

**Engl. 113, Gothic Novel & Horror Fiction (Spring 2017)**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Katherine D. Harris
<b>Office Location:</b>	FO 220
<b>Telephone:</b>	408-924-4475
<b>Email:</b>	Katherine.harris@sjsu.edu
<b>Office Hours:</b>	T/R 1:30-2:30pm (in-person) By appt via Skype, Google Hangout
<b>Class Days/Time:</b>	T/R 3-4:15pm
<b>Classroom:</b>	Clark 238
<b>Prerequisites:</b>	<b>Upper Division Standing</b>

**Course Web Page**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas: <https://sjsu.instructure.com/courses/1229298>

You are responsible for regularly checking the email you provided in MySJSU to learn of any updates.

**Course Description**

From Mary Shelley's *Frankenstein* to *American Psycho*, we've become so jaded by horror films and television shows that we are amused by them instead of genuinely terrified and awe-struck. These movies were inspired by horror fiction, including Stephen King's *The Shining* and multiple incarnations of *Frankenstein* and *Dracula*. But, where do we place Season 7 of *The Walking Dead* with the horrific acts of malice people commit on other human beings? The zombies are the least of their problems. How did we get to this ultra-violent post-apocalyptic rendering of the world? Our classroom, Clark 111, is one of the long-standing technologically-advanced classrooms complete with a bay of PCs and Mac laptops for every student, portable furniture, and plenty of space to move around. In this course, we'll establish the definition of "gothic" by reading *The Monk*. Moving through the nineteenth century, we'll explore monsters, landscapes, and female victims. In the twentieth century, we'll discover that "gothic" becomes synonymous with "horror" and transforms into zombies and sparkly vampires in the early twenty-first century. This course relies on pairings of classic and contemporary novels and short stories along with collaborative group projects to fulfill our desire for both print and visual representations of Gothic and Horror.

**Course Learning Outcomes and Course Goals**

CLO 1 Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.

CLO 2 Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature

CLO 3 Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.

CLO 4 Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.

CLO 5 Articulate the relations among culture, history, and texts.

## **Textbooks**

### **Required**

Brooks, Max. *Boxed Set: World War Z & Zombie Survival Guide*. Broadway, 2013. ISBN: 978-0804137881

Ellis, Bret Easton. *American Psycho*. Knopf Doubleday, 1991. ISBN: 9780679735779

Gaiman, Neil. *American Gods*. Harper, 2016. ISBN: 9780062472106

Lewis, Matthew. *The Monk*. Oxford, 2016. ISBN: 9780198704454

Lovecraft, H.P. *The Road to Madness*. Del Rey, 1996. ISBN: 9780345384225

Shelley, Mary. *Frankenstein*. Ed. Susan J. Wolfson. Longman, 2006. ISBN: 9780321399533

Stoker, Bram. *Dracula*. Eds. David J. Skal (Editor), Nina Auerbach (Editor). Norton, 1996. ISBN: 9780393970128

### **Assignments**

10% Class Discussion & Participation

25% Discussion Posts (CLO 1, 2, 3, 5)

25% Team Presentation (CLO 5)

20% 21st-Century Gothic & Horror Presentation (CLO 4)

20% Final Project (CLO 1, 2, 3, 4, 5,)

### **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

#### **Class Discussion & Participation**

Your participation in each class meeting is imperative. Since this class is largely discussion-based, arrive to class prepared with the proper readings. A student's participation is assessed by his/her contribution throughout the semester. Use the following as guidelines for this portion of your final grade:

- To earn a "C," do the minimum: read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do "ordinary," plain-vanilla presentations and responses. This is the "bottom line" for getting a "C" in this part of the course.

- To earn a “B,” prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.
- For an “A,” take it up another level entirely: prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses “sparkle” by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an “A” indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of “A.”

If you miss class, contact a classmate for notes, reading assignments and handouts – or, better yet, check our Course Website.

### **Weekly Discussion Posts**

Each discussion post is worth 1 to 10 points and is based on the *quality* of your response. This weekly post will focus on a particular topic associated with that week's readings and discussion. This weekly writing will also allow you to practice your writing skills. Posts (unless otherwise specified) are formal writing that should conform to [MLA style with proper citation format 8th edition \(Links to an external site.\)](#) and should be edited for grammar and typographical mistakes. Sloppy writing will be penalized by at least 3 points. (See [Writing Tipshttps://engl101literit.wordpress.com/assignments/writing-tips/.](https://engl101literit.wordpress.com/assignments/writing-tips/))

*There are no make-ups for discussion posts; you simply receive a zero for that post.* A late post will receive a zero. Please be aware that missing even a few of these posts will cause your final grade to drop significantly. On some days, you will write a post for participation points. This will apply not necessarily in terms of finite points, but will instead represent your participation in the class. Most of the prompts for these posts will be supplied in class. (In other words, you have to attend class to get the prompt.)

Citing and quoting (and linking!) outside sources will definitely enhance your score. When in doubt, cite everything (use the [8th edition of MLA Style \(Links to an external site.\)](#)). See below for scoring rubric:

- 8-10 points: The post explores the prompt using references from our discussions, details from evidence, and an intellectual exploration of the topic. The post is free from grammatical and writing errors. This level of points is difficult to achieve. Expectations are high for the intellectual rigor of the post.
- 5-7 points: The post has the beginnings of intellectual rigor but lacks one of the qualities above.
- 3-4 points: The post regurgitates class discussion without exploring the topic further in addition to lacking evidence. The post contains grammatical errors, informal writing (such as the use of I or you), ignores MLA style.
- 1-2: The post severely lacks elements from above or does not answer the prompt. This point range also signifies a lack of formal writing and a recommendation to visit the Writing Center for help with formal writing style. This point range also signifies use of personal pronouns throughout the post as well as a lack of interest in the topic/prompt.
- 0 points: This represents not submitting the post on time, not at all, or not answering the prompt at all.

### **Team Presentation**

For this collaborative team presentation, each team will focus on the history of a single concept associated with a designated novel or short story on the syllabus schedule -- for example, a presentation might focus on the

concept of monster, witch, ghost, or serial killer, in concert with a particular novel. Further instructions will be distributed.

### **21<sup>st</sup>-Century Gothic & Horror Presentation**

Discussions about the development and evolution of the Gothic novel and Horror fiction have been well-researched through the year 2000. However, this presentation will allow individuals to investigate the continued evolution of gothic and horror in a variety of media forms through 2016. Both the presentation slides and a formal essay will be submitted. Further instructions will be provided.

### **Final Project**

The final project will be an extension of the 21st-century gothic and horror presentation. In this final individual project, in a formal written essay, compare your findings from the 21st-century presentation to one of our course texts. More instructions will be distributed.

### **Late Submission Policy**

If you cannot meet an assignment deadline (other than the blog posts), you must contact me *at least 48 hours prior* to our class meeting to discuss the situation. If this is not done, for *every day* that an essay is late, you will be penalized one grade step: A becomes A-, A- becomes a B+, etc. The weekend will count as one day.

No late submissions allowed for discussion board posts.

### **Formal Writing and Letter Grades**

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

- The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.
- The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.
- The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.
- The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.
- The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

## Calculating Your Final Grade

For your final grades, 100-90 is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and below 60 is an F. Pluses and minuses are the middle of each range. In calculating the final grade, a set number will represent each letter grade; for example, B+ is 87.5, B is 85, and B- is 82.5.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

## Academic integrity & Plagiarism

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7 \(Links to an external site.\)](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development \(Links to an external site.\)](#) website for more information.

If you plagiarize any of your assignments, you will automatically fail this course.

## Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7 \(Links to an external site.\)](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

No recordings of this course are allowed (video or voice).

## Classroom Protocol

Respect your fellow students and I: Arrive on time (excessive tardiness will effect your participation grade) and do not partake in disruptive behavior. We will all be respectful of each other in both our face-to-face and online communications. If you are late, wait for an appropriate moment to enter so you do not disturb the class. If you need to leave class for any reason, please do so at a moment when there is no conversation (*and please don't get up and walk right in front of me or anyone while we're speaking — it's very disrespectful*). Turn off cell phones or put them on silent mode during the class period. You are welcome to use your laptop with the caveat that it is used to enhance our discussions.

*Community Rules:* During discussion, wait for 3 other people to speak before you speak again. This will ensure that everyone has a chance to contribute to our open discussions.

## Email Protocol, Office Hours & Online Contact

Email is the best possible way to contact me (9am-5pm, M-F) and has the added bonus of recording our conversations. When emailing me, please consider it a formal communication: include the appropriate salutation, your name, your question/comment, and be aware of tone. See below for a brief example or check out the [Writing Center's handout](#) (pdf):

Dear Professor Harris,

[my question]

Thanks,

[sign your name here with your course]

Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma that cannot be answered by our online materials, please visit me during office hours or schedule an online chat/video chat. You might also be able to get my attention on Twitter for a very brief query. ***Plan to check your Canvas account on a daily basis.***

Google+ Hangout ID: dr.katherine.harris

Skype ID: katherinedharris

Twitter ID: [@triprofri](#)

See this extremely helpful article about emailing your professor and why there's such an insistence on formality: "[Re: Your Recent Email to your Professor. \(Links to an external site.\)](#)" *Inside Higher Ed*.

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

**Course Schedule**  
**Gothic Novel & Horror Fiction**  
**Engl. 113, Spring 2017**

*Note: Syllabus subject to change*

**Readings**

Date	Topics	Reading Due	Assignment Due
Thur 1/26	<b>Introduction s &amp; Discussions</b>  (Note: no office hours today; Fiction candidate talk)	<ul style="list-style-type: none"> <li>• <a href="#">Coffee with a Professor Program (free coffee/tea!)</a></li> <li>• <a href="#">Gothic/Horror books</a>: 21st Century novel? Shall we watch <i>The Walking Dead</i> Season 7? Include a graphic novel? or comic book series?</li> <li>• What are you interested in: zombies? vampires? monsters? mobs? witches? magic? ghosts?</li> <li>• Who are your favorite gothic/horror authors?</li> <li>• Lovecraft &amp; <i>Zombie Survival Guide</i> get from Amazon (see <a href="#">textbooks</a>)</li> </ul>	<b>Discussion Post</b> <a href="#">Intellectual Autobiography</a> in Canvas profile by Tues 3pm
Tue 1/31	<b>21st Century Gothic</b>	<b>Read</b> <ul style="list-style-type: none"> <li>• All class policies (under <a href="#">Pages</a>)</li> <li>• See our <a href="#">Movie Recommendations Suggestion</a> area</li> </ul> <b>Discuss (in-class)</b> <ul style="list-style-type: none"> <li>• What is "Gothic?" "Horror?"</li> </ul> <b>Watch (in class)</b> <ul style="list-style-type: none"> <li>• "The Day Will Come When You Won't Be," <i>Walking Dead</i></li> </ul>	<b>Discussion Post</b> <a href="#">Intellectual Autobiography</a> due by 3pm (credit/no credit)
Thur 2/2	<b>We Like to Be Terrified! Introduction to the Gothic (Sublime, Terror, Horror, Romance)</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• <i>The Monk</i>, Vol I</li> <li>• "<a href="#">mob</a>" defined in the <i>Oxford English Dictionary Database</i> (requires SJSU sign-on)</li> </ul> <b>More Information</b> <ul style="list-style-type: none"> <li>• <a href="#">Gothic Timeline</a> (pdf)</li> <li>• <a href="#">Gothic Elements</a> (chart of elements read in class) (pdf)</li> <li>• <a href="#">How to Read Fiction</a> (pdf)</li> <li>• "Fear" defined by Ironman</li> <li>• <a href="#">Horror vs. Terror</a> (pdf)</li> </ul>	

Date	Topics	Reading Due	Assignment Due
Tue 2/7	<b>Gothic Heroes &amp; Anti-Heroes</b>	<p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>• Team Presentations Instructions</li> <li>• Choosing teams</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>The Monk</i>, Vol I</li> <li>• “<a href="#">Gothic Romance, Sensibility &amp; the Sublime</a>” (pdf)</li> <li>• "<a href="#">Sublimity, the Supernatural, and the Real</a>" (pdf)</li> </ul> <p><b>Watch</b></p> <ul style="list-style-type: none"> <li>• “<a href="#">The Story of the Ghost Story</a>” (BBC Video)</li> </ul> <p><b>More Information</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Monk PPT</a> (pdf)</li> <li>• <a href="#">Horror vs. Terror</a> (pdf)</li> <li>• <a href="#">Male &amp; Female Gothic</a> (pdf)</li> </ul>	<p><b>Post</b> <a href="#">Gothic Definition &amp; The Walking Dead</a> due by 3pm</p>
Thur 2/9		<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>The Monk</i>, Vol. II</li> <li>• <a href="#">Bleeding Nun in <i>The Monk</i> (Romantic Circles)</a><a href="http://en.wikipedia.org/wiki/Wandering_Jew_-_Origin_of_the_legend">http://en.wikipedia.org/wiki/Wandering_Jew_-_Origin_of_the_legend</a></li> <li>• <a href="#">The Wandering Jew explained</a> (Wikipedia)</li> <li>• <a href="#">Catholicism &amp; <i>The Monk</i></a></li> </ul>	
Tue 2/14	<b>Monsters in Peasant's Clothing</b>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>The Monk</i>, Vol. III</li> <li>• Austen, "<a href="#">Plan of a Novel</a>" (pdf)</li> <li>• <a href="#">Hogarth "Satan, Sin, and Death" image</a></li> </ul>	
Thur 2/16	<b>Science &amp; Monsters</b>	<p><i>Frankenstein</i>, Introduction &amp; Vol. I</p> <p><b>More Information:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Frankenstein Introductory Material</a> (pdf)</li> <li>• <a href="#">Birth Scene</a>, Branaugh</li> <li>• <a href="#">Daemon</a> (<i>Oxford English Dictionary Database</i>)</li> </ul> <p><b>Interesting Stuff:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Frankenstein by the San Francisco Ballet</a> (anyone want to go</li> </ul>	<p><b>Post on <i>The Monk</i></b> due by 3pm</p> <p><b>Team Presentation on Alchemy</b></p>

Date	Topics	Reading Due	Assignment Due
		see it? Feb 17-26) <ul style="list-style-type: none"> <li>• "<a href="#">How Tabloid Trainwrecks are Reinventing Gothic Literature</a>" (<i>NYT Magazine</i> 9/2/11)</li> <li>• <a href="#">Gray's Anatomy &amp; Full Text with Illustrations</a></li> </ul>	
Tue 2/21		<i>Frankenstein</i> , Vol. II	<b>Post on Nightmares</b>  <b>Team Presentation on 19th-century medical advances</b>
Thur 2/23		<i>Frankenstein</i> , Vol. III	
Tue 2/28	<b>American Gothic</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Poe, "<a href="#">Mask of Red Death</a>"</li> </ul> <b>Interesting Stuff</b> <ul style="list-style-type: none"> <li>• <a href="#">Poe Museum</a></li> <li>• "<a href="#">Abandon all hope</a>" (Dante)</li> </ul>	<b>Team Presentation on American Ghosts</b>
Thur 3/2	<b>Bloody Infections</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• <i>Dracula</i>, Chps 1-9</li> <li>• Contexts from <i>Dracula</i> edition (331-38) on "Transylvanian Superstitions" and <i>Varney the Vampire</i> excerpt</li> </ul> <b>Interesting Stuff</b> <ul style="list-style-type: none"> <li>• "<a href="#">vampire</a>," OED</li> <li>• <a href="#">Dracula images</a></li> <li>• "<a href="#">ladykiller</a>," OED</li> <li>• "<a href="#">seraglio</a>," OED</li> <li>• <a href="#">Vlad the Impaler Timeline</a><a href="http://www.quotationsofwisdom.com/portraits/Lord_Byron_002.jpg">http://www.quotationsofwisdom.com/portraits/Lord_Byron_002.jpg</a></li> </ul>	<b>Post on Poe due by 3pm</b>  <b>Team Presentation on Vampires</b>

Date	Topics	Reading Due	Assignment Due
		<ul style="list-style-type: none"> <li>• <a href="#">Image of Lord Byron</a> (Orientalism)</li> </ul>	
Tue 3/7		<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>Dracula</i>, Chps 10-19</li> <li>• <a href="#">A Brief History of Typewriters</a></li> <li>• “<a href="#">Telegram Passes into History</a>”</li> </ul> <p><b>Interesting Stuff</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Bethlem Hospital</a> (London)</li> <li>• “<a href="#">A Rake’s Progress</a>,” Hogarth</li> <li>• Thomas Arnold, in <a href="#">Observations Concerning . . . Madness</a> (1782-86)</li> <li>• <a href="#">History of Midwifery</a><a href="http://www.ph.ucla.edu/epi/snow/victoria.html">http://www.ph.ucla.edu/epi/snow/victoria.html</a></li> <li>• <a href="#">Queen Victoria &amp; Anesthesia</a></li> <li>• “<a href="#">vampire</a>,” “<a href="#">vampyre</a>,” Google NGram Viewer</li> <li>• See also in Google Books where “<a href="#">vampyre</a>” appears in full scans</li> <li>• <a href="#">Lugosi as Dracula</a> (video)</li> </ul>	<b>Team Presentations on 19th-century Technological Advances</b>
Thur 3/9		<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>Dracula</i>, Chps 19-27</li> <li>• <a href="#">Boy's Own Paper</a> (real ones in-class)</li> </ul> <p><b>Interesting Stuff</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Pear’s Soap ads</a> (commercializing imperialism)</li> <li>• “<a href="#">White Man’s Burden</a>,” Rudyard Kipling (author of <i>The Jungle Book</i>)</li> </ul>	<b>Team Presentation on British Imperialism</b>
Tue 3/14	<b>A Little Lovecraft</b>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• “The Evil Clergyman”(376)</li> <li>• “<a href="#">The Thing on the Doorstep</a>” (online only)</li> <li>• “<a href="#">The Music of Eric Zann</a>” (online only)</li> </ul>	<b>Post on <a href="#">Dracula &amp; 19th-century Gothic</a> due by 3pm</b>

Date	Topics	Reading Due	Assignment Due
Thur 3/16	<b>A Little Lovecraft</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• “Arthur Jermyn” (59)</li> <li>• "Mountains of Madness” (256)</li> <li>• "The Unnamable" (157)</li> </ul>	<b>Post on Lovecraft due by 3pm</b>  <b>Team Presentation on Madness</b>
Tue 3/21	<b>King of American Horror: Reality</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• <i>The Shining</i>, Chps 1-9</li> </ul> <b>Discussion</b> <ul style="list-style-type: none"> <li>• <a href="#">Horror Timeline</a></li> <li>• <a href="#">20th Century Horror Definition -- According to Koontz</a></li> </ul>	<b>Team Presentation on Natural Supernaturalism</b>
Thur 3/23		<b>Readings</b> <ul style="list-style-type: none"> <li>• <i>The Shining</i>, Chps 1-9</li> </ul>	<b>Team Presentation on Ghosts</b>
Tue 4/4 <b>(3/28-3/30 Spring Break)</b>		<b>Readings</b> <ul style="list-style-type: none"> <li>• <i>The Shining</i>, Chps 10-25</li> </ul>	<b>Post on <i>The Shining</i> due by 3pm</b>
Thur 4/6		<b>Readings</b> <ul style="list-style-type: none"> <li>• <i>The Shining</i>, Chps 26-44</li> </ul>	
Tue 4/11		<b>Readings</b> <ul style="list-style-type: none"> <li>• <i>The Shining</i>, Chps 45-58</li> </ul> <b>Interesting Stuff</b> <ul style="list-style-type: none"> <li>• <a href="#">Most Popular Horror Films</a></li> <li>• <a href="#">The Shining as a Romantic Comedy</a></li> </ul>	

Date	Topics	Reading Due	Assignment Due
		<ul style="list-style-type: none"> <li>• <a href="#">The Shining in 30 Seconds (with bunnies)</a></li> <li>• <a href="#">The Simpsons do The Shining</a></li> </ul>	
Thur 4/13	<b>The Pathology of Madness</b>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>American Psycho</i>, 3-111</li> </ul> <p><b>Interesting Stuff</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Talking Heads reference</a> in 1st sentence of <i>American Psycho</i></li> <li>• “<a href="#">serial killer</a>” definition</li> <li>• “<a href="#">Better Living through Soap?</a>”</li> <li>• <a href="#">Friday the 13th</a> series on IMDB</li> <li>• Freud’s “<a href="#">fetishism</a>” &amp; “<a href="#">unheimlich</a>“</li> <li>• <a href="#">Fashions</a> in <i>American Psycho</i></li> <li>• <a href="#">Joshua Tree</a>, U2</li> <li>• “<a href="#">Land of Confusion</a>,” Genesis</li> </ul>	<b>Team Presentation on Serial Killers</b>
Tue 4/18		<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>American Psycho</i>, 112-247</li> </ul> <p><b>Interesting Stuff</b></p> <ul style="list-style-type: none"> <li>• Pornography &amp; “<a href="#">Deep Throat</a>“</li> </ul>	<b>Team Presentation on 1980s American Consumerism</b>
Thur 4/20		<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>American Psycho</i>, 248-399</li> </ul> <p><b>Interesting Stuff</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Panopticon</a>, Jeremy Bentham</li> <li>• <a href="#">Foucault, Discipline &amp; Punish</a><a href="http://www.youtube.com/watch?v=hhyQ0HES8mM">http://www.youtube.com/watch?v=hhyQ0HES8mM</a></li> <li>• <a href="#">Postmodernism &amp; the Bonaventure Hotel</a><a href="http://en.wikipedia.org/wiki/Ted_Bundy">http://en.wikipedia.org/wiki/Ted_Bundy</a></li> <li>• <a href="#">Ted Bundy</a> (emulated by Patrick Bateman)</li> </ul>	<b>Post on American Psycho due by 3pm</b>

Date	Topics	Reading Due	Assignment Due
Tue 4/25	<b>Return to Gothic?</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• <i>American Gods</i></li> </ul>	<b>Team Presentation</b>
Thur 4/27		<b>Readings</b> <ul style="list-style-type: none"> <li>• <i>American Gods</i></li> </ul>	
Tue 5/2		<b>Readings</b> <ul style="list-style-type: none"> <li>• <i>American Gods</i></li> </ul>	<b>Post on <i>American Gods</i> due by 3pm</b>
Thur 5/4	<b>Government Zombies</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• <i>World War Z</i></li> </ul> <b>Interesting Stuff</b> <ul style="list-style-type: none"> <li>• <a href="#">zombie, n. – Oxford English Dictionary</a></li> <li>• <a href="#">Preparedness 101: Zombie Apocalypse</a></li> <li>• <a href="#">Teachable Moments</a> (in the zombie apocalypse)</li> </ul>	<b>Team Presentation on Zombies</b>
Tue 5/9		<b>Readings</b> <ul style="list-style-type: none"> <li>• <i>World War Z</i></li> </ul>	<b>Post on <i>World War Z</i> due by 3pm</b>
Thur 5/11	<b>21st Century Gothic or Horror?</b>	<b>Individual Presentations on the progress of 21st-century gothic or horror (any media form)</b>	

Date	Topics	Reading Due	Assignment Due
Tue 5/16	<b>21st Century Gothic or Horror?</b>	<b>Individual Presentations on the progress of 21st-century gothic or horror</b> (any media form)	<b>Post on Participation</b> (credit/no credit)
<p><b>FINAL EXAM: May 18, 2:45-5pm</b></p> <p><b>Final Project Essay due</b></p>			