**ENGL 2303-005: The Gothic as Cultural Text**

**Instructor:**Dr. Shelley Christie

**Course Information:**Course Number & Section: English 2303/005

Day & Time: Tuesday & Thursday 12:30pm-1:50pm

Class Location: SH 121

**Office Hours:**Day & Time: Tuesday and Thursday 10-11am or by appointment

Location: 614 Carlisle Hall

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**Course Description and Learning Outcomes:** This literature course has various goals. The first is to encourage students to see that literary studies matter and to foster enjoyment of literature, as students engage with ideas and beliefs in ways that extend beyond the English classroom. Secondly, students should realize that literature does not occur as isolated literary events, but as complex dialogue within cultural and historical contexts. The third focuses upon developing students’ ability to read critically by studying a variety of literary elements such as form, structure, and style. Lastly, the course enables students to demonstrate their understanding of and ability to analyze literary texts both orally and in writing.

Also, this course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these courses are the development of students’ critical thinking, communication skills, personal responsibility, and social responsibility. Many elements of this course foster development of these objectives, which are explicitly addressed in the “Signature Assignment” (see below). The Departmental general guidelines for sophomore literature can be found by typing “sophomore literature” in the “Search UT Arlington” box on the University website: [http://www.uta.edu/uta](https://owa.uta.edu/owa/rechelle%40exchange.uta.edu/redir.aspx?C=VG7mTQ4Rn02EMVgKjwqbPFUUJc6ajtFIhLAHiJO1Cs5XygY4kzJMcSF-cw518bny2RPVoHkDsOM.&URL=http%3a%2f%2fwww.uta.edu%2futa).

***Some words on the Gothic:*** Transforming day into night is the function of the Gothic; it reaches into the shadows of the imagination in order to call into question what is perceived as stable fixed and regulated. While the Gothic is primarily considered a genre of sensation and mere entertainment as it readily provides audiences a means of escaping from reality, scholars in various fields have begun to carefully rethink the purpose and historical function of the Gothic. According to David Punter and Glennis Byron, authors of *The* *Gothic*, the genre provides an available means for speaking the “unspeakable.” Furthermore, they argue, the Gothic “re-emerges with particular force during times of cultural crisis” in order to negotiate the anxieties of an age through displacement (39). By considering the Gothic through Punter and Byron’s conception of the genre, we can begin to explore the Gothic as a form of social critique and public argument. Bram Stoker’s *Dracula*, for example, tells us as much about Victorian England as it does about the supernatural. Contemporary manifestations of the Gothic, such as Stephenie Meyer’s *Twilight* series and film productions like*Underworld*, function similar to Stoker’s text; however, they reveal *current* cultural anxieties and social critiques, as all texts are reflections of the age in which they are produced. While this course primarily investigates Gothic texts (novels, poetry, and short fiction) produced in the late Victorian age, we will also consider how the Gothic functions in contemporary culture and how we all are personally tied to this unique and enduring genre.

**Required Texts:**

* Bram Stoker, *Dracula*, W.W. Norton & Co.; 1st edition
* Oscar Wilde, *The Picture of Dorian Gray*, W.W. Norton & Co.; 2nd edition
* J.K Rowlings, *Harry Potter and the Sorcerer’s Stone*, Scholastic, 1998.
* Suzanne Collins, *The Hunger Games*, Scholastic, 2008.
* Etexts as assigned

*Note about course texts*: Students must read *all* assigned course texts (There will be no substitutions of texts). If a student feels s/he cannot abide by this course policy, s/he should drop the course. It is the student’s responsibility to drop the course on or before the official university drop date. See more about UTA’s drop policy below.

**Attendance Policy:**In order to do well, students must attend class regularly. At the beginning of each class meeting, attendance will be taken. For this reason, please be on time if not early to class. Habitual tardiness and/or unexcused absences will impact your attendance and participation grade.

**Course Prerequisites:**ENGL 1301 and ENGL 1302

**Grading Policy:**

Midterm exam: 20%

Final exam: 30%

Gothic Inquiry Essay: 10%

Signature Assignment: 20%

Freewriting & Quizzes: 10%

Attendance & Class Participation: 10%

**Description of Major Assignments and Exams:**Exams are cumulative and consist of short answer questions and in-class essays. The Gothic Inquiry Essay and Signature Assignment (see below for more information) are out-of-class writing assignments. Quizzes are typically unannounced and given at the beginning of class. Attendance is evaluated on punctuality and class attendance while participation is evaluated on the quality and thoughtfulness of students' in-class responses to course topics and readings.

**GOTHIC INQUIRY ESSAY**

Choose any one Gothic text (TV series, short story, novel, movie, comic book, etc) and discuss how it articulates a specific cultural issue, anxiety, or concern. In your essay, be sure to discuss the text's argument about the particular issue and utilize specific characters, themes, particular scenes to articulate and support your claims. Also, remember to follow the conventions of academic writing such as grammar, punctuation, spelling, and essay construction. The essay should also be in MLA style, 2 pages in length, typed, double spaced, and in Times New Roman 12pt. font.

**THE SIGNATURE ASSIGNMENT**

**Overview**

The Signature Assignment addresses all four of the course University prescribed objectives-**personal responsibility, critical thinking, communication skills,** and **social responsibility.**

This essay includes the integration of outside sources; it, therefore, requires students to demonstrate **personal responsibility** as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn’t just a matter of mechanics. It’s a question of personal responsibility (with real consequences for students) that overlaps with students’ responsibility to the academic community of which they are a part.

The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective.

The critical analysis of the way the selected text engages a significant issue of **social responsibility** addresses the social responsibility outcome.

**Specific Requirements**

Write a well-organized, effectively developed 3-5 page (approximately 750– 1250 words) critical analysis of one of the Gothic texts (this includes novels, short stories, TV series, and movies) discussed in class. There should also be an additional MLA style formatted Works Cited page.

In your analysis, you should explore how your chosen text reveals a particular issue related to social identity construction (some topics might include the construction of gender, sexuality, race, or class).  You should also explore what argument you believe the text is making about the issue and how the argument relates to social and cultural concerns of the age.

Don’t forget that you must support your claims with evidence from your chosen text and research.

You must also properly integrate material from two secondary sources into your analysis in a way that gives credit to the authors whose ideas and language you are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which you draw on the selected text and secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility. The Library offers a quick, on-line plagiarism tutorial: [http://library.uta.edu/plagiarism/](https://owa.uta.edu/owa/rechelle%40exchange.uta.edu/redir.aspx?C=VG7mTQ4Rn02EMVgKjwqbPFUUJc6ajtFIhLAHiJO1Cs5XygY4kzJMcSF-cw518bny2RPVoHkDsOM.&URL=http%3a%2f%2flibrary.uta.edu%2fplagiarism%2f).

**Appropriate Secondary Sources**

•       National newspapers (e.g., New York Times, Washington Post, USA Today, Dallas Morning News, Fort Worth Star Telegram)

•       Print magazines (e.g., The Atlantic, Harper’s, New Yorker, Time, Newsweek)

•       Online magazines (e.g., Slate, Salon)

•       Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA’s library gives you access to online)

•       Scholarly books or book chapters (it’s a good bet a book is scholarly if it’s published by an academic press, such as Duke University Press; if you’re not sure, ask your instructor)

•       Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)

Students interested in using a source that isn’t listed here, should check with the instructors.

Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman (or some other easily readable) font. Follow the MLA’s recommendations for formatting, citation, and style. Here is a direct link to the Library’s excellent guide to MLA format: [http://www.uta.edu/library/help/files/cite-mla.pdf](https://owa.uta.edu/owa/rechelle%40exchange.uta.edu/redir.aspx?C=VG7mTQ4Rn02EMVgKjwqbPFUUJc6ajtFIhLAHiJO1Cs5XygY4kzJMcSF-cw518bny2RPVoHkDsOM.&URL=http%3a%2f%2fwww.uta.edu%2flibrary%2fhelp%2ffiles%2fcite-mla.pdf)

In addition to the above, your assignment must include the following:

1.      an essay that is at least 3 pages long, but no more than 5

2.      integration of two appropriate sources

3.      a thesis

4.      a title

5.      incorporation of evidence (i.e., quotations) from the literary text

6.      Works Cited page using MLA format

**Late Assignments:**  All assignments, essays, quizzes, and exams are due on the specified due date (See the Course Calendar). Except for documented emergencies and university approved absences, late assignments will not be accepted. Students presenting documentation are required to complete assignments in the timeframe prescribed by their instructor.

**Blackboard:** While this course meets twice a week face-to-face, it will also utilize Blackboard for housing important documents (such as the class syllabus, course calendar, and assigned readings) and posting important course announcements. Students will also use Blackboard to submit assignments, including the Signature Assignment Essay, for the course (All assignments should be submitted **before** class on the specified due date). **Emailed essays and assignments will also not be accepted,** unless permission prior to the due date is granted by the instructor.

**Syllabus and Schedule Changes:** Instructors try to make their syllabuses and course calendars as complete as possible; however, during the course of the semester, they may be required to alter, add, or abandon certain policies, assignments, and/or schedules.  Instructors reserve the right to make such changes as they become necessary.  Students will be informed of any changes inadvance.

**Electronic Communication Policy:**All students must have access to a computer with internet capabilities. Students should check Blackboard and their MyMav email daily for course information and updates. I am happy to communicate with students through email; however, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus and course calendar for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I typically check it twice a day and occasionally on the weekend. Typically, students receive responses to their messages within 24 hours.

The University of Texas at Arlington has adopted the University “ MavMail” address as the sole official means of electronic communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail daily.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**Classroom Decorum:** Language that demeans people on the basis of race, religion, ethnicity, gender, sexual preference, or age will **NOT** be tolerated in this class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students’ learning may be asked to leave class and/or referred to the Office of Student Conduct.

**Electronic Devices:** Do **NOT** leave cell phones, iPods, etc. on during class. If you choose to use a laptop or an electronic reading device in class, please note that I will check to see if you are on task. Checking email and social networks or engaging in other electronic activities not related to classroom activities will significantly impact your participation grade. Please note that I decide which activities are considered on task.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**UTA Writing Center:**The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. During Fall 2013, registered users may visit the Writing Center for 45-minute face-to-face or online sessions from 9 a.m. to 7:30 p.m., Monday through Thursday; 9 a.m. to 3 p.m., Friday; and Noon to 4:30 p.m. Saturday and Sunday. You may register and schedule appointments online at uta.mywconline.com or by visiting the Writing Center. In addition to normal sessions, the Writing Center will offer Quick Hits (5-10 minute sessions for those nagging last minute problems, spelling/word choice questions, or editing concerns) 4:30-7:30 p.m. Monday through Thursday. During Quick Hits periods one of our staff will also respond to brief questions on our FaceBook page [www.facebook.com/WritingCenteratUTArlington](https://owa.uta.edu/owa/rechelle%40exchange.uta.edu/redir.aspx?C=z4ukmN6EpUSyd9CHhLb5kzjmWLtyadBItOklAi1dTrdliMPntSDXzZI9ocavmCq2nmLNFZDRwRw.&URL=http%3a%2f%2fwww.facebook.com%2fWritingCenteratUTArlington). Research Librarians will also offer Paper's Due Drop Inn to assist with research and citation specific questions. If you need assistance with registration, please call 817-272-2601 during regular business hours. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as consultants become available. Writing Center consultants are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center. In addition to one-on-one consultations, the Writing Center will offer on-campus FYC and grammar workshops periodically throughout the semester. For more information on these, please visit us at [http://www.uta.edu/owl](https://owa.uta.edu/owa/rechelle%40exchange.uta.edu/redir.aspx?C=z4ukmN6EpUSyd9CHhLb5kzjmWLtyadBItOklAi1dTrdliMPntSDXzZI9ocavmCq2nmLNFZDRwRw.&URL=http%3a%2f%2fwww.uta.edu%2fowl). Please note all times listed are for Central Standard Time and it is students responsibility to adjust for time differences if they do not reside in the area.